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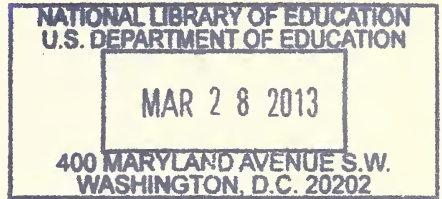
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CHAPTER XXII.

CONTRIBUTIONS TO THE HISTORY OF THE HOPKINS GRAMMAR SCHOOL, NEW HAVEN, CONN., 1660 TO 1900.

Compiled by H. K. WILLARD, Class of '75.¹

The Hopkins Grammar School, founded by Edward Hopkins, governor of the colony of Connecticut in 1660, "for the encouragement and breeding up of hopeful youth in a way of learning both at the grammar school and college for the public service of the country in future times," is a classical institution, designed for the preparation of youth for college, particularly for the academical department and the Sheffield Scientific School of Yale University, for which it has fitted more boys than any other preparatory school. This preparatory course, however, furnishes also excellent training for business, and in nearly every class which graduates there are some who enter immediately into business as their life work. Candidates for admission are required to be well grounded in the common English branches and to furnish satisfactory testimonials of good character. English studies are blended with the study of the Latin and Greek languages.

ORIGIN OF THE SCHOOL.

[Extract from the last will and testament of Edward Hopkins, esq., sometime governor of Connecticut Colony, but dying in England, which will was proved in the prerogative court in London the 30th of April, 1657.]

The sovereign Lord of all creatures giving in evident and strong intimations of his pleasure to call me out of this transitory life unto himself, it is the desire of me, Edward Hopkins, esq., * * * to thus dispose of the estate the Lord in mercy hath given to me. * * * And the residue of my estate in New England I do hereby give and bequeath to my father, Theophilus Eaton, esq., Mr. John Davenport, Mr. John Gulick, and Mr. William Goodwin, in full assurance of their trust and faithfulness in disposing of it according to the true intent and purpose of me the said Edward Hopkins, which is to give some encouragement in their foreign plantations for the breeding up of hopeful youths in a way of learning, both at the grammar school and college, for the public service of the country in future times."

"Signed, sealed, declared, and published by Edward Hopkins, esq., at his home in London on the 7th day of March, in the year of our Lord 1657, to be his last will and testament.

[Extracts from An Historical Discourse on the Two hundredth Anniversary of the Founding of the Hopkins Grammar School, New Haven, Conn.]

"Quod felix faustumque sit."

So spake John Davenport two hundred years ago to the general court of the colony of New Haven, and inaugurated the Hopkins Grammar School with words of happy omen. "Happy be it and prosperous." * * *

¹In preparing the following article the compiler has made use of An Historical Discourse on the Two hundredth Anniversary of the Founding of the Hopkins Grammar School, New Haven, Conn., delivered before the Hopkins Grammar School Association July 24, 1860, by Leonard Woolsey Bacon, and loaned through the courtesy of Professor Dexter; also of different catalogues, but more particularly those of 1850-51 and 1898-99.

The occasion which we are gathered to commemorate as the birthday of this collegiate school is entitled by the venerable historian of Connecticut, "The Rev. Mr. John Davenport's resignation of Governor Hopkins's donation to the general court of New Haven, June 4, 1660." * * *

The record of the transaction as it stands in the ancient record book of the colony, from which it has been repeatedly transcribed by historians, is a copy of Mr. Davenport's own writing. It opens with the Latin formula of benediction which has already been repeated, "Quod felix faustumque sit," and proceeds:

"On the 4th day of the 4th month, 1660, John Davenport, pastor of the Church of Christ in New Haven, presented to the honorable General Court at New Haven as followeth:"

The paper goes on to remind the court what they themselves had resolved sundry years before (as appeared in the public records), toward the founding of a college in New Haven—"a small college, such as the day of small things will permit," and informs them at once on the decision of the court to undertake that enterprise, he, "the said John Davenport wrote unto our beloved friend, Edward Hopkins, esq., then living in London, the result of these consultations. In answer whereunto the said Edward Hopkins wrote unto the said John Davenport, a letter dated the 30th of the fourth month, called April, 1656, beginning with these words: 'Most Deare Sir,—The long continued respects I have received from you, but especially the speakings of the Lord to my heart by you, have put mee vnder deepe obligations to love and a returne of thanks beyond what I euer have or can expresse, &c.,' then after other passages (w^{ch} being secretts hinder mee from shewing his letter), he added a declaration of his purpose in reference to y^e colledge about w^{ch} I wrote unto him. 'That w^{ch} the Lord hath given mee in those parts, I ever designed the greatest part of it for the furtherance of the worke of Christ in those ends of the earth, and if I vnderstand that a colledge is begun and like to be carried on at New haven for the good of posterity, I shall give some encouragement thereunto.' These are the very words of his letter. But before Mr. Hopkins could return an answer to my next letter, it pleased God to finish his days in this world."

The communication then announces to the general court that Governor Hopkins, by his last will, had bequeathed his estate in New England to trustees, of whom Davenport was one, to be disposed of "unto the public uses mentioned," and that it had been agreed by the trustees that one-half of the estate which should be gathered in should be paid unto Mr. Davenport for New Haven.

Mr. Davenport adds that the other trustees had assented to his declared purpose of interesting the honored magistrates and elders of the colony in the disposal of that part of the estate which was to be here expended "for the proving of the college work in a gradual way," * * * and he delivers over his trust to the legislature of the colony, "adding also his desire of some particulars for the well performing of the trust," * * *

By one of these "desired particulars," which were not conditions nor stipulations, but which seem to have been undertaken by the public with not less of fidelity, for being a request from their chief pastor, there was granted for the use of the proposed college a "home-lot" fronting on the public square; and the annual rent of an estate early consecrated to this use was pledged to the new enterprise under the name and title of "college land." The main fund of the infant seminary from the estate of Governor Hopkins did not become at once available. Hindrances, legal and political, were laid in the way of the enterprise. The form of its management was modified from the original design, its grade was reduced below the plans and hopes of its projector, and its active operation was for some years delayed. Nevertheless, by the wise forethought of Davenport, seconded by the unhesitating generosity of the townspeople of New Haven, it was at once provided with a home among their "fair and stately houses," so that in the year 1660, "the 4th day of the fourth month," this "collegiate school" became an institution. * * *

I find no difficulty in establishing a relationship between our Hopkins Grammar School and the ancient and honorable family of the grammar schools of England, which grew up in the middle ages, and which, quickened by the restoration of learning, grew with its growth, and strengthened with its strength, under the brightening light of the Reformation. In particular we can trace its descent lineally back to the ancient city of Coventry, whence came forth Davenport and Eaton to be founders of New Haven. That fine old city boasts among its institutions a free grammar school, founded in the reign of Henry VIII, and strengthened from time to time by gifts and legacies from public-spirited citizens. The family names of Davenport and Hopkins stand conspicuous in the roll of its benefactors.

In Coventry Free Grammar School, somewhere about the year 1607, Theophilus Eaton and John Davenport were schoolmates, and that friendship between them,

which in an important sense was the germ of the New Haven Colony, was contracted between schoolmates in the famous Grammar School of Coventry. They were fellow passengers together on the good ship *Hector* to New England, and with them also sailed as fellow passenger the Edward Hopkins, of whose name and bounty the Hopkins Grammar School is a perennial monument. Of his life previous to his embarkation not very much is known. He had been a scholar in the Royal Free Grammar School in his native town of Shrewsbury, and became a successful London merchant. Family ties connected him with Theophilus Eaton, as his wife was a daughter of Mrs. Eaton by her first marriage.

A grammar school was established in New Haven soon after the settlement of the town in 1638. Of this school the first master or rector was Ezekiel Cheever. He left New Haven for Massachusetts in 1650, and for many years was at the head of the grammar school in Boston, where he died in 1708, in the ninety-fourth year of his age.

He instructed in the Latin and Greek languages seventy years and has been called the "father of New England schoolmasters." Of the state of the school after this, till it passed into the Hopkins Grammar School, there is no record.

The home of Hopkins has never been in the jurisdiction of New Haven, but of Connecticut. During most of his residence in New England he was governor of the colony of Connecticut every alternate year; he was commissioner of the colony in the Congress of "the little powers;" as a merchant he pushed his trading stations up the river and into the wilderness, and founded the commerce in American cotton. Within fifteen years after the first arrival of Hopkins at Boston, he went back to Old England, full of colonial honors, and was received to a position of the highest trust and dignity in the government of the Lord Protector. In the midst of his new honors he never forgot his friends behind him in the wilderness. His death came in 1657. He had no children, and New England was his chief heir. But he did not forget to make provision for his "dear, distressed wife," for whom he left, in care of her brother, one hundred and fifty pounds per annum for her comfortable maintenance, "heartily entreating him to be careful and tender of her." At her death, the sum of five hundred pounds from his estate in Old England was to revert to the prospective college, which was already heir to the whole of his estate in New England, and which seemed to him to be in a fair and hopeful way of being established. It is an unfortunate circumstance that this reversion on the death of Mrs. Hopkins was diverted from the intent of the trustees and from that of the testator into other channels. * * *

His bequest for the establishment of a grammar school was not immediately available.

By vexatious delays the settlement of the estate was brought into the depressed and disturbed period of the last two or three years of the Republic of New Haven, when the Colony Grammar School (which had been cherished as conditional and ancillary to the Hopkins College) was reluctantly given up, and this institution was compelled to descend to a lower grade than that which the hopes of its founders had intended for it, and to be known in history as the Hopkins Grammar School. * * *

It was a sore disappointment to the soul of John Davenport when this dear project—which was to make the town of New Haven an university city—was so apparently defeated. But it is a beautiful compensation for the partial failure of the grand designs of Davenport and Eaton and Hopkins that Elihu Yale, the nephew of the "dear distressed" wife of the latter, the grandson of Mrs. Eaton, should go from his "native" New Haven, and gathering up the wealth of India should furnish from it an endowment and a name for the great university located in the city which John Davenport helped to found. * * *

The principal record which remains of the history of the school to the present time is the record of the succession of its rectors. For this period of nearly two centuries, which include times of war, of revolution, and of general decline in all public interests, it is an interesting fact that this seminary has never lacked a liberally educated man—a college graduate—as its teacher. On the roll of its teachers are names illustrious in the history of American education and literature.

CATALOGUE OF THE MASTERS OR RECTORS OF THE HOPKINS GRAMMAR SCHOOL FROM 1660 TO 1875, INCLUSIVE.¹

No. 1. (1660.) JEREMIAH PECK.

No. 2. (1663-64.) No income of the fund designated in 1660 appears to have been used for the grammar school until 1664. GEORGE PARDEE was master under the arrangement made in 1664 between Mr. Davenport and the town.

At the laying down of the colony school in 1662, it was proposed to have a school-master at the town's charge. But the generous offer of a salary of 60 pounds, backed by Mr. Davenport's personal efforts, failed to secure even a competent English master. "The fittest that could be found for the work" was George Pardee, who was found "willing to do what he was able," but who told the town, with great frankness, that "he had lost much of what learning he formerly had obtained." He undertook "to teach english and to carry them on in latine so far as he could; also to learn them to write. Some thing was spoken about teaching arethmeticke as very necessary in these parts. * * * He was also advised to instruct the youths in point of manners, there being a great fault in that respect, as some exprest."

It appears that the incumbency of George Pardee was something more than a momentary makeshift for this single emergency, and that, notwithstanding the zealous efforts of Mr. Davenport, and of the trustees of the Hopkins fund, to secure a grammar-school teacher—efforts which do not seem to have been hindered by any scruples for the sensibilities of Master Pardee—he continued through a period of at least thirteen years to be the main reliance of the town for the instruction of their youth. The report of the results of his labors is certainly expressed in a style of faint praise: "Several persons say they find some fruit of his labors in their children, and did desire he might go on yet longer."

The continuance of Master Pardee's labors had the effect, as the records show, to bring the town into collision successively with the trustees of the Hopkins estate and with the law of Connecticut, which required in every county a grammar school, the master whereof should be able to instruct youth so far as they may be fitted for college.

No. 3. (1665.) ISRAEL CHAUNCY. Mr. Davenport had recommended the town to send to the president of the college for "an able man," to which the president seems to have responded by sending one of his own sons, but which of three who graduated in 1661 is not known—probably Israel, minister of Stratford. That he actually entered on the school, and continued in it until Mr. Street, is known only by inference.

No. 4. (1667.) SAMUEL STREET, Harvard College, 1664. He was the son of Rev. Nicholas Street, teacher of the church in New Haven. Left the school about 1673, and was afterwards minister of Wallingford.

No. 5. (1674.) GEORGE PARDEE was reengaged (the town being left destitute) "to teach youth to read English, and the Accidence, and any Grammar rules as far as he could, and to write." In 1677, on occasion of an order from the general court concerning the lack of a grammar school at New Haven, Mr. Jones stated that, after the gift of the Hopkins legacy to the town (1664), "a Latin school was set up and continued until Mr. Street removed," but that "for about three years there had been only an English school." After a long debate about the condition of the estate the record concludes:

"The town now being informed in the state of things about the school, they fell to a loving debate to promote the business that a school according to the law

¹The succession of teachers here given is nearly or quite correct. The college where each one graduated, and the time of graduation, is stated. How long they were severally in office can not be ascertained.

might be set up, and therefore it is desired that parents of such as have children would be careful to send their children to the school, and to continue them at it, that they may attain to some proficiency whereby they may come to be fit for the service to God in church or commonwealth, and (were) pressed with the custom of our predecessors and the common practice of the English nation to bring up their children in learning."

- No. 6. (1683.) THEOPHILUS MUNSON. Prior to the year 1683, the doings of the school trustees, when recorded at all, were entered on the town records. In that year a record book was commenced for the school and the following papers engrossed in it, in the clerkly hand of Deputy Governor Jones: (1) Governor Hopkins's will; (2) the Rev. Mr. Davenport's grant, 1668; (3) power of attorney from Davenport, Cullick, and Goodwin, surviving trustees, to Thomas Bull, Nathaniel Ward, and Edward Stebbing, to collect debts, etc., for the estate, 1658; (4) the agreement between Davenport and Goodwin, 1664; (5, 6) deeds of real estate; (7) statement of the receipt of the estate, amounting to £412.

The first record of the doings of the committee begins:

"At a meeting of the above-named committee, the 4th of January, 1683 (i. e., 1684):

"Agreed that Ensign Munson go on with the grammar school at New Haven to make up his year current, and his allowance to be £40 per annum, as formerly. Also that trial be made of the sufficiency of the said Ensign Munson, and if he be found sufficient to instruct or to fit hopeful youth for the college, according to the trust committed to us, that he have £50 for the ensuing year."

The "trial of his sufficiency" seems to have been unsatisfactory, for three months later he "laid down his charge," and his successor was appointed.

The records continue to be in the handwriting of Governor Jones until the close of the year 1694, after which the records passed into less careful hands.

- No. 7. (1684.) JOHN HERRIMAN, son of John Herriman who "kept the ordinary" at New Haven, at that time an office of trust and dignity under the town. He graduated at Harvard College in 1667, and ministered to the church in New Haven more or less from 1676 to 1682. He was afterwards first minister of Elizabethtown, N. J.

In 1687, during Mr. Herriman's administration, a debt of £8 8s., owing to the Hopkins estate from Mrs. Abigail Davenport, was released to her for the maintenance of her son, John Davenport, at the college. This John, grandson of the New Haven pastor, graduated at Harvard that year, and became the next teacher of the grammar school. At the same time "forty pounds of the list of debts were appropriated for the maintenance, education, and encouragement in learning of John Jones, Samuel Mansfield, Stephen Meeks (Mix), and Thomas Buckingham, * * * of which sum ye aforesaid John Jones is to have a double part, he being a kinsman and relation by affinity to the said donor." John Jones was son to Governor William Jones, who married the daughter of Governor Eaton, half-sister to Mrs. Hopkins. Of these five beneficiaries, three—Davenport, Mansfield, and Mix—graduated at Harvard College. The two former became teachers in the Hopkins school. Davenport at Stamford, Mix at Wethersfield, and Buckingham at Saybrook, were all eminent pastors. The last named was one of the founders of Yale College, and moderator of the Saybrook council.

The curious rules which were adopted by the trustees and published in the school under Mr. Herriman have been printed in full in the annual catalogue for the school for 1857. They may have come substantially from the hand of Mr. Davenport, who alludes to rules which he had drawn. The substance of them is briefly as follows:

1. The school free to all boys from New Haven County; all others to pay 10 shillings entrance fee.

2. Qualifications for admission: That boys should have learned to "spell their letters well" and begin to read, and "all girls be excluded as improper and inconsistent with such a grammar school as the law enjoins."

3. School hours: From 6 to 11 a. m., from 1 to 4 p. m., in winter; in summer, till 5 p. m.

4. A monitor to be appointed to mark absences, and the faulty and truants to be corrected or reprov'd.

5. Prayer to be offered every morning.

6. Scholars to be seated in order of scholarship, and not to leave their seats.

7. Good behavior required. The incorrigible to be expelled.

8. Misbehavior at church to be corrected.

9. No Latin boys allowed to absent themselves.

10. Boys to be examined Monday morning on the sermons, and Saturday afternoon to be catechised.

No. 8. (1687.) JOHN DAVENPORT, grandson of the first pastor of New Haven, graduated at Harvard in 1687. Undertook the school in August of the same year, and continued it for some four years or more. He afterwards became minister of Stamford.

No. 9. (1694.) SAMUEL MANSFIELD was *Schoole Master* in this year, and continued in the position until 1699. He graduated at Harvard in 1690, having been, like his predecessor, assisted in his education from the Hopkins fund. After leaving the school he went into the West India trade. Died, 1701.

No. 10. (1699.) JOSEPH MOSS. "Sir Moss . Begun . to keep scole . the 27 : of . November 1699 : then . sayed Moss . put . in by the Committee." (*School Records*.) Three years before this his father was "allowed the use of Colledge meadow rent-free, for his encouragement in giving his Son Colledge Learning." He graduated at Harvard, 1699. After he left the School, November, 1706, he became minister of Derby. "No clergyman in his time had a higher reputation in Connecticut, than Mr. Moss." (Prof. Kingsley.)

No. 11. (1706.) JOHN JAMES. Received an honorary degree at H. C., 1710. He kept the school only six weeks.

No. 12. (1707.) SAMUEL COOKE, Y. C., 1705. Continued to teach the school for eight years, and went from it to become minister of Stratfield (Bridgeport). He was, in 1732, fellow of the college. Died in 1747.

No. 13. (1716.) DANIEL BROWNE, Y. C., 1714. Tutor in Y. C. Went to England to receive orders as an Episcopal minister, where he died of smallpox, 1723.

No. 14. (1718.) JAMES PIERPOINT, Y. C., 1718. Son of the pastor of New Haven. Tutor in Yale College, 1722-1724. Died, 1776.

No. 15. (1721.) RICHARD TREAT, Y. C., 1719. "Mr. Treet Took the Care of the Grammar School in Newhauen 31th day of May anno Domini 1721." Was minister of Abington, Mass., and *not* D. D. This title belonged to another of the same name who graduated six years later.

No. 16. (1721.) (Sept. 18.) SAMUEL MIX, Y. C., 1720. Son of Samuel Mix, of New Haven.

No. 17. (1729.) DANIEL MUNSON. "Agreed with Ensigne theophilus Munson for his son Daniel Munson to keep the gramer scholl for one year to begin 22d November and to keep about seven hours in the day in the winter season and about eight hours in the summer season in each day and not to exceed twelve play dayes in the year and for his Reward he is to have the money raysed on the scoollers heads and the Rents of the money and of the land and Meadow of this present year." Y. C., 1726.

No. 18. (1730.) MOSES MANSFIELD, Y. C., 1730. Of a New Haven family in which prevailed a talent for school keeping. (Vide infra.)

No. 19. (1734.) WILLIAM WOLCOTT, Y. C., 1734. Tutor, 1735. Died, 1799.

No. 20. (1735.) ISAAC DICKERMAN, Y. C., 1736. Taught the school for six weeks, October and November of 1735.

(For the next four years there is no record of the names of schoolmasters, except, written on an odd leaf, an account of a payment for ten months' services to):

No. 21. (1738.) ——— MILLS, Gideon, Y. C., 1737, or Ebenezer, Y. C., 1738.

No. 22. (1749.) MOSES MANSFIELD. The same who kept the school in 1730.

No. 23. (1741.) JOHN WHITING, Y. C., 1740. Tutor, 1743-1747. Was afterwards judge of probate in New Haven and deacon of the First Church. Died, 1786.

No. 24. (1742.) RICHARD MANSFIELD, Y. C., 1741. Son of Jonathan Mansfield, the secretary and treasurer of the trustees. Was ordained in England, 1749, as an Episcopal minister and took charge of congregations in West Haven, Derby, and Waterbury.

No. 25. (1747.) MOSES TUTTLE, Y. C., 1745. Marked as a minister in the Triennial Catalogue of Yale College.

No. 26. (1747.) BENJAMIN TALMAGE, Y. C., 1747. Minister of Brookhaven, L. I., where he died, 1786. He was father of Col. Benjamin Tallmadge, of the army of the Revolution.

No. 27. (1747.) ELIPHALET BALL, Y. C., 1748. Born at New Haven. Became minister of Woodbridge and afterwards of Ballston, N. Y., which was named for him. Died, 1797. He taught the school only a single week.

No. 28. (1747.) TIMOTHY PITKIN, Y. C., 1747. Tutor. Afterwards minister of Farmington and fellow of the college. Died, 1811.

No. 29. (1749.) JOHN HOTCHKISS, Y. C., 1748; received degrees also from Harvard, New Jersey, and Dartmouth Colleges. He was a New Haven merchant and was killed in the British invasion of New Haven, July, 1779.

No. 30. (1751.) THOMAS WILLIAMS, Y. C., 1748. Was a preacher of the gospel, but never ordained. Died, 1778.

No. 31. (1753.) JONATHAN WELLS, Y. C., 1751. Tutor, 1754. Died, 1792.

No. 32. (1754.) JOHN NOYES, Y. C., 1753. Son of the pastor of the First Church, New Haven. Died, 1767.

No. 33. (1757.) TIMOTHY JONES, Y. C., 1757. Was justice of the peace in New Haven, where he died, 1800.

No. 34. (1759.) NOAH WILLISTON, Y. C., 1757. Minister of West Haven, where he died in 1811.

No. 35. (1760.) EBENEZER GROSVENOR, Y. C., 1759. Minister at Scituate, Mass. Died, 1788.

No. 36. (1761.) MATTHEW MERRIAM, Y. C., 1759. Minister at Berwick, Me. Died, 1797.

No. 37. (1761.) AVERY HALL, Y. C., 1759. Son of Rev. Theophilus Hall, of Meriden. Minister at Rochester, N. H. Died, 1820.

No. 38. (1762.) HADLOCK MARCY, Y. C., 1761.

No. 39. (1764.) PUNDERSON AUSTIN, Y. C., 1762. Tutor, 1765. Died, 1773.

No. 40. (1765.) WILLIAM JONES, Y. C., 1762. Merchant in New Haven. Died, 1783.

No. 41. (1768.) BUCKINGHAM ST. JOHN (from Norwalk), Y. C., 1768. Tutor, 1770. Died by drowning while tutor, 1771. An elegy was written on the occasion of his death by Judge Trumbull, author of *McFingal*.

(Professor Kingsley inserts here, in the list of teachers of the school prepared by him and published in the catalogue of the school for 1850-51, the name of President Timothy Dwight. The biography of Dr. Dwight, by his son, prefixed to his *Theology*, also represents that immediately after his graduation, in 1769, he taught a grammar school in New Haven. No other grammar school than the Hopkins School is known to have existed at the time in New Haven, and it is

highly improbable that more than one could have been sustained there. As it would seem very improbable that the biographer of Dr. Dwight, being his own son, and having access to his papers, should be mistaken as to how Dr. Dwight was engaged for so long a period of his active life, we might have been held justified, on this authority, in retaining this famous name upon our list.

On the other hand, however, not only do the records of the school give no proof that Dr. Dwight ever taught it, but they do give distinct proof of the contrary. There is no break in the record, and no interruption in the succession of teachers, in which to find a place for him.)

- No. 42. (1770.) SAMUEL DARLING, Y. C., 1769. Became a physician at New Haven, and deacon of the First Church. Died at New Haven, aged 91, in 1842.
- No. 43. (1771.) ACHILLES MANSFIELD, Y. C., 1770. In 1779 became minister of the church in Killingworth in which office he died in 1814.
- No. 44. (1774.) WILLIAM LOCKWOOD, Y. C., 1774. Tutor, 1779. Minister at Glastenbury. Died, 1828.
- No. 45. (1777.) CHAUNCEY GOODRICH, Y. C., 1776. Tutor, 1779-1781. Afterwards United States Senator and lieutenant-governor of Connecticut. Died, 1815.
- No. 46. (1778.) SAMUEL BIRD, Y. C., 1776. Became a planter in Georgia. Died, 1822.
- No. 47. (1780.) ZEBULON ELY, Y. C., 1779. Tutor, 1781. From 1782 till his death, in 1824, minister at Lebanon, Conn.
- No. 48. (1782.) THOMAS LORD, Y. C., 1780.
- No. 49. (1782.) RICHARD WOODHULL, Y. C., 1752. Tutor, 1756-1761; also, 1763-1765.
- No. 50. (1785.) WALTER KING, Y. C., 1782. 1787, minister at Norwich, Conn. 1813, at Williamstown, Mass. Died, 1815.
- No. 51. (1785.) DAVID DAGGETT, Y. C., 1783. LL. D., judge of the superior court of Connecticut, United States Senator, professor of law in Yale College. Died, 1851.
- No. 52. (1786.) JARED MANSFIELD, Y. C., 1777. He was born in 1759, of the New Haven family of Mansfields, largely represented in this list. After leaving the Hopkins Grammar School, in 1795, he became instructor in that sustained by the Friends, in Philadelphia. His "Essays, mathematical and physical," published about 1800, was the first volume of original mathematical research issued in this country. After this he was successively Surveyor-General of the United States for the Northwestern Territories, and professor in the Military Academy at West Point. Died at New Haven, 1831. A portrait of him, by Weir, belongs to Yale College. His mathematical reputation, as it has descended to two generations of sons-in-law, is well sustained by Prof. Charles Davies and William K. Peck, of Columbia College, New York. Mr. Mansfield continued master of the school until April 22, 1790, when he sent in his resignation in the words following:

"GENTLEMEN: Your candor and generosity in appointing me to the charge of the Grammar-School, without any solicitation on my part, demands my warmest acknowledgements, and will ever be remembered with gratitude. I have endeavored to execute my office with diligence and fidelity, and should still be happy to serve the Committee, were it not for brighter prospects from abroad, and such as my friends think advisable to embrace. I shall leave my friends in these parts with regret, but shall ever pray for their happiness. These considerations induce me to resign the charge of the Grammar-school, which resignation I beg the committee to accept at the expiration of the present Quarter, viz, on the 28th inst.

"Yours, &c.,

"JARED MANSFIELD."

The committee accepted Mr. Mansfield's resignation "with a grateful sense of his good services."

- No. 53. (1790.) ABRAHAM BISHOP, Y. C., 1778. For many years collector of the port of New Haven. He was appointed to take the school at the close of Mr. Mansfield's term, and had permission to keep the school in his own house. He retained it for five months, when he "agreed with the committee to resign," and they reappointed—
- No. 54. (1790.) JARED MANSFIELD, who remained now for five years, and probably raised the school to a higher reputation than it had afterwards until the accession of Mr. Olmstead. He taught in his own house in State street, near Chapel.
- No. 55. (1795.) STEPHEN TWINING, Y. C., 1795. Steward of Yale College, 1819–1832. Died, 1832.
- No. 56. (1796.) JOHN HART LYNDE, Y. C., 1796. Lawyer at New Haven and clerk of the courts. Died, 1817.
- The Committee "made choice of Sir Hart Lynde to keep the Grammar-school for the stipend of £60 *per annum*; and said Lynde is permitted a poll-tax of half-a-dollar per quarter for each grammar scholar. And the Committee agree that said master have one week vacation at commencement, also one week on the annual election in May. Said master is not to indulge the scholars with liberty of playing on Wednesdays in the afternoon."
- No. 57. (1797.) JAMES MURDOCK, Y. C., 1797. D. D. and professor of ecclesiastical history in Andover Theological Seminary. Translator of Mosheim's Ecclesiastical History and of the Syriac New Testament into English. Died, 1856.
- No. 58. (1799.) ELI IVES, Y. C., 1799. M. D. and professor in the medical department of Yale College.
- No. 59. (1801.) SHUBAEL BARTLETT, Y. C., 1800. Minister of the church in East Windsor from 1804 until his death in 1854.
- No. 60. (1802.) JONATHAN HUNTINGTON LYMAN, Y. C., 1802. Lawyer in Northampton, Mass. Died, 1825.
- No. 61. (1805.) NATHANIEL FREEMAN, Y. C., 1805. Pastor at Greenfield Hill, Conn. Died, 1854.
- No. 62. (1807.) HENRY SHERMAN, Y. C., 1803. Pastor at Weston, Conn. Died, 1817.
- No. 63. (1808.) ELIZUR GOODRICH, Williams College, 1806. Lawyer in Hartford.
- No. 64. (1810.) EBENEZER KELLOGG, Y. C., 1810. Professor at Williams College. Died, 1846.
- No. 65. (1810.) CHAUNCEY ALLEN GOODRICH, Y. C., 1810. D. D., professor in Yale College, editor of a Greek grammar; in 1832 of Greek Lessons; in 1852 of Select British Eloquence. In 1829 established the Quarterly Christian Spectator, and was its sole editor till about 1836. Also, an important contributor to other religious periodicals. Editor of Webster's Dictionary. Died, 1859.
- No. 66. (1812.) ELEAZAR THOMPSON FITCH, Y. C., 1810. D. D., Livingston professor of divinity in Yale College from 1817 till his resignation in 1852. His private instructions in theology constituted the germ of the Yale Theological Seminary, with which, established in 1822, chiefly by the efforts of Professor Goodrich and himself, he long retained his highly valued connection.
- No. 67. (1812.) EDWIN WELLS DWIGHT, Y. C., 1809. Clergyman at Richmond, Mass. Died, 1841.
- No. 68. (1813.) WARD SAFFORD, Y. C., 1812. Minister in New York, and founder of city missions in America. Died, 1851.
- No. 69. (1813.) ELISHA MITCHELL, Y. C., 1813. D. D., professor of natural sciences in the University of North Carolina. Perished in 1857 on a mountain in that State, which has since received the name of Mitchell's Mountain.
- No. 70. (1814.) ZEDEKIAH SMITH BARSTOW, Y. C., 1813. D. D., minister at Keene, N. H. Dr. Barstow had among his pupils many who have since risen to eminence.

- No. 71. (1815.) RANDOLPH STONE, Y. C., 1815. Was the last man who held the office of *butler* in Yale College. Became a minister, and labored on the Western Reserve, in Ohio. Died, 1840.
- No. 72. (1815.) EBENEZER SEELEY, Y. C., 1814. A lawyer at New Haven and mayor of the city. Removed subsequently to New York.
- No. 73. (1816.) ZEDEKIAH SMITH BARSTOW, again, for one quarter.
- No. 74. (1816.) RUFUS WOODWARD, Y. C., 1816. Died, 1824. (See an elegy by Brainard "On the death of Mr. Woodward at Edinburgh.")
- No. 75. (1816.) JOSEPH DRESSER WICKHAM, Y. C., 1815. Was the last amanuensis of President Dwight. Afterwards minister to Owego, N. Y., and for many years principal of the Burr Seminary, Manchester, Vt.
- No. 76. (1817.) GEORGE HILL, Y. C., 1816. United States consul in Asia Minor. (See Everest's Poets of Connecticut.) Appointed.
- No. 77. (1817.) WILLIAM CHAUNCEY FOWLER, Y. C., 1816. Professor in Middlebury and Amherst colleges and author of an elaborate treatise on English grammar and of the History of the Chauncey Family.
- No. 78. (1818-1820.) HECTOR HUMPHREYS, Y. C., 1818. Professor in Trinity College and president of St. John's College, Maryland. Died, 1857.
- No. 79. (1820-21.) EDWARD TURNER, Y. C., 1818. Professor in Middlebury College. Died, 1838.
- No. 80. (1821-1823.) STEPHEN D. WARD, New Jersey College (Princeton), 1819. Clergyman in Maine and Massachusetts. Died, 1858, at Agawam, Mass.
- No. 81. (1823-1825.) HENRY HERRICK, Y. C., 1822. Clergyman at Exeter, Otsego County, N. Y.
- No. 82. (1825.) SIMEON NORTH, Y. C., 1825. D. D., LL. D., president of Hamilton College.
- No. 83. (1825-26.) GEORGE NICHOLS, Y. C., 1824. Teacher in Hadley and in Springfield, Mass. Died in Springfield, 1841.
- No. 84. (1826-1829.) ROBERT McEWEN, Y. C., 1827. D. D., clergyman at Enfield, Mass.
- No. 85. (1829-1831.) ASA DRURY, Y. C., 1829. Professor in Cincinnati College, Ohio.
- No. 86. (1831-1833.) NOAH PORTER, Y. C., 1831. D. D., professor in Yale College.
- No. 87. (1833-34.) JOHN OWEN COLTON, Y. C., 1832. Pastor of the Chapel street church, New Haven. Compiler of Colton's Greek Reader. Died, 1840.
- No. 88. (1834-35.) SAMUEL W. S. DUTTON, Y. C., 1833. D. D., pastor of the North Church, New Haven.
- No. 89. (1835-36.) CHARLES ALONZO GAGER, Y. C., 1835. Died, 1841, in Egypt.
- No. 90. (1836-37.) NELSON WHEELER, Y. C., 1836. Professor in Brown University. Died, 1855.
- No. 91. (1837-38.) WILLARD MASON HARDING, Y. C., 1837. Minister at Princeton, Mass.
- No. 92. (1838.) ROBERT HAMILTON PADDOCK, Y. C., 1837. M. D., professor in Starling Medical College, Ohio.
- No. 93. (1839.) ISAAC JENNINGS, Y. C., 1837. Minister at Stamford.
- No. 94. (1840.) HAWLEY OLMSTEAD, Y. C., 1816. At a meeting of the committee of the Hopkins Grammar School, in New Haven, July 28, 1849, the following minute was adopted, to be entered on their records:

"Mr. Hawley Olmstead, principal of this school, having resigned his place in the same, on account of impaired health, the committee learn with regret the necessity of this measure, and return Mr. Olmstead their thanks for his faithful services, since for more than ten years he has managed the school with great

ability and success, having, by thorough instruction and discreet and efficient government, raised it from a very depressed state to one of great prosperity and usefulness. The committee would express their sincere hope that Mr. Olmstead, when released from his confinement and severe labors, may be speedily restored to his former health and enabled to resume, in some form, those efforts in the cause of education for which he is eminently qualified, from his long experience.

"Voted, that a copy of the foregoing be presented to Mr. Olmstead.

"JAMES L. KINGSLEY, *Secretary pro tem.*"

No. 95. (1849.) EDWARD OLMSTEAD, Y. C., 1845.

No. 96. (1854.) ROBBINS LITTLE, Y. C., 1851.

No. 97. (1854.) JAMES MORRIS WHITON, Y. C., 1853.

No. 98. (1866.) HENRY NORTON JOHNSON, Yale, 1861, son of Hervey and Sarah (Pardee) Johnson, was born in Meriden, Conn., on June 11, 1831. He entered college in 1855, but left during the second term of the sophomore year to earn money by teaching. After two years thus spent in the public schools of New Haven, he reentered college in September, 1859.

After graduation he remained in New Haven, and had nearly completed the course in the Theological Seminary, when he became rector of the Hopkins Grammar School, in the fall of 1864. Under his administration the school attained great prosperity. He resigned his position in 1873 and spent the next four years abroad. After his return he resided chiefly in New Haven, taking occasional private pupils. The last years of his life were spent in his native city, where he was engaged in developing some real estate which he owned. He was found dead from syncope on the floor of a bath room in his boarding house on the morning of April 24, 1892. He was not married.

No. 99. (1873.) WILLIAM LEE CUSHING, Yale, 1872. Was born in Bath, Me., on July 24, 1849. From 1872 to 1873 he taught in the Hartford High School; from 1873 to 1885 he was rector of the Hopkins Grammar School; from 1885 to 1887 he studied in Athens, Greece; from 1887 to 1888 he was instructor in Yale. In 1888 he became head master of the Westminster School, formerly at Dobbs Ferry, N. Y., now at Simsbury, Conn., and still holds that position.

On April 6, 1876, he married Miss Mary-Lewis Strong. Their children are as follows:

1. Josephine Dodge Cushing, born June 26, 1878; died December 20, 1878.

2. Charles Cyprian Strong Cushing, born October 27, 1879; who is a member of the class of 1902 of Yale University.

3. Philbrook Cushing, born September 22, 1882; died November 10, 1892.

4. William Strong Cushing, born November 30, 1886.

5. Lee Woodward Cushing, born June 3, 1891; died January 11, 1898.

No. 100. (1885.) GEORGE L. FOX, Yale, 1847.

The following biographical records of the seven trustees of the Hopkins Grammar School whose names appear in the annual catalogue of July, 1875, was compiled by Mr. Thomas R. Barnum, H. G. S., 1875, from the obituary record of the graduates of Yale University and from other records:

HENRY WHITE, M. A.¹

(Elected trustee, 1839.)

Henry White (1821), son of the Hon. Dyer and Hannah (Wetmore) White, was born in New Haven, Conn., March 5, 1803.

¹ Yale Obit. Record, June, 1881.

From 1823 to 1825 he served as a tutor in this college. He then studied law and entered on its practice in 1828 in his native city, where he continued to reside until his sudden death, from neuralgia of the heart, October 7, 1880, at the age of 77. His tastes led him to appear rarely in court, but he was specially occupied in the settlement of estates and the care of trust funds, and in these duties had the entire confidence of the community through a long life. He was also much interested in matters of local history, and had given particular attention to the compilation of a history of the ownership of land in New Haven. He was one of the founders of the New Haven Colony Historical Society and also its first president. For nearly half a century he was a deacon in the Center Church. He was married January 7, 1830, to Martha, daughter of Roger Sherman, of New Haven, and granddaughter of the Hon. Roger Sherman (she survives (1880) with six of seven sons).

THEODORE DWIGHT WOOLSEY, D. D., LL. D.

(Elected trustee 1840.)

Theodore Dwight Woolsey (class of 1820, Yale College), the sixth child and youngest son of William W. and Elizabeth Woolsey, of New York, was born in that city October 31, 1801. The family removed to New Haven in 1805, where his mother, who was a sister of President Dwight, died in 1813.

Soon after graduation he began the study of law (with no intention, however, of practicing it) in the office of Charles Chauncey, esq. (Yale, 1792), of Philadelphia, a brother of his stepmother. In 1821 he entered Princeton Theological Seminary, but was recalled to Yale by the offer of a tutorship in June, 1823. While in this office he pursued further theological studies and was licensed to preach in 1825. In the summer of that year he resigned the tutorship, and in May, 1827, went to Europe, where he remained until July, 1830, mainly occupied in the study of Greek in France and Germany.

Soon after his return he was elected, in September, 1831, to the professorship of Greek in Yale College, Professor Kingsley's chair of ancient languages being divided for this purpose. After fifteen years of eminent service in this capacity, he was advanced, on President Day's retirement, in August, 1846, to the presidency of the college, which he held until his resignation, in July, 1871. He was then immediately elected a fellow of the corporation, and this position he held until the acceptance of his resignation in October, 1885. He died in New Haven, of old age, on the 1st of July, 1889, in his eighty-eighth year.

In the period of his professorship he published editions of four Greek tragedies and the *Gorgias* of Plato, which marked an epoch in the progress of classical study in America. In the same period he was associated with other gentlemen in the establishment of the *New Englander* (1843), to which his contributions were numerous and weighty.

As president, besides the great work which he did in advancing the scholarship of the whole college, he undertook the instruction of the senior class in history, political science, and international law. One result of these studies was his valuable introduction to the study of international law, which was published first in 1860, and has passed through four enlarged editions; other results were a volume on *Divorce and Divorce Legislation*, which appeared in 1869 (2d edition in 1882), two volumes on *Political Science*, published in 1878, and one on *Communism and Socialism* (1880). Dr. Woolsey was ordained at the time of his induction into the presidency, as he viewed the call to that office as involving responsibilities analogous to those of the pastorate. By his preaching in the college chapel, and by the influence of his character, he impressed himself in a striking degree upon his students. A volume of his sermons, entitled "*The Religion of the Present and the Future*," was published in 1871.

From 1872 to 1880 he devoted much time to the revision of the New Testament, serving as the chairman of the American company engaged in that work.

The degree of doctor of laws was conferred on him by Wesleyan University in 1845 and by Harvard University in 1886, and that of doctor of divinity by Harvard in 1848.

He married, September 5, 1833, Elizabeth Martha, only daughter of Josiah Salisbury, of Boston, who died on November 3, 1852. Her children were three sons and six daughters, of whom one daughter and one son (Yale, 1872) are still living. President Woolsey next married, September 6, 1854, Sarah S., daughter of Gilman Prichard, of Boston, who survives him, with two daughters and one son (Yale, 1881), an elder son having died in infancy.

ELI WHITNEY BLAKE, M. A.

(Elected trustee 1846.)

Eli Whitney Blake (class of 1816, Yale College) son of Elihu and Elizabeth (Whitney) Blake, was born in Westboro, Mass., January 27, 1795. After spending the year succeeding graduation in the Litchfield (Conn.) Law School, he then, at the request of his uncle, Eli Whitney (Yale, 1792), the inventor of the cotton gin, who was engaged at the same time in the manufacture of firearms for the Government, abandoned a professional career and entered his uncle's employ in connection with the gun manufactory at Whitneyville, in Hamden, just outside the bounds of New Haven. He continued in the same business with one of his brothers after Mr. Whitney's death, in January, 1825, until 1836, when he and his two brothers established in Westville, another suburb of New Haven, a manufactory of house-furnishing hardware, which he carried on for about thirty-five years, until old age made his retirement necessary.

In 1855 he served on a committee which had charge of the macadamizing of one of the principal streets of New Haven, and thus had his attention drawn to the need of a machine which might perform the labor of crushing stone into small fragments. In 1857 he perfected the invention of a machine for this purpose and for use in mining, which for originality, simplicity, and effectiveness has received the highest praise and has proved to be of the utmost practical value. Mr. Blake made several other important inventions while engaged in the manufacture of arms, and continued until very late in life an enthusiastic student in the higher mathematics and physics. In 1882 he collected and printed in a small volume (61 pp., 8°) some of his most important papers, with the title, "Original solutions of several problems in aerodynamics." In 1879 the degree of doctor of laws was conferred on him by his alma mater.

After an old age of honored retirement, followed by a few weeks of extreme feebleness, he died at his home in New Haven, August 18, 1886, in his ninety-second year.

He married, July 8, 1822, Eliza M., daughter of Edward J. and Mary (Pierpont) O'Brien, of New Haven, who died in 1876. Of their twelve children, six sons and four daughters lived to maturity; the daughters and three of the sons survive their parents. Five sons were graduated at this college, the remaining son being prevented from completing his course by ill health.

THOMAS ANTHONY THACHER, LL. D.¹

(Elected trustee 1854.)

Thomas Anthony Thacher (1835) was born in Hartford, Conn., January 11, 1815, the son of Peter and Annie (Parks) Thacher.

After graduation day he taught for a few months in the academy at New Canaan, Conn., and then for three years in Georgia. On the 1st of December, 1838, he entered on the duties of a tutorship in this college. From this office he was advanced in August, 1842, to the professorship of Latin, and in this relation to the college he continued until his death. Besides his eminent success as an instructor, he was a most valued officer in the discipline and general administration of the college, and most happy in securing the confidence and regard of successive generations of students. Many of the most important benefactions received by the institution during his term of office were obtained through his wise and unremitting activity. His time and strength were given without stint to college affairs, but he was able also to evince his interest in public education by serving as a member of the State board of education from its foundation, in 1865, until his resignation, in 1877. The degree of doctor of laws was conferred on him by Western Reserve College in 1869. For some ten years before his death Professor Thacher had been hindered in the full discharge of his duties by a liability to attacks of angina pectoris, and the fatal result had thus been a matter of long anticipation. The end came very suddenly in the early morning of April 7, 1886, at his home in New Haven in the seventy-second year of his age.

He married, September 16, 1846, Elizabeth, second daughter of the Rev. President Jeremiah Day, who died May 18, 1858, leaving five sons, who are all graduates of the college. He next married, August 1, 1860, Elizabeth D., the youngest child of Roger Sherman, esq., of New Haven.

HENRY COIT KINGSLEY, M. A.

(Elected trustee 1860.)

Henry Coit Kingsley (Yale, 1834) was born in New Haven, Conn., December 11, 1815, the second son of Prof. James L. Kingsley (Yale, 1799) and Lydia (Coit) Kingsley.

After graduation he was employed for a few months as a private tutor, and in the autumn of 1835 entered the Yale law school. Here he studied for two years, with the exception of the winter of 1836-37, which he spent in a law office in Columbus, Ohio. In December, 1837, he was admitted to the practice of law in Ohio, and established himself in Cleveland, in partnership with his brother (Yale, 1832). He married September 6, 1841, Miss Cornelia H., elder daughter of John Day, of Cleveland, who died August 31, 1843, leaving a daughter, who died in 1862. He married again August 26, 1846, Mrs. Jane Handy, of Utica, N. Y., daughter of Briggs W. Thomas, of that place. He continued actively engaged in the practice of his profession, uniting with it land agencies, until the summer of 1852, when, in consequence of the impaired health of himself and his wife, they went to Europe. On returning, in 1853, he removed his residence to New Haven. In 1854 he was elected a director of the Cleveland and Pittsburg Railroad Company, which was then seriously embarrassed and in 1857 became insolvent. From 1857 to 1866 Mr. Kingsley had the principal charge of the financial affairs of the company, which in 1862 regained a sound position.

In July, 1862, he was elected treasurer of Yale College, and he remained in this office until his death, fulfilling also during the same time many responsible private trusts with rare efficiency. On the morning of the 19th of November, 1886, while driving to his business, he received a severe injury. A cart was driven against his

¹ Yale Obit. Rec., June, 1886.

carriage, and as the result he was thrown violently forward upon one of the wheels. Two ribs were broken and other injuries were received. For some weeks he seemed to be in a fair way to recover, when unfavorable symptoms developed, and after severe and protracted suffering he passed away on the morning of December 19, at the age of 71. His wife survives him, without children.

Mr. Kingsley's services to the college which he loved so well, rendered as they were at much personal sacrifice, during years of feeble health, deserve the fullest and most grateful recognition. His acute and rapid judgment, his caution, and his thoroughness have made the years of his administration of the college finances a notable period, while his personal character commanded the respect and admiration of all who were brought into intimacy with him.

ALEXANDER CATLIN TWINING, LL. D.¹

(Elected trustee 1863.)

Alexander Catlin Twining (Yale, 1820), son of Stephen Twining (Yale, 1795) and Almira (Catlin) Twining, was born in New Haven, Conn., July 5, 1801.

He left college with the intention of entering the ministry, and soon after studied for one year in Andover Theological Seminary. In 1823 he returned to New Haven as tutor in the college, in which office he served for two years. In the meantime he had decided to become a civil engineer, and now went to West Point to prepare himself for his profession. He was first employed upon the State works of Pennsylvania, and his earliest independent work was in 1835 to 1837, as chief of the survey for the Hartford and New Haven Railroad. He was subsequently employed either as chief or consulting engineer upon every railroad running out of New Haven, except possibly the Derby road. In like manner he was employed on the northern lines running up the country through Vermont, on the Lake Shore road between Buffalo and Erie, and on other roads in Ohio, Illinois, and Michigan. From 1839 to 1848 he filled the chair of mathematics and natural philosophy in Middlebury College, Vermont. This position he resigned to give himself more fully to his engineering labors. He removed from Middlebury to New Haven in 1852, and resided there for the rest of his life. From 1856 until his death he was a deacon in the First Church, in which his father had filled the same position. For several years after his return to New Haven his labor was mainly given to the development of his invention for the artificial production of ice on a large scale and with economy. The principle of his invention was widely adopted, but he failed to secure pecuniary recompense for it. He made valuable original investigations in astronomy, mathematics, and physics, and was equally interested in questions of theology and political science, both in their theoretical and practical aspects. In connection with the remarkable star shower of November, 1833, he deserves the credit of first suggesting the correct theory of radiation of meteor tracks from a fixed point among the stars. Early in October, 1884, he was attacked with congestion of the brain, and he died at his home in New Haven on the 22d of November, in his eighty-fourth year.

He married March 2, 1829, Miss Harriet Amelia Kinsley, of West Point, N. Y., who died October 12, 1871. Their children were three sons (graduates of the college) and four daughters. They survive their parents, with the exception of one son, who died in the war.

SIMEON EBEN BALDWIN.

(Elected trustee 1869.)

Simeon Eben Baldwin (Yale, 1861), son of Hon. Roger Sherman Baldwin (Yale, 1811), and Emily (Perkins) Baldwin; born in New Haven, Conn., February 5, 1840.

He prepared for college at Hopkins Grammar School. During the first year after

¹Yale Obit. Rec., 1885.

graduation he studied law at Yale law school and also in the office of his father in New Haven. After one term in the autumn of 1862 at the Cambridge law school, he completed his preparatory studies in New Haven, and was there admitted to the bar September 4, 1863, and has since resided in that city.

He is a leading member of the New Haven Civil Service Reform Association; a member of the commission which prepared the General Statutes of 1875; a member of the executive committee of the American Bar Association, in the organization of which he was very active, being president during 1890 and 1891.

In 1883 he was delegate to the National Congregational Council, and in 1884 was chosen president of the New Haven Historical Colony. He has issued a number of publications.

Was married October 19, 1865, to Miss Susan Winchester, of Boston, Mass., and has had three children: Florence Winchester, born January 3, 1868, died September 16, 1872; Roger Sherman, born January 17, 1869; Helen Harriet, born January 27, 1872.

In 1893 he was associate judge of the Connecticut supreme court of errors.

CHAPTER XXIII.

THE LANGUAGE QUESTION IN GREECE AND SOME REFLECTIONS SUGGESTED BY IT.

By (Dr.) DANIEL QUINN.

The art and habit of recording thought in writing distinguishes the civilized man from the barbarian. Well known, indeed, are many of the traits by which the man of culture, directly by virtue of his habit of reading and writing, is marked off as different from the unlettered boor. But yet this habit produces many other great results that usually are not estimated at their full value. One of the more noteworthy of these is the fact that in nations where the use of letters is intense and constant the inhabitants become bilingual, or, to use a term which may be more proper, diglossic.

Without here inquiring into the causes, it may be stated as a historic truth that in the past ages of culture few men, or none, have ever written lengthy treatises in a language constructed entirely and exclusively out of words and expressions adopted from the genuine conversational tongue of the unlettered classes. And, furthermore, no man when conversing about the small affairs of daily life employs the carefully selected words and constructions which by a kind of acquired instinct he is forced to use when he undertakes to perform a literary feat. This phenomenon can not be adequately appreciated by scholars who live in countries where all the inhabitants, if not themselves actually more or less educated by means of letters, are continually under the direct influence of lettered men. But inability to appreciate the magnitude of this phenomenon does not necessarily engender a desire to deny its existence. The man who never learned writing and composition often feels himself incapable of dictating an ordinary note even when in his own modes of expression he is fully able to communicate all the successive statements which he wishes to be incorporated therein. His helplessness in such cases consists not in ignorance of what he wishes to express, but in the consciousness of his not knowing the phase of language which is proper for the written document.

The phenomenon of diglossy does not suppose that the inhabitants of one and the same locality speak two languages so unlike as to be conceded by all to be entirely distinct, as, for example, where certain communities of Germans or French in North America speak not only a variety of English, but also a variety of their ancestral Teutonic or Latin tongue. These colonists can not by reason of the retention of their mother tongue, in addition to their acquired faculty in English, be said to be merely diglossic. They are bilingual out and out. Diglossy simply supposes that in a given community the phase or quality of language used by the educated classes is notably different from that of the lower strata of society; or, again, that the written language of the educated classes is different from their spoken language, because of their tendency in written language to imitate more ancient or classical composition, while in spoken intercourse they keep closer to the mode of speech in vogue

among those who are not educated. However, the difference between these two phases of one and the same basic language may sometimes become so wide that this diglossy does actually merge into bilingualism.

Wherever diglossy exists it is correct to say that each phase of the language continually disturbs the other phase. The language of the educated class does not cease to adopt words and phrases and constructions and modes of pronunciation that had hitherto been exclusively the property of the language of the uneducated; and conversely, the uneducated classes similarly borrow and assimilate expressions that had been coined in the more aristocratic mint of the educated. Perhaps the ideal is realized in proportion as the efficiency of this reciprocal influence is effective in keeping the two phases of language near to each other and in preventing the rise of bilingualism.

Although the prevalence of diglossy is an indisputable and well-known fact, especially to students in linguistic research, its psychological causes have not yet been thoroughly investigated by scientific inquiry and have not yet been expressed in simple formulas which the layman might easily comprehend. Fortunately these causes are not the chief matter in question in this present essay. Sufficient here is the fact that diglossy is already a recognized element worthy of linguistic, psychological, and sociological research, and that it is beginning to claim broader attention from the votaries of these sciences, and especially from glossologists. Prof. Hermann Paul's investigations in this direction serve as one instance. In his admirable book on the Principles of the History of Language¹ this noted professor refers at length to both forms of speech and discusses the relations which the standard common written language of any given people bears toward the ordinary spoken tongue or to the dialects which make up the spoken tongue.

There are two kinds of diglossy. These may be distinguished from each other by the terms "homochronous" and "historic."² When a nation or people, on account or having a past literature of which it is proud, and which has come to be regarded as classical, consciously and intentionally models its official and social language in conformity with this past literature, then the diglossy is of the historic kind. But in so far as diglossy arises from the bare fact that independently of all conscious historic motives, the educated man speaks differently from the uneducated one by the simple reason of his indulging in different and more complex sets of thoughts, it is homochronous only. Homochronous diglossy flourishes in every community where there exists a class of men, who, on account of their dignity in state, or religion, or wealth, or knowledge, or other kindred preeminence, form a higher and exclusive society, who in their mode of expressing thought, as well as in other respects become more careful, more conservative, more deliberate than the struggling lower classes. Practically this kind of diglossy is always historic as well as homochronous, for those who, under the influence of homochronous reasons, are not unconcerned about the artistic and other virtues of the language which they employ, are at the same time, under the influence of historic reasons, prone in speaking and writing to imitate fixed and acknowledged models of their literature.

In past ages of civilization it has occurred more than once that the breach between the literary idiom and the spoken language of great peoples gradually grew so impassably wide, that such individuals as knew only the one phase of the language could neither address nor understand those who employed the other. It has happened that the state and the priesthood and the school adhered rigidly to a certain ancient style of language as classic or sacred, while the people at large, unrestrained by the conservative force of education, continued to modify their manner of speech year after year according to phonetic and other glossic laws. Not to mention other more

¹ Principles of the History of Language, by Hermann Paul. Translated from the second edition of the original by H. A. Strong, London, 1888.

² Chatzidakis, Περὶ τοῦ γλωσσικοῦ ζητήματος ἐν Ἑλλάδι. In the Ἑλληνικά, II, p. 173. Athens, 1890.

remote instances, we have the Latin and the Italian, which long existed side by side, the one as the medium of culture and government and religion, while the other was the language of the tradesman, the private individual, and the family.

Historic diglossy has for many centuries been rampant among the Greek speaking races. On account of the linguistic and literary eminence of the Greek language this diglossy has been and still is a choice topic for dispute amongst philologists. For the Greeks themselves the question is one of prime importance since it is not separable from many other national and historic interests of theirs. To a foreigner its attractiveness is of a very different kind, save in so far as his philhellenic inclinations may lure him into being interested in every thing Greek; it is the peculiar psychological and philological aspects of the case that claim his attention.

The two phases of language that constitute the diglossy of the modern Hellenic race are now usually distinguished as "demotic" and "katharevousa." Demotic is the common speech of the mass of the people; katharevousa is the official medium and the language of written composition. The relation between the two is very much misunderstood and misinterpreted, not only by some eminent foreign scholars, but even by many educated Greeks themselves. The demotic has a testy set of hot advocates and the katharevousa has a whole army of followers; and, as is always the case in the East, these rival advocates see nothing of good in the views of their opponents. The defenders of demotic use every possible weapon, honest and dishonest, to dethrone the katharevousa from its position of honor, and in turn many of the purists leave no means unemployed to heap obloquy upon the users of the "vulgar" tongue. Foreigners who take a hand in this fraternal war between demotic and katharevousa may be regarded as being meddlesome; all such have been warned off by native champions on either side of the dispute. Still, from a scholarly point of view, every question is open to every investigator. The present sketch is intended for other outsiders, who may like to know what is being done to settle, or rather to keep abroil, this important dispute.

All discussion that endeavors to discern the most efficient means for the solution of the difficulties occasioned by this diglossy, and of making the demotic and the katharevousa come closer together, belongs to a yet unwritten chapter of philology. The principles involved lie in a part of the domain of linguistics not yet honored by exhaustive research. Glossology has focused most of its illuminating rays upon the study of spoken language and has chosen to leave written composition in comparative darkness, deeming it worthy of notice only in so far as the written forms serve to recall the spoken tongue or where the forms used in written discourse happen to be identical with those of spoken language. The reciprocal relations and obligations of demotic and literary languages are not yet indisputably determined.

Speaking loosely and figuratively we say that language is continually in a state of growth. But when we make this statement we express a conviction formed by observations made in regard to spoken language. Whether literary language as distinct from vocal speech also grows or not is a different inquiry, which indeed may likewise be answered in the affirmative, but its growth is not in all respects coordinate with the growth of spoken language. The language employed in the rude creations of primitive poetry and oratory can not well be widely different in morphology and syntax from the contemporary oral speech or some dialect thereof. But as soon as a literature worthy of universal reverence has been created and recorded, from that time on does historic diglossy begin to exist. For it is of the nature of the admirers of such a literature that they should be desirous of imitating it whenever they speak on topics akin to those recorded in the literature, and especially when they themselves undertake literary composition. Thus it comes to pass that succeeding generations of ambitious writers and careful speakers look to their approved and idealized predecessors as models in language rather than to their commonplace contemporaries. In this way a class of more learned and influential inhabitants is formed, who prefer to employ the model language of literature.

The illiterate classes can not be imagined as entirely free from all the restraints that literature places on the language of the educated. The literary idiom, by its influence on the language of the uneducated, retards many of the perpetual changes which untrammelled vocal speech is heir to. Accordingly, language that possesses a literature does not develop just in the same way nor with the same rapidity as the savage dialects that are entirely unincumbered with such a precious burden. The briefest study of our own vernacular language will bring some proof of the fact that literature shackles the rapid changes that speech is otherwise liable to. We can not assert that our English language of to-day is "growing" in the same glossological sense as we can say that the ever-changing languages of the wild natives of Africa are "growing." Nevertheless, our language is probably growing more vigorously than theirs, but with a very different and nobler kind of growth, increasing in quantity and accuracy rather than simply undergoing phonetic changes. Let us make the strange supposition that all those who speak English were to lose their literature and all their other written documents, and henceforth were never to read again, they and their children, forever. Then, from that time on the English language, freed from the despotism of letters, would immediately begin to "grow" luxuriantly.

The investigator can defend or condemn modern Hellenic diglossy only after becoming acquainted with the entire history of the language that the Greeks have used in spoken word and written page since classic antiquity down to the present day. In Kuhn's *Zeitschrift* for 1888 Dr. Paul Kretschmer, in a treatise on the linguistic peculiarities of such inscriptions as are read on old Attic vases, has collected a number of interesting examples that indicate the striking differences between the literary and the popular idioms of Attika in ancient times.¹ Kretschmer's inscriptions show that within the narrow limits of the single city of Athens, and at the time when the Attic language was in the zenith of its perfection, a clearly discernible diglossy existed. This ancient disagreement between the demotic and the literary language was not merely a number of variations in syntactical construction and a difference in vocabulary, but included, also, more noteworthy morphological divergencies in the forms and types of words.

From statements made here and there in the writings of the old authors it can easily be deduced that the Athenians themselves were not ignorant of the difference between their artistic language of literature and the careless language of the multitude. In a treatise on the constitution of Athens which, although it is usually incorporated with the works of Xenophon, seems to be of unknown authorship² it is recorded that the Athenians, in consequence of their continual intercourse with other men, "hear every kind of speech, and from one man's discourse they adopt some special peculiarity and from another's some other mannerism; and while the other Greeks speak a language native to themselves, the speech of the Athenians is made up of contributions from all the Greeks and all the barbarians."³ In his letter to Q. Ælius Tubero, "On the characteristics and peculiarities of the writings of Thoukydides," and in his second letter to Ammaeos, "On the peculiarities of the writings of Thoukydides," we have the judgment of Dionysios of Halikarnassos, an eminent critic who lived in the first century before Christ, in testimony of the artistic and artificial character of the language of this admirable historian. He finds fault with Thoukydides for using words and phrases that were not commonly understood and were in need of interpretation, others that were obsolete, others that were proper only for poetical composition, and others that were foreign to the Attic dialect. These criticisms refer directly to the historian's language.

¹ Ueber den Dialekt der attischen Vaseninschriften. Von Paul Kretschmer. In the *Zeitschrift für vergleichende Sprachforschung auf dem Gebiete der Indogermanischen Sprachen*. xxix (1888), pp. 381-483.

² Bergk, *Geschichte der Griechischen Litteratur*, iv, pp. 238-239.

³ (Xen.) *Respub. Athen.*, ii, 8.

Athens had become a world city, and it is to be supposed that in the variegated underclasses there flourished a mixed and corrupt dialect. Athens possessed a multitude of slaves much more numerous than its population of free citizens. In his book called "The Deipnosophists," Athenaeos quotes from the chronicler Ktesikles concerning a census made in Athens in the year 309 B. C., under the direction of Demetrios of Phaleron. According to this census, the population consisted of 400,000 slaves, 10,000 resident strangers, and only 21,000 native Athenian citizens.¹ Very few of these slaves were of Attic blood. Most of them were not Greek at all.² Therefore, neither the Attic dialect nor any other kind of Greek was their native form of speech. They certainly contributed greatly to the corruption of the spoken language. All members of Athenian families were in close and daily communication with these slaves from childhood to old age. The pedagogues, under whose continual care young boys were placed, were always chosen from among the slaves, and therefore were often foreigners. Platon mentions two such pedagogues, and refers to their "barbarous" way of speaking Greek.³ Accordingly, when, in a dialogue between Sokrates and Alkibiades, Platon teaches that the people of Athens are competent masters in the Greek language, he must be interpreted as referring not to the entire mass of the inhabitants, but to the limited class with which Alkibiades was accustomed to associate.⁴ Ancient comedy sought at times to draw humor from faulty or foreign pronunciation. It also employed such methods of pronunciation in order to expose its victims to ridicule or disgrace. Two extant fragments from lost plays of the comic poet Platon are especially to the point. In four lines from his "Hyperbolos" we read that the noted demagogue of this name, whose father was a foreigner and a slave, did not pronounce like other Attic citizens.⁵ And in his drama called "Kleophon," the mother of this busy politician was introduced under the name of "Thrassa," and was made to speak, not like an Athenian matron, but after the manner of a woman from Thrake.⁶

Long before the great epoch of literary activity at Athens, which is represented by such masters of prose as Thoukydides and Platon and Demosthenes, and by such poets as Aeschylos and Pindar and Sophokles, the language of inspired composition had become different from the language of daily life. At the very dawn of Greek literature the immortal Homeric songs, which the unknowing may think to have been composed so artlessly, present a mixed dialect which is highly artificial, and which never was spoken anywhere. Of this fact, otherwise patent enough, we have the glossological testimony of Professor Brugmann, who finds that a proper expression to name the Homeric language by is the term "Kunstdialekt."⁷ From its origin down to the present day the literary language of Greece has had a career of its own akin to that of the spoken tongue, but separate, nevertheless. As soon as it came into existence it started out to fulfill its own purposes, which were not just the same as those of oral speech. True it is that the literary language sprang from the spoken tongue, but, like many another child, it after a time came to possess rights equal with those of its parent. Fortunately, however, it never ceased to be influenced more or less by the spoken language, except, perhaps in the middle ages, and in turn was not without influence upon its parent. Complete harmony between the demotic and literary phases of a language can never be realized. Such harmony would be necessary if languages were in a state of ideal perfection. But we are here concerned not so much with what is perfect as with what is historically a fact.

Certain languages of the past are commonly described as "dead." This expression, like many others that have been employed in this study, is not literal, and

¹ Athenaeos, *Deipnosophists*, vi, 272 b.

² Büchschenschütz, *Besitz und Erwerb im griechischen Alterthume*, pp. 116-119.

³ Lyses, 223 a.

⁴ Plat., *Alkibiad.*, 111 a-b.

⁵ Kock, *Comicorum Atticorum Fragmenta*, I; Plat., frag., 168.

⁶ Scholium to Aristophanes's *Frogs*, 681.

⁷ *Griechische Grammatik* (1890), p. 21.

often is misinterpreted. It may indicate not so much the condition of the language in question as the condition of our knowledge in regard to it. Ancient Greek is not dead in the same manner as is the speech of the ancient Hittites. We know that there once existed a Hittite language, simply because it has been discovered that a Hittite people once existed, and we necessarily suppose that they possessed a language. But with the ancient Greek the case is entirely different. It has not been entirely lost. In its written form it has been preserved to us just as truly as has been preserved to us the English of the century that has just closed. The ancient spoken Greek has been preserved in so far as it is contained some way or other within the written dialect.

The preeminent political and literary importance of Athens in classic days, and the artistic beauty of the rich, expressive, and precise language which the Athenian writers created and employed, gave occasion for Attic language as well as Attic style in composition to be gradually adopted as model by nearly all Greek writers, even by those who lived and wrote afar from Athens, in Italy, or Asia, or elsewhere in the Hellenic diaspora, and who in ordinary conversation spoke a tongue, or at least a dialect, very different from the Attic of Athens. There were worthy exceptions indeed, but not many. An apposite illustration of this growing belief in the eminence of the Attic dialect and its common acceptance among all Greeks as the universal medium of culture and refinement may be found in the words which Thoukydides reports Nikias to have said to his soldiers in the harbor of Syracuse in the year 413 B. C. Wishing to encourage his men, who were about to fight a hopeless but necessary battle, he first addressed those that were Athenian citizens, and then turning to the allies, who were Greeks from other countries, he said that "they should remember that although not Athenians they could boast of being regarded as such, and that on account of their knowledge of the Athenian dialect and Athenian customs they were an object of admiration throughout the other parts of Greece."¹

Then, in the latter half of the fourth century before Christ, came the vast military expeditions and victories of Alexander the Great. The most important result of the conquests of Alexander and his successors was that the Hellenic type of civilization and the Hellenic language became common in many of the newly conquered countries. The language was propagated through the medium of army and government and schools and theaters and gymnasias and other Hellenic institutions which the conquerors introduced. These non-Hellenic nations, who thus became Hellenized, learned the common Attic rather than the other local dialects of Greek, and learned the written type of Attic rather than the colloquial forms that were peculiar to Attika. Thus, in this new and vast Greek world the written Attic came to be the model, not only for literary composition, but also for the spoken tongue. And it would seem that, theoretically considered, the gap between the spoken and the written form became quite narrow for a time. But since the great mass of those who learned to speak the imported language were outside the pale of education and far from the influence of schools, the gap soon began to widen, and from that time down to the beginning of the present century there happened no event of sufficient moment to cause the gap to be again closed up.

The language which thus became universal from the beginning of the fourth century before Christ was, although Attic in origin, in many respects different from its prototype. From the fact that it was the only type of Greek which could be regarded as in no way merely a local dialect it came to be designated by the new name of "Kœne," or "common tongue," and under this name is it known in the history of literature.

The differences between the Attic and the Kœne are in part explained by ordinary linguistic and psychological laws, and in part by the fact that the Kœne first took

¹ Thouk., vii, 63, 3.

shape not within Greece itself but in countries beyond the limits of pure Hellenism,¹ chiefly in Egypt and Asia Minor. From these countries it finally rolled back into Greece itself, where the first noted employer of this new type of language was Polybios, the historian. Words and phrases which were exclusively and extremely Attic began to disappear, giving way to more commonplace expressions, or to more simple ones. Rare and irregular grammatical forms were gradually dropped, and were replaced by new forms constructed according to an apparently more logical analogy. The useless dual number disappeared. A preference for diminutives unconsciously grew up. These innovations, and others of a similar nature, finally brought the written Kœne to differ considerably from the Attic.

There is a divergence of opinion among critics regarding the merits of the Kœne. Many pronounce it much inferior to the Attic. The truth is that a great amount of literature was produced in it, much of which deserves no high praise. But inferior literature does not necessarily presuppose inferior language. An unprejudiced critic may experience no difficulty in agreeing with M. Émile Burnouf, who, in his history of literature, teaches that in many respects the language of Polybios, who flourished in the Græco-Roman epoch, was superior to that of Thoukydides and Xenophon.²

The creation of much worthless literature in the Kœne gave occasion for a new school of rhetoricians and writers to arise, who, seeing nothing of good in the language and style of contemporary literature, advocated a linguistic renaissance, a return to the methods of those who centuries before had written in the dialect of Athens. These are the so-called Atticists. Among these regenerators of the past there were many scholars and writers of high value. Although they had a number of worthy opponents, yet they succeeded in making their opinions prevail. From the time of Augustus down to the reign of Alexander Severus, and even later, they gave the tone to Greek language and to Greek and Latin prose literature.³ One of the most celebrated of these Atticists was Dionysios of Halikarnassos, who wrote in Rome in the first century before Christ. Fortunately most of his writings are extant.

A near and natural consequence of this attempt to rehabilitate the style and language of the Attic writers of a past period was the necessity of accurately fixing the limits of that model period, of determining with certainty when it began and when it closed, and of knowing in an authoritative way the relative merits of the various writers that flourished during that period. Accordingly scholars set to work to discover who of the ancient writers were worthy of being regarded as model and who were not so. The works approved by these critics were then put forward as "canons" or models for other writers and students. Lists were formed containing the names of such authors and their works. These lists also were called canons, like the writers whose names they contained. Canons of the various classes of poetical literature began to be made as early as the third century before Christ. The canon of the ten orators seems to have originated with the grammarians of Pergamon and perhaps as early as about 125 years before Christ; but the first clear mention of it is in the writings of the grammarian Caecilius, who lived in the Augustan age.⁴ The other canons that interest us here, as for instance that of the historians, may have originated in the Augustan age.

The effects of the decision of these critics have been lasting and great. As soon as

¹ Chatzidakis, in *Ἀθηνᾶ*, viii (1896), p. 169.

² "La langue grecque et le style de Polybe sont tels que les avaient faits les trois siècles d'élaboration que l'avaient précédé. La langue grecque avait * * * perdu ce que lui résistait encore de raideur, et avait acquis une flexibilité inconnue de Thucydide et même de Xénophon. Polie par une sorte de frottement continué dans les assemblées publiques, dans les écoles des philosophes, dans le commerce et dans l'usage quotidien des gens instruits, elle n'offrait plus aucune résistance à la pensée, et permettait de tout exprimer avec une facilité merveilleuse." *Histoire de la Littérature Grecque*. Paris, 1869, vol. ii, p. 311.

³ Cf. Schmid, *Der Atticismus in seinen Hauptvertretern*. Stuttgart. 1887-1893, passim.

⁴ Christ, *Geschichte der Griechischen Litteratur*. München. 1898. p. 368.

their opinion began to prevail, readers ceased to demand copies of such authors as were not listed and approved in the official canons, and accordingly these unfavored authors have most of them been lost; no one asked for them in the bookshops, and there was no incentive for copyists to reproduce them. It is from these Atticists and their teachings that the whole world has learned to regard certain Greek authors as classic. We usually do not inquire whether our judgment would agree with theirs or not, if appeal from their decision were made to us, and if the lost authors were to be found again. Agreement, however, is quite probable. Yet it is proper to think that the selection of a classical epoch and the exclusion or admission of individual authors, whose works lie in disputable borderland, may present serious difficulties. The acceptance or rejection of such authors is always a matter of subjective and personal choice.

It is not hard to find a justifiable excuse for the reverence which these Atticists felt toward the period which they designated and named as classical. When all Greece was under the depressing weight of foreign rule, first that of the Macedonians and later that of Rome, the noble-souled among the Greeks looked to their glorious past for the exemplar of everything exalted and good in their race. In language, therefore, as well as in other respects, they sought their ideal in ancient Athens. They had either to renounce the idea of having a model, or logically to turn to the noblest one within easy reach. Their action is worthy of respect, for the old Attic was not yet far off from the language of their own day. The gulf over which they had to leap in order to unite themselves with the ancient writers of Attic should be measured not by the years of its existence but by the ease with which the leap could be made.

But Atticism occasioned the widening of the breach between the language of the educated and that of the humbler classes. For while the Atticists emulated the language of Demosthenes and Xenophon, there was no one to care for the education of the populace, and their language naturally went on "growing." Whether the growth was toward perfection or disintegration is a question. Nevertheless the literary language, both in its Atticistic and in its more common form, continued to exercise restraining influence on the spoken dialect, for it was through the literary language that the Government and the new Christian religion communicated with the people. The "growth" was therefore less free than in foregoing epochs of equal duration; but the discrepancy continued to increase, and finally there arose a long series of writers who cut loose entirely from the oral language and who took little notice of the language in which people talked.

With this complete separation there came a greater need for grammars and lexicons. The beginnings of grammar go back, indeed, to the fifth century before Christ. Much later, in the second century, under the influence of the principles that brought the Atticists into existence, grammar was crystallized into the form which it retained throughout all the ages down to the beginning of the present century. The first of these text-books of grammar seems to have been that of Dionysios Thrax. This small treatise is still extant. When men are compelled to study grammar in order to learn how to speak and write properly, then literary language is highly artificial, and diglossy is of a very pronounced type. The grammar of Dionysios and the other grammars that were composed at that time or shortly after, either as independent works or based on the grammar of Dionysios, prove how difficult it then was for the Greeks to learn to write after the Attic models. In the first centuries of our era grammar became a conglomeration of mechanical rules, which sometimes entered into details concerning the proper use of individual words and phrases, which it would take a lifetime to master. How burdensome and how intellectually useless such studies were is immediately evident to anyone who takes the trouble of reading a few pages of the "Kanones" of Theodosios of Alexandria, which were written toward the close of the fourth century of our era.

Still more than by the grammars is the existence of diglossy in those ages proven by the number and quality of the lexicons then in use. The beginnings of lexicography, like those of grammar, date from the fifth century before Christ, but copious dictionaries came into use only in the Roman period. In the *Deipnosophists*, a lexicon of Attic words composed by Philemon, of Athens, is several times referred to. If Philemon lived before Aristarchos, as Robert Weber maintains,¹ then his collection of Attic words is the first lexicon concerning which any notice has been preserved. Of all the mass of lexicons that were then written, there remain extant the dictionaries of Harpokration and Polydeukes, the Attic words of Moeris, the lexicon written by an undetermined author who is known as *Antattikistes*, and excerpts from the lexicon of Phrynichos. All of these works belong to the first and second centuries of our era. From that time down lexicons were a matter of necessity, and not only were these copied and remodeled and used throughout all the middle ages, but many others were written. These lexicons and grammars finally served a useful purpose by being taken as the model and basis of the first dictionaries and grammars of Greek that were composed for western Europeans when, after the passing of the middle ages, Hellenic studies were revived in the West.

In regard to the demotic language the following recapitulation may now be made. In modern times the demotic and dialectic forms of language are in many countries accorded an honorable place in certain kinds of more popular literature. In classic Greek, however, and especially in Attic, the demotic hardly ever came up into book literature. Even in Attic inscriptions of a more careful kind the language is not demotic. Still these inscriptions often give most trustworthy information about variations in spelling and pronunciation. Tradition has not interfered and introduced corrections and modifications here as in the manuscripts. Accordingly, from the information gathered together and systematized by Meisterhans² and others, and from such researches as those of Kretschmer's mentioned above, and of Schwyzler's study on the language of the Attic imprecation tablets,³ it is possible to collect some slight knowledge concerning the demotic language of ancient Attika.

With the rise and propagation of the Kœne the demotic language entered upon a new period of its history. The numerous ancient dialects gradually died out. Although the modern demotic and its many dialects have not been all sufficiently studied for us to know just what relations they bear to the ancient language, yet the most reliable authorities confidently say that none of the old dialects have survived down to the present time,⁴ with the exception of sporadic remains here and there, and the exception of an old Spartan dialect which is still apparent in the Tsakonian language of the inhabitants of Kynouria, along the east slope of the Parnon mountains.⁵ The modern dialects seem, therefore, to be descended not from the ancient dialects, but from the literary Kœne.

From the age of the Atticists, when the literary language divorced itself from the spoken tongue, down to the twelfth century, this new demotic which sprang from the Kœne and which superseded the ancient local dialects, remains almost unrecorded, in its pure form. The oldest samples of it are given in certain inventories and other documents referring to matters of business, which have been found among Egyptian papyri; the earliest of these specimens were written in the second century before Christ.⁶ From the first centuries of our era we possess a few specimens furnished by inscriptions. Then in Byzantine literature short excerpts from the vernacular language are occasionally to be found. But if all the brief and unsatisfactory samples

¹ De Philemone Atheniensii glossographo, in Comm. Ribbeck. 441-450.

² Grammatik der Attischen Inschriften. Dritte Auflage. Berlin. 1900.

³ In the Neue Jahrbücher, 1900, pp. 244-262.

⁴ Chatzidakis, *Ἀθροῦσα* II (1890), pp. 154-159, and III, pp. 253-258; and in his *Einleitung*, p. 48.

⁵ Deffner, *Zakonische Grammatik*, Erste Hälfte. Berlin. 1881.

⁶ Krumbacher, *Geschichte der Byz. Litteratur* (1897), p. 790.

of the pure demotic preserved in the extant documents of these thousand years were to be collected together, they would fill only a few pages. Professor Psycharis and others furnish us with an index of the most important of these specimens.¹

Besides the scant information collected from these few specimens of demotic, additional knowledge regarding the colloquial language of the first two or three centuries of our era is furnished in an indirect way by the "aphorisms" or bans which the Atticistic lexicographers and grammarians pronounce against words and constructions that are not found in the classic writers. Whenever these guardians of the ancient forms of speech warn their readers against certain usages, it is logical to suppose that the warning was necessitated by the actual prevalence of the unapproved expressions in the language of ordinary men. Likewise whenever the "Antatticist" defends certain words against the bans of the Atticists, we may have reason to suspect that these words were then in vogue in the written language at least, if not also in the spoken.²

That the demotic did not in those days grow into a language entirely different from the literary Kœne is a wonder. During the Christian ages perhaps the greatest factor in holding the spoken demotic so close to the written Kœne was the influence of the church. The ecclesiastical language was one of the common bonds between the higher and lower classes of people. The eastern church, by being a conservative and aristocratic institution, closely allied to the civil government in spirit and interests, gave to the State the example of preserving as its official language that form of the Alexandrian Kœne which had been made sacred in the writings of the first promulgators of Christianity. At the same time, by being the organ through which Christianity acted, the church continually and sympathetically came into intimate conversation with each and every individual of all classes of people, and kept every Christian's ears filled with words and phrases of the ecclesiastical tongue. The case is not parallel with what took place with the Latin language in the west. For although in a similar manner the western church kept to the literary Latin and at the same time kept in similar contact with the people, yet the Latin church used the Latin language, not amongst Latin men, but amongst races who were not conscious of having a Latin soul, and whose native language was often not Latin at all. If we take the word "Roman" in its mediæval sense, we may say that the eastern church was both Roman and Hellenic, Roman by its being the eastern division of the great empire, and Hellenic by the language of its people and other circumstances. But we can not say that the western church was correspondingly Roman and Latin; it was simply Roman. Moreover, the difference of ritual between the Latin and Greek liturgies did not allow the Latin Christian to sate his ears and soul with hymns and doxologies and troparia and lives of saints in the ancient and unchangeable language as did the Greek rite. Other causes also contributed, but perhaps in a less degree. The government, the tribunals of justice, the army, and especially the schools which were a kind of succursal to both church and state, aided largely.

In contrast with the meager remains of the mediæval demotic of the Byzantine empire stands the great mass of writings which fully indicate to us the nature of the language which was used as the literary medium. This literary Kœne of Byzantine times was to a remarkable degree a language of tasteless imitation, from the sixth century down to the fall of Constantinopol. But it was still plastic and capable of serving high literary purposes whenever by marvelous exception some one attempted to use it for more genial themes than dogmatical polemics or spiritless chronicles. Aside from the virtues or defects of the medium, it is hard to use any language artistically when such are the topics. But after all, the literature of Byzantium is not entirely an arid waste.

The rivalry which for centuries existed between the East and the West created

¹ Psychari, *Essais de grammaire historique neo-grecque*, I, p. 23-24; *specimina vetustissima*.

² Chatzidakis, *Einleitung*, p. 67, and pp. 285 ff.

in the minds of the savants of Europe the habit of despising the products of the Byzantine intellect. This prejudice was long effective in keeping scholars away from Byzantine research. Only in these latter days has due attention been called to this quite unexplored field. Byzantine literature can not be respected in the same way as is the classic literature of antiquity. Nor should any man desire to see it serve purposes similar to those served by the ancient literature in universal education. Byzantine literature first began to be conveniently accessible when in the year 1648 a series of histories and chronicles began to be published in Paris under the direction of the learned Jesuit, Philippe Labbé. Unfortunately this excellent edition is now difficult to find, and students of Byzantine affairs are obliged to turn to the more complete but less careful Bonn edition, which was begun in 1828, under the warm recommendations of the historian Niebuhr. The study of European languages and literature and history could not become a complete whole so long as the Byzantine age and empire were unduly neglected. Accordingly, the unbiased demands of philological science have prevailed; and now there are a number of eminent Byzantinologues whose names and works may be learned from the *Byzantine Magazine*,¹ edited by Professor Krumbacher, of Munich. And amongst these students of Byzantine affairs there are some who devote their attention chiefly to the language, both demotic and literary.

After it had become customary for literary men to employ the traditional language, there wrote from time to time men who although really continuing to write in the ancient *Kœne*, yet yielded in some points to the spoken tongue of the common people, and took up a number of peculiar constructions which had been developed in the spoken language. This contamination from the demotic began to appear more clearly in the sixth century, and from that time on. It might be properly called a popularized form of the high *Kœne*. It is in principle identical with the written language of Greece of to-day. Probably it was not very different from the spoken language of the educated at that time. By collecting and classifying the new phenomena that appear in these authors, it is possible to show that many of the peculiarities of the demotic language of the present day were already common in the spoken language of that remote age. An excellent study of this kind made by Chatzidakis proves that the Greek language had then already changed its phonetic qualities, its syntax, its vocabulary, the significance of many words, and even certain types of words into the forms in which these various phenomena appear in the spoken Greek of to-day.² This mixed language is to be found in the Chronicle written by Ioannes Malalas, of Antioch, possibly in the reigns of Justinian³ and his successor Justin II.⁴ Malalas was almost as uneducated as a man could be who would undertake to write. He composed his work not for the educated, but for the people and the monks. Both in style and in language he is uncouth and free from all ability to produce a work of art. He could not have written in a language greatly different from the spoken tongue, even if such had been his desire. Accordingly his work is a precious monument for the study of the colloquial language of the sixth century.

It was natural for Malalas to write in a language as near as possible to the demotic, since he wrote for the unlearned. His chronicle seems to have had wide circulation and to have been popular for centuries both in its original form and in epitome. It served as the model for a long series of chroniclers, who continued the kind of historiography of which Malalas was one of the pioneers. Accordingly, most of them wrote in a language very near to the common demotic for the two reasons that such was the language of their model and that such was the language best suited to the

¹ *Byzantinische Zeitschrift*, herausgegeben von Karl Krumbacher. Leipzig.

² *Πρώτη Σύμβολη εἰς τὴν ἱστορίαν τῆς μεσαιωνικῆς ἡμῶν γλώσσης*. In the *Πεντηκονταετηρίς τοῦ Πανεπιστημίου*, Athens, 1888.

³ 527-565.

⁴ 565-578.

readers intended. Thus, in another extant chronicle written by the monk Theophanes,¹ which is a record of events that happened from the year 284 of our era down to the year 813, is a similar language employed. The language of Theophanes is indeed not of such a humble and inartistic kind as that of Malalas, yet, like this language of Malalas, it possesses a vocabulary and syntactical structure and also a few morphological peculiarities that render it quite easily distinguishable from the higher Kœne.

In the following century there appeared a number of works which are connected in some way or other with the Emperor Konstantin Porphyrogennetos.² Some of these works he seems to have simply caused to be written or compiled, and others he himself may have composed. Those which the emperor inspired simply are for the most part encyclopediac compilations from older works, and the language in these compilations is often that of the original writers. But in the works attributed to the aided or unaided authorship of the emperor himself³ the language is the popular kind used by Malalas and Theophanes. He not only freely borrowed from the demotic, but departed so far from the usage of the purists as to even introduce at times foreign words—Slavic ones, for instance—when they perhaps were in vogue locally as the names of certain objects.

The same tendency as that of these chroniclers to compose in a simple and popular language also appeared in other works intended for use among the people, as, for example, in the synaxaria or pious legends referring to the lives of the saints; but in most of the writings of the educated the old language was employed. The demotic language of the chronicles and synaxaria first received a place in literature during the almost inexorable period of ignorance that is defined as beginning about A. D. 650 and ending about A. D. 850. This is the most unknown period of Byzantine history. During all the subsequent ages the simple language continued to assert itself, but not as the language of the educated. With the return to culture which followed these two dark centuries there came a return to the older type of Greek, especially to the Alexandrian. The first great name to be mentioned in this connection is that of the Patriarch Photios, whose language is notably archaic. From the age of Photios began the renaissance which bore so much literary fruit in the reigns of the Komneni and the Paleologs. The language of this renaissance was the ancient type of Greek.

This traditional Kœne was familiar only to the writers who used it and to others of their own class and of like education. The common man did not readily understand it and the soul of the common people no longer found congenial expression in it. In consequence there burst out from among the people a new variety of literature, written not in this classical idiom of churchmen and scholars and statesmen, nor even in the middle tongue of the successors of Malalas, but in a language based entirely on the demotic. And from the eleventh century on there flourished among the Greek-speaking peoples the phenomenon of the cotemporary existence in literature of three forms of language.

Although similar phenomena exist and may be observed to-day in the language of nearly all civilized countries, yet our attention is seldom convincingly drawn to this fact, and we are liable to be incredulous. In English literature America furnishes a ready illustration in proof of the existence of different strata of language; for in America there are writers of cautious and conservative style, who follow the older models and try to produce a classical type of English; then there are the writers in many of the daily journals, where a middle language is employed; and finally there are the writers of short stories and poems, who often employ the local demotic or dialectic forms.

It might not be difficult to collect abundant literary testimony concerning the

¹ Died about 817 A. D.

² Reigned from 912 to 959.

³ These are such as *The history of Basileios I*, *De administrando imperio*, *De caerimoniis*.

wide difference between the higher variety of the written language and the dialects which the people spoke. For instance, the learned Michael Akominatos, who became archbishop of Athens about 1175 A. D., complains that the inhabitants of this once famous city could not understand him. But a chain of such testimony would be superfluous, for we have sufficient extant specimens of the demotic beginning with the eleventh century, and can, by actual observation, note the difference between the spoken dialects and the scholarly language. It is impossible here to name even the most noteworthy of these specimens. Only two or three of the most ancient will be mentioned.

As early as the end of the tenth century there grew up a number of legendary songs which celebrated the deeds of a hero called Digenes Akritas, a chivalrous Byzantine warrior and adventurer of the type of the French Roland or the Spanish Cid. These songs were collected and patched together by schoolmen in such a way as to constitute a continuous epic narrative. At least four such aggregations are known to exist. Although the original language of these songs has been modified by the scholars or rhapsodists who welded them together into these four kindred epic tales, yet they are a precious document for the history of the popular language.¹

One of the primitive writers in modern demotic, whose works and whose name have been preserved, was Theodor Prodromos. On account of the poverty, with which he was afflicted for his entire life, he called himself "Needy Prodromos" or "Ptochoprodromos," and under this name is he most commonly referred to. Ptochoprodromos wrote in both the classical Kæne and in the vulgar demotic, if he be the author of all the works that have been attributed to him. The writings in classic Kæne that go under his name are composed in good style conformably to the spirit of the Komnenian renaissance, and in a language much resembling that of Loukian. His writings in demotic are chiefly four petitions in verse—in the first of which he beseeches from the Emperor Ioannes Komnenos² assistance and relief from his poverty; in the second poem he asks for this same favor from a sebastokrator who probably was the second son of the Emperor Ioannes, and in the third and fourth poems he directs his prayers to the Emperor Manouel Komnenos. In these beggar poems the language of the prologue and of the closing verses of each poem is a miserable variety of the old Kæne, but in the body of the petitions the demotic is used.³

At about this same time there was written in the demotic language a poem known to us under the title of "Spaneas." It has been preserved in several widely divergent versions. Perhaps the oldest version and the one nearest to the original poem is that published by Legrand.⁴ It is an inattractive didactic poem. The original poem was written about the middle of the twelfth century.⁵

Another linguistic monument from this same period is the poem which Michael Glykas wrote while in prison, intending it as a petition to the Emperor, Manuel Komnenos, explaining the injustice of his imprisonment and asking for release. It must have been written about the year 1158 or 1159.⁶

These, then, are the sources whence it is possible to learn the nature of the demotic language in the twelfth century, when it first appeared in its modern form in literature. It is quite evident that this demotic actually existed long before it appeared in literature. Ptochoprodromos, Glykas, and the authors of the other works mentioned wrote in a language quite near to the actually spoken dialect of the uneducated of their day in Constantinopol. They approached much closer to the actual language of the people than Malalas and Theophanes and Porphyrogennetos had done.

The successive misfortunes of the Byzantine Empire and the final occupancy of the throne of Constantinopol by the Moslem conqueror in 1453 severed many of the

¹ Krumbacher, *Byz. Litteratur.*, 827-832.

² Reigned 1118-1143.

³ Krumbacher, *Geschichte der Byz. Litt.* 804 ff.

⁴ In his *Bibliothèque grecque vulgaire*, I, 1-10 and 11-16.

⁵ Krumbacher, *Geschichte*, etc., 802 ff.

⁶ Krumbacher, *Geschichte*, 806 f.

traditional ties that artificially held the Greeks together as one people. Then it was that genuine and pure demotic in dialectic form might be expected to acquire full license to enter the precinct of literature—no longer as an inferior tongue, but as the compeer of the ancient and aristocratic language of the capital. This real and dialectic demotic of the modern Greeks appeared when writers no longer thought of making their works presentable to the Byzantine Empire in its entirety and to its scholars, but merely to their fellow-townsmen, whose acquaintance with language was limited more or less to the dialect of their own village. This dialectic or provincial demotic first rose into literary prominence in countries which for ages had been but loosely connected with the Byzantine Empire, and which had come under the influence of Western rather than Byzantine culture, in the Ionian Islands namely, and in Krete and Kypros and Rhodes. Writers in these provinces could view the language question with less rigid preconceptions in favor of tradition, and at the same time were less influenced by a broader patriotism which might impel them to neglect local dialect for the sake of the more general good.

Not all of the dialects can be commented on here. It was in the Kretan dialect that the richest and best known literature appeared. Perhaps the most famous composition in this Kretan dialect is the long epic poem called *Erotokritos*. It was written by Vincenzo Cornaro about the middle of the sixteenth century. Of all the works in modern Greek literature, the *Erotokritos* has been the most popular, especially in the islands that were under Venetian dominion. Koraes calls it "The Homer of modern demotic literature." The plot of the poem shows the influence of Western manners and customs. *Erotokritos* secretly loves the Princess *Aretousa*. But her father, the King of Athens, wishes to give her to some royal personage who would be worthy of succeeding him on the throne. *Erotokritos* is a comely youth, a sweet serenader, and a victorious combatant in the tournament which the King institutes. But when his love becomes known he is exiled from Athens. After this, the King of the Vlachs invades the Kingdom of Athens, but is driven off by the bravery of *Erotokritos*. By this good fortune he becomes the King's favorite, and is accepted by *Aretousa*, who had loved him all along.

The first who attempted to reduce the demotic language to grammatical system was Nikolaos Sophianos of Kerkyra.¹ He was one of those educated Greeks who united in themselves the learning of western Europe with a thorough knowledge of the language of their country and an intense love for their fellow-countrymen. He was one of the alumni that had studied under Janos Laskaris in the noted Greek school which Leo the Tenth founded in Rome.² Sophianos held the demotic language in high esteem, and was in favor of taking as much as possible from the demotic into the literary language. In the preface to his grammar he announced his intention of publishing, in this dialect, other elementary books such as treatises on rhetoric, logic, geometry, astronomy, and philosophy, and a neo-Hellenic lexicon, and translations from the classical authors, to be employed in the elevating of the status of education among the young Greeks. But the only work which he actually published in this language was a translation of Plutarch's *Treatise on Education*. This was printed in the year 1544. Even his grammar remained unpublished. In 1870 M. Legrand published the first part of it from a manuscript which had been preserved in the library of Paris.

From the beginning of the sixteenth century down to the beginning of the nineteenth there were three phases of language struggling silently for the future mastery in literature, the old Kōne, the demotic in the form of local dialects chiefly, and a mixed variety which accepted very much from the demotic and discarded very much that was peculiar to the old language, as, for instance, the use of infinitives and optatives and datives, but which, nevertheless, retained in general the ancient grammatical

¹ Sathas, *Νεοελληνικῆς Φιλολογίας Παράρτημα*, pp. 11-15. ² Roscoe's *Life of Leo X*, II, p. 342, Bohn's ed.

ical types. This middle phase, this language of compromise, which seemed capable of partaking of the best qualities of both the others, was destined to be regarded as winner in the new kingdom of Greece.

This middle language was not an entirely artificial mixture. It grew up in Constantinopol chiefly amongst those whose official life kept them using the language of the church. The higher classes in Constantinopol had retained much more of the old language than did the Greeks in general. The celebrated Italian humanist, Francesco Filelfo, who had lived in Constantinopol from 1420 to 1427, and who was a thorough Greek scholar, while stating that the language of the multitude was very different from the ancient, praises the purity and accuracy of the language of the higher classes, especially that of the ladies of Constantinopol.¹ From Constantinopol this mixed language was propagated through other parts of the Greek world. It became the language of the pulpit and the monasteries and the schools. Much of the literature appeared in it, but of the more inferior kind, however, for the best scholars, like Gennadios and Bessarion and Gemistos, adhered to the ancient.

There is no reason for viewing this mixed language as being much different from a dialect. In its ordinary acceptation a dialect is a special form of language spoken by a set of inhabitants who live together and form a community as regards site; this mixed tongue was the language of a body of men who, though not living together as one community, yet were in continual communication and were a separate set of inhabitants who by unconscious mutual influence and example taught each other to use this mixed language. And as the class of men who used it were kept in union and intercommunication mostly by the medium of the church, it might appropriately be distinguished from the dialects of local origin as well as from the higher variety of church language by being described as the "vulgar ecclesiastical dialect." It is therefore quite probable that this mixed language was not willfully and scholastically created out of the inventive imagination of the first writers who used it, but that it was quite similar to the language then employed in social intercourse among all Greeks of any learning except the extreme ones who sought their ideal either in the classic *Kœne* or in the local dialects.

Of all those who made use of this mixed language, the monk Elias Meniates deserves special mention here, because he was one of the most famous and popular Greek preachers of modern times.² The sermons which he preached to the Greek community of Venice, and to the inhabitants of his native island of Kephallenia, and to the Peloponnesians in the diocese of Kernike and Kalabryta, where he was made bishop in the year 1711, used to attract multitudes of hearers. Not the slightest reason exists for us to suspect that his language was not intelligible to the crowds that used to go to hear him.

It was peculiar to those who used the mixed language that they could draw on the traditional *Kœne* whenever the speech of the people did not supply such words as they wished, and that they used ancient rather than popular types of words, when this did not render their language too different from such as the people understood. It is immediately evident that there existed almost as many grades of this mixed language as there existed speakers and writers who employed it.

From the middle of the eighteenth century a strong feeling of patriotic fraternity was propagated among the Greeks. They were made to feel that they were a single and united people, whose independence was approaching. This idea of racial, religious, and political unity could not but make itself felt in the matter of language. Scholars became convinced that some one of the three phases of language should be definitely and finally selected as the sole official language of the entire Greek world. Each of the three rivals had earnest and intelligent advocates.

¹ Hodius, *De Græcis Illustribus*, pp. 188-189. Cf. also Gibbon (Smith's ed. 1881), viii, pp. 105-106.

² Masarachi, *Vita degli uomini illustri dell' isola di Cefalonia*. Venezia. 1843-1845; pp. 23-50, *Elias Miniati*.

Toward the beginning of the present century the claims of the ancient Greek, or at least of such Greek as is found in the New Testament and the Church Fathers, were supported by men of high and wide repute at that time, such as Lampros Photiades, who taught in Bucharest; Stephanos Kommetas, of Thessaly, and Neophytos Doukas, of Epeiros. Kommetas entered the field of argument in favor of the classical tongue by publishing in Vienna in the year 1800 a "Practical grammar" (*Παίδευγος ἢ Πρακτικὴ Γραμματικὴ*) of the ancient language. In the preface to this grammar he first explains his grounds for thinking that the old Greek is the only proper language for the Hellenes, and then he adds that the classical language may easily become familiar to all Greeks who determine to learn how to use it. A more powerful defender of the ancient Greek was the noble-souled Doukas. He first proclaimed his views in a grammar called "Terpsithea," which he published in Vienna in 1804. He did not advocate a complete return to classic and Attic Greek, but a return to a pure Greek language merely, which would be much like the best language of the Patriarchate of Constantinopol. To this sect adhered the celebrated Phanariote community of Constantinopol. The Phanariotes were that community of influential Greeks of loose conscience who lived round the palace of the Patriarch and molded and directed the policy of the church. Most of the educated churchmen throughout all parts of the Greek world were in favor of the traditional literary language, which had been glorified by being the medium of philosophy and Christianity, and by being the language of the Patriarchate and the former empire. In this spirit the two great lights of the Hellenic world in the eighteenth century, Evgenios Boulgaris and Nikephoros Theotokis, had adhered in most of their writings to the strictly orthodox language. True it is that Boulgaris translated into a mixed language, which he thought to be more intelligible to the people, the noted work of Voltaire on the dissensions of the church in Poland, and published it in 1768. But most of his gigantic literary feats he performed in the old Greek. He expressed his views about the commoner tongue in his "Logic," which he published in 1769, where he attacks and ridicules this language as being an unworthy medium of higher thought. Likewise Theotokis composed usually in the ancient language, but like Boulgaris he made exceptions; for instance, in the year 1796 he published in the mixed tongue, which he wrote with much grace, a book for popular use called "Kyriakodromia," which explains the gospels and lessons read in the churches on Sundays and feasts.

But these churchmen who favored the ancient language had enemies as determined as themselves. Doukas was a teacher in the Greek school which Lampros Photiades had founded in Bucharest. Some of his opponents, finding that logic as they employed it had no effect on this enthusiastic and untiring writer and defender of the ancient language, determined to resort to more effective means. He was waylaid one morning early on his way to church to celebrate the holy mass, was attacked and left for dead. This maltreatment rendered him an invalid for three years. But he finally recovered, and resumed his task of defending his principles.

The demotic, which in its dialectic forms had long since become popular as a literary medium for special kinds of composition, now acquired a school of admirers who promulgated the doctrine that their demotic possessed virtues of such a character as to justify its adoption as the sole national language. Among the most remembered of these pleaders for the exaltation of the demotic were Katartzes, Billaras, and Christopoulos. These three not only defended the use of the demotic, but took the logical stand of endeavoring to use it in their writings. Demetrios Katartzes, who lived in Roumania, wrote in prose, and his works are now valueless; but the other two, Billaris and Christopoulos, wrote in verse, and have been ranked among the poets of note. Billaras was very successful in satire, and Christopoulos, on account of his easy-flowing erotic and bacchanalian songs, has been called the modern Anacreon. In the year 1814 Billaras published a book¹ in which he defended his

position regarding the question of language. It seems that in later life he abandoned the more extreme opinions which he defended in this book—such as the introduction of phonetic spelling into modern Greek—but nevertheless he always remained a determined supporter of the demotic as he understood and wrote it. Christopoulos also wrote in behalf of his practice. His views can be found most attractively expressed in a dialogue in which, adopting his plan from Xenophon¹ and Loukian,² he introduces two supernatural women, one of whom represents the demotic and the other the traditional literary language, who by debating in the presence of Christopoulos on the attractiveness and usefulness of their respective languages endeavor to gain the friendship of Christopoulos accordingly. Christopoulos decides to follow her who advocates the claims of the demotic.

Entirely new life and interest was given to the dispute by the deep scholarship and patriotic labors of Adamantios Koraes.³ This savant, who was a native of Chios, studied medicine in Montpellier, and afterwards lived most of his long and busy literary life in Paris. Like the other enlightened Greeks of his day, he felt that a period of national independent existence was approaching for the Greeks, and did all he could to precipitate it and to gain friends for the cause. Especially did he devote himself to the task of improving the condition of education and culture among his fellow-countrymen. With this end in view he wrote and published continually. His writings soon attracted the attention not only of the Greeks but of scholars everywhere. He recognized the importance of the language question. His first public and official utterance in regard to it was in the prolegomena to an edition of the *Aethiopika* of Heliodoros, which he edited in Paris in the year 1804. His views in detail he published in prefaces to editions of certain other Greek authors. These prefaces are entitled *Spontaneous Reflections on Greek Education and Language*.⁴ He saw neither in the pure dialects nor in the traditional *Kœne* of the church and the aristocracy of letters the kind of language that could be adopted for the new nation he was dreaming of. He thought that the language of the people was worthy of being thoroughly studied and sifted, and that whatever of its essence was neither purely modern nor foreign should be adopted as the nucleus for a new variety of a literary and polite language. It is clear that only as a nucleus could this demotic language serve. For the language employed by the uneducated Greeks was inexact and meager, being sufficiently rich only in the more concrete and ordinary terms which least often occur in higher literature. Koraes wished to keep as close as possible to the demotic. In the selection of words and in the construction of sentences and modes of expression he took pains not to wander off from this demotic, or at least not to depart so far as to make his language unintelligible to the common man. In the process of elevating the language he considered that the first and most important measure was to purify it from all foreign elements, and especially from foreign words, most of which were Italian or Turkish or Albanian. Then he desired that all words and types which differed but very slightly from their ancient forms should be written after the ancient manner. And then he wished that all who wrote in new Greek should write consistently with their own principles; that they should adopt certain forms and adhere to the use of them so that their language might have a symmetrical structure. He looked forward to the time when good poets would arise and follow this method, and by their example set the style of language that all would then adopt.

Koraes' desire was to form a self-consistent language. Those who before him had written in this mixed middle style often took phrases and idioms and words from each language at random, and mixed them into a most bizarre and inartistic

¹ Mem. 2, 1, 21 ff.

² *Somnium*.

³ Mondry Beaudoin, *Quid Korais de neohellenica lingua senserit*. Paris, 1883; and Θερεϊανός, *Ἀδαμάντιος Κοραΐς*. Triest, 1889-1900.

⁴ *Ἀυτοσχέδιοι στοχασμοὶ περὶ τῆς Ἑλλ. παιδείας καὶ γλώσσης*.

composition, without rule and without taste. The result was that the language in which they tried to write was not of an even and uniform kind, but the writer kept continually leaping zigzag from one style of language into the opposite. This unscholarly and inartistic style Koræes contemptuously calls "maccaronic," taking the term from the Italian—for among Italian literary critics "maccaronismo" is used as the name for compositions written in an absurd and ridiculous mixture of Latin and Italian. As distinct from the "mixobarbaric" language of his predecessors, the style of language in which Koræes wrote is known as "the purified tongues," or "katharevousa." This name is now recognized by all as the proper designation for the official language of the modern kingdom of Greece.

Koræes knew and taught that the modern language should not willfully cut itself off from that period of the past in which a great literature had appeared in Greek. Accordingly, the enriching and beautifying and elevating and uniting of the impoverished dialects of the Greek rajas was to take place by drawing on the ancient for every term and mode of expression which the spoken dialects were not ready to supply. In this way the language which Koræes advocated, and in which he usually wrote, bore strong resemblance to the ancient, but the likeness was produced in conformity with principles sound and logical. From among the many dialectic forms of declension and inflection he preferred those which were nearest to the ancient ones. Occasionally, when the dialectic forms were quite different from the ancient, he preferred to retain the ancient type. And when new terms had to be introduced from the ancient, such words were chosen as were most conformable to the nature of the modern language and most easy of being apprehended and understood.

Koræes' fame in connection with the language question depends not so much on any novel principle that he introduced as on his learning and ability, which enabled him to show by the example of his prolific and scholarly pen the feasibility and advisability of the course which he recommended. Naturally, however, he laid himself open to attack. The demoticists did not agree with him because he did not limit himself to their narrowness. But the most merciless attacks came from the ranks of the supporters of the written Kœne. Especially did the church and the aristocracy of Constantinople feel unfriendly toward the man who thus joined hands with the populace, and recognized so much virtue in this lowly language. These opponents suspected that his doctrine concerning the language question was a result of his sympathy for the spirit of the French revolution. One of the Phanariote community, Jakobos Rizos, who taught Greek literature in Geneva and was well known in Europe, satirized the teachings of Koræes in a severe and personal comedy.¹

Another scholar who took a prominent part in the discussion was Panagiotis Kodrikas. He was a native of Athens. After having studied in Constantinople he went to Bucharest, and there became a pupil of Lampros Photiades. Later in life he went to Paris, and there held the position of an interpreter under the government. He wrote in the "maccaronic" or "mixobarbaric" style. In the year 1802 he published a pamphlet attacking the opinion of those who wished to purify the demotic. He seems to have held theoretically that the deficiencies in the demotic should be filled by drawing most freely on the classical and traditional language, but that no attempt should be made to render the two ingredients similar to each other and monochrome. His pamphlet² was severely attacked by Koræes and others, and years afterwards he felt obliged to write another and more exhaustive treatise in self defense and retributory onslaught on his opponents.³ Doukas also attacked Koræes, and was rudely attacked in return. But the disputes between these various leaders were often more personal than scholarly, and need not be further commented on here.

¹ Κοραϊστικά ή διάρθρωσις της Ρωμαικής γλώσσης. Constantinople, 1813.

² Observations sur l'opinion de quelques hellénistes touchant le grec moderne. Paris, 1802.

³ Μελέτη της κοινής Ἑλληνικῆς διαλεκτου. Vol. I. Paris, 1818. Vol. II was never published.

In spite of all opposition, Koraes' teachings, on account of their reasonableness and practicability, began to prevail among the Greeks everywhere. Lampros Photiades, who hitherto had been a warm defender of the archaistic Kōne, after reading Koraes' "Spontaneous Reflections," became strongly inclined in his favor, and, as is recorded in the "Logios Hermes" of Vienna for 1819, stated that of all the Hellenic scholars of the day Koraes was the only one who had clearly shown in what language the Greeks ought to write and speak. The ease with which this mixed language could be written, and the fact that it had been in one form or other the literary medium of many writers for more than a century back, together with the impulse given to its use by the teachings of Koraes, caused it to become the official language of the regenerated nation. The army leaders in the struggle for independence from 1821 to 1828 made considerable use of it. Likewise the national assemblies and the central government accepted it. The press also,¹ before the declaration of independence had employed this language in the various Greek journals that had been published in Vienna and Paris, and notably in the *Logios Hermes*, which was edited in Vienna by supporters of the principles of Koraes; and after the beginning of the war, the *Chronicle of Mesolongion*, which began in 1824, and most of the subsequent journals, were edited in the "katharevousa."

With the establishment of a system of popular education in 1828, under Kapodistrias the president of the Greek commonwealth, the *katharevousa* was taken as the medium through which all instruction was to be given in the elementary and middle schools. And since 1837, when the National University was founded in Athens, this likewise has been the language used by all the professors, both in their lectures and in their writings.

But the wholesome doctrine inaugurated by Koraes, that the demotic should always be the soul of the written language gradually was lost sight of. On account of the poverty of the demotic, each writer and speaker had unlimited liberty to introduce from the ancient whatever words he needed. By virtue of this circumstance, every man who purified his language in accordance with the principles of Koraes might by reflection observe that more than nine-tenths of his words and grammatical forms were ancient, either by traditional oral preservation or by adoption and incorporation. In consequence of this proximity of the approved modern language to the ancient classical, many writers were tempted to make their language out-and-out archaic. These may be classed as disciples of Doukas, and his method of writing rather than of Koraes.² A noted defender of this nearer approach to the ancient language was the poet Panagiotes Soutsos. He explained the reasons for his attachment to the ancient style in his prolegomena to his drama "Evthymios Blachabas," and in an essay entitled "A New School of Written Speech."³

In this process of enriching the *katharevousa* from the classic Greek, the greatest difficulty came from the fact that the Greeks had but recently escaped from servitude, and therefore did not possess many efficient scholars who could afford to devote themselves to this labor. Modern civilized life had immediate need for a multitude of words, which during the past two thousand years had been entirely unnecessary, and had therefore long ago become extinct in the spoken language. These forgotten words had to be brought back with all haste and rehabilitated into the daily language of the people. To go to the ancient Attic and other varieties of ancient Greek for a necessary word is merely to go to the nearest and most closely related source.

It is a well known fact that during the many and long ages of its existence the Greek language underwent numerous changes in pronunciation. Some of these

¹ Le Marquis de Queux de Saint-Hilaire, *La presse dans la Grèce depuis l'indépendance jusqu'en 1871*. In the *Annuaire des études grecques*, 1871. pp. 47 ff.

² Chatzidakis *Μελέτη ἐπὶ τῆς νέας Ἑλληνικῆς ἢ βάσανος τοῦ ἐλέγχου τοῦ ψευδαττικισμοῦ*, Athens, 1884, p. 63.

³ *Νέα σχολὴ τοῦ γραφομένου λόγου*. Athens, 1853.

changes are of such a nature as to render certain few words of the ancient no longer serviceable in the present language, because when pronounced by the present method they are liable to be confounded with other words of other meanings. For example, the ancient word for "we" is by modern pronunciation, which makes no distinction between *eta* and *ypsilon*, identical in sound with the ancient words for "you." One can easily imagine the inconvenience that might arise from the use of words of such ambiguous meaning. But the danger of confusion is by no means so great as it would be in a noninflected language, for in Greek the verbs indicate the person referred to.

This demand for such an increase of vocabulary, necessitated mostly by the sudden transition from a peasant and pastoral life to one full of all kinds of activity, could in great part be satisfied by renewing the forgotten part of the classical language. But the exigencies of modern life, in many respects different from the ancient, together with the demands of the new sciences, and new inventions, and new modes of dress, and the need of technical terms for modern music and fashion and so on, could be satisfied only by the introduction of a number of words which never existed in the ancient. These new words had either to be borrowed from other modern languages or else had to be created out of the abundant and plastic material afforded by the old Greek. The second course has usually been followed, and thus the homochrome quality of the language has been preserved. There has lately been published a lexicon of more than 60,000 words that have been added to the language since the fall of Constantinopol.¹ The author gives the date and place of the first appearance of each of these new words in the written language. It must be repeated that these are new-coined words, and are distinct from the equally large number of old words revived for new service with their old meaning. Most of these new-coined words are quite correctly formed from pure Greek originals by composition, and most of them are euphonious and expressive. By these two processes of enrichment it has been found easy to keep abreast of modern progress in language.

On account of the intercourse with other nations, especially in commerce, many names of concrete objects, of wares from abroad, have been imported along with the articles indicated by them. But even these words have in many cases been replaced by others of Greek origin, and foreign names that were in use a generation ago are no longer intelligible save to the older people.

This rapid enrichment of the language could not have taken place faultlessly. There is wide room for criticism and correction in many places. This work of criticism has been taken up by a few philologists, notably by the famous Kontos. Unfortunately Kontos did not keep his scientific work free from raillery against all those who did not recognize and correct the blunders which they and others were from time to time committing. Perhaps no other philologist has such extensive and reliable knowledge of the correct use of Attic words as has Kontos. But his influence has not been as fruitful as it deserves to have been. He himself is not a copious writer in original composition, but has confined himself to oral teaching and to the thankless task of pointing out the faults in the work done by others.

Writers and users of the *katharevousa* may be designated by the common name of "purists." They are divided into three grades. The austere purists endeavor to employ their words and forms with classic precision. In practice they undertake to observe what such philologists as Kontos teach in theory. The men of this school are mostly writers of prose. In fact, they can now boast of only one good poet, Kleon Rangabes, who in this high style of language has composed a number of short lyric poems, which he has published in a volume called "Sorrows."² But even for Rangabes this extremely high and correct language is acceptable only in his medita-

¹ Stephanos Kounanoudes, *Συναγωγή νέων λέξεων υπό τῶν λογίων πλασθεῖσάν ἀπὸ τῆς ἀλώσεως μεχρὶ τῶν καθ' ἡμᾶς χρόνων*. Athens, 1900. Two vols.

² Ἀλγῆ, Leipzig, 1893.

tive and dreamy lyrics. In dramatic composition, such as his "Theodora and "Herakleitos," he adopts rather the language of the middle class of purists.

In the middle or temperate *katharevousa* is housed the great mass of the better contemporary literature of Greece. The temperate *katharevousa* is used by all public speakers, by the members of Parliament, and by all scientific men. Some readable poetry and a great quantity of excellent prose have taken form in this middle *katharevousa*. Among the poets it has been used by Alexandros Soutsos, Panagiotes Soutsos, Paparregopoulos, Achilles Paraschos, not to mention others. It is the language usually preferred by those who translate light literature from European languages into Greek. It has also been used by Roïdes in his notorious novel the Popess Joanna.

Finally, there is the style of language which, for instance, Bikelas used in his translation of Shakespeare's plays into Greek. Case endings of nouns and personal endings of verbs are often taken from the demotic. Likewise many words which by being of foreign or of supposedly ignoble origin are excluded from more rigorously pure composition are allowed in this grade of *katharevousa*. It is difficult to decide whether such writers as Damberges and Drosines should be classed here or with the demoticists. They are writers of short stories and poems. Their language is indeed based on the *katharevousa*, but is nevertheless much influenced by contributions from the demotic. The fact that they describe the life and thoughts of the country people and shepherds explains in a great measure their tendency toward the demotic.

The *katharevousa* has received some severe criticism from European scholars. But, on the other hand, it has been highly lauded. Whoever wishes to form a notion of its merits and defects has to study it directly and judge for himself. The outsider is prone to suspect that its similarity to the classical language is too artificial. He may even go so far as to feel innocent when he condemns it without knowing it. Among the Greeks themselves many of the best writers and most intelligent critics do not like to see it incline excessively toward the principles taught by the school of Kontos. Possibly the best judge in the matter is Chatzidakis. He deprecates the unrestrained tendency to classicism. But, nevertheless, he judges that historic reasons imperatively make it impossible for Greece of to-day to thrive intellectually and politically on any other language than the *katharevousa*. Chatzidakis is a glossologist; and in this connection it is interesting to note that those outsiders who have attacked the *katharevousa* have held that they based their dislike for it on glossological reasons. The glossologist, as such, has hitherto had no respect for literature, and has taken no account of the demands that literature and history may make on a language. These demands lie beyond the present limits of glossological study. The *katharevousa*, like every literary language, interferes with the free action of phonetic laws and other influences that operate more rapidly and effectually on speech when literature does not exist. To the glossologist modern Greek might offer a more interesting study if it might only go on untrammelled and unhampered by literature. But what might be best for glossological science might be fatal for the Greek nation and its literature and its hopes.

There has in these later days been a rebound from the use of the *katharevousa*. Perhaps the excessive purists are in some degree responsible for this reaction. All fine-souled people seem to love dialects, and do not care to see them abused. But in Greece the lovers of the lower forms of language go much further. For here there is a small school of men who advocate the use of the dialectic and demotic tongue as the exclusive literary medium. But a good number of these demoticists are men who imagine that they could be celebrated authors, especially poets, if they did not have to spend long years in study in order to master the language in which they would write. Poetic and literary talent they believe that they possess innate. Indeed, the notion that men of other nationalities acquire accurate and ready knowledge of their native language by simply growing up is very common in Greece. And even the

eminent Chatzidakis believes that in the time of the ancient classic splendor no writer would have to think a moment about how he ought to clothe his ideas in words, once he became master of the ideas.¹

Besides the quasi poets and the story-tellers who sigh for the reign of demotic, and who not knowing demotic create one to their fancy by remodeling the katharevousa according to their a priori notions about dialect and demotic, there are serious men who think that a language formed by gathering up everything that can be found in the dialects should become the official language of literature. The most widely known of these is Professor Psycharis, of Paris, who has written some most interesting books in what he declares to be the common spoken language of Greece. He gathers his words and phrases from the dialects. He has a warm supporter in Prof. Émile Legrand, who has done much for the promotion of interest in the study of Byzantine and modern Greek literature. M. Legrand, like Psycharis, abuses all who do not adopt his views about the "deadness" of the katharevousa and the excellence of the dialectic speech. Around Psycharis and Legrand may be grouped most of the others who write in demotic. Legrand has gathered together the names of the most prominent of them, adding short biographies and specimens of their writings, in a chrestomathy of New Greek, which he published for the use of his pupils in Paris (*Chrestomathie Grecque, publiée par Émile Legrand, professeur de grec moderne à l'école nationale des langues orientales vivantes, et Herbert Pernot, répétiteur de grec moderne à l'école nationale des langues orientales vivantes. Paris, 1899*). Many of these dialect writers produce most charming short sketches. From the folklore of the people, which is rich in picturesque expressions and in the more gaudy trinkets of story and simpler poetry, the demoticists gather together many choice phrases. In this same folklore they find also interesting material for their stories and poems. The attractiveness of this material aids their plea for the dialectic language, as if the nature of this folklore were due to the language in which it has been preserved. But the demoticists can not be easily criticised on the question of their language, for outside of the circle of their admirers there are but few who are able to speak well or write in demotic. Among those who prefer the demotic are the poets Palamas and Markoras. Among the novelists Andreas Karkabitsas ranks high. Of course the demoticists can not well agree on any standard variety of their favorite language. Polyas translated the *Odyssey* into demotic, and Palles has translated the *Iliad*. Whoever compares the language of these two translations may observe how greatly Polyas and Palles fail to coincide in their choice of idiom. The great pride and boast of the demoticists is the lyric poet Solomos, of Zakynthos, who, at the outbreak of the revolution, wrote his celebrated "Ode to Liberty." But, like most other demoticists, his language is not the pure dialect of his native island; he borrows freely from the katharevousa. Moreover, his poetry owes its fame chiefly to the stirring themes which he selected rather than to the language.

Dialects still flourish in the remote parts of Greece among the uneducated. The influence of the schools does not reach the children of all the inhabitants as it should. Most all the other efficient means for the propagating of language are now operating very imperfectly. There are no reading circles, and no literary societies, except in the large cities. The people have no books. There are no family libraries in the private houses, and in the provinces there are very few public libraries. There are no halls and no places where the people hear lectures or speeches, or enjoy any kind of literary entertainment. There is almost no preaching in church. Imagine what the condition of the language of the English or American peasant

¹ "Schon Polybios klagt über die Schwierigkeiten, denen er begegnete, so oft er einen hübschen Gedanken in einer eben so hübschen Sprachform darstellen wollte, und meint, es sei viel besser auf den Inhalt als auf die Form der Darstellung zu achten. Zu einer solchen Äusserung konnten z. B. Thukydides oder Demosthenes unmöglich kommen."—Einleitung, p. 3-4.

would be under similar conditions. Fortunately, these evils are merely remains of past modes of life and will pass away.

As for the written katharevousa, which is probably destined to continue to be the only serious literary and universal language of Greece, we can not form a just notion. It is hard to judge of the excellence of a language. One is liable to be influenced by the merits of the corresponding literature. Yet it seems that an excellent language may have a very indifferent literature, and a poor language may possess an excellent literature. It may be noted that to-day the written and not the spoken word prevails among civilized peoples. Therefore the relations between the demotic and the literary languages are not the same as they were when all men spoke indeed, while but few used to read and write. Many of us now think it proper to try to talk in a language conformable to written models rather than to write in a language modeled after our daily speech. It is possible that to-day the spoken language must make more concessions to the written than the written to the spoken. If so, the principles of the purists are most logical.

There is a feeling among many in Greece that the late tendency toward the so-called demotic, toward the artificial mixture made up for the occasion by each long-haired poet who begins to write verses, is a sign of the decay of the historic national consciousness and a bad omen for the future. The suspicion that these tendencies are antinational has assisted in occasioning the formation, just lately, of a new organization called the Society for the Defense of Ancestral Institutions.¹ The nearest purpose of this society is to reawaken a spirit of love and reverence for the old orthodox religion, which has gradually fallen into a most sad plight, and for the ancestral written language, which the society proposes to propagate with patriotic zeal. Their cause is holy. The Philhellene will always be glad to learn that they take a high and noble care of their historic tongue, and that they do not intend to let it wither itself out into a few interesting glossematic dialects.

¹ *Εταιρεία τῆς ὑπὲρ τῶν πατρίων ἀμύνης.*



CHAPTER XXIV.

THE LEGISLATIVE CAREER OF JUSTIN S. MORRILL.

An address delivered at New Haven, Conn., November 14, 1900, at the request of the executive committee of the American Association of Agricultural Colleges and Experiment Stations, by GEORGE W. ATHERTON, LL. D., president of the Pennsylvania State College.

The career of Justin S. Morrill is a conspicuous and brilliant illustration of the training power of free institutions.

He belonged to the "plain people." He was the son and grandson of a village blacksmith. At his death there were gathered to do him honor the President of the United States and his Cabinet, the Supreme Court of the United States, the General of the Army and his staff, the diplomatic representatives of foreign countries, Senators, Representatives, officials of every grade, and men and women of every station in life. And the gathering was not a perfunctory meeting of routine and formal officialism. It was a great assembly of those who had known and loved and honored the man, and to very many of whom his death brought a deep sense of personal bereavement. The flowers that covered his bier were the offerings of unaffected love. The tears that were shed fell warm from the heart.

The causes of this wide contrast between the lowly beginning and the stately ending this sketch will try to show.

Justin Smith Morrill was born in Strafford, Vt., April 14, 1810. He was the eldest in a family of ten children, and was early inured to habits of industry and thrift. His grandfather, in 1795, was among the hardy and aggressive settlers who followed close in the wake of that earlier generation of pioneers who wrested the little State of Vermont from between the conflicting claims of New York on the one side and New Hampshire on the other. These pioneers, occupants of a nondescript territory—neither colony, province, State nor nation—had imbibed the spirit of the thirteen colonies, and had borne their full share in the perils and triumphs of the Revolution, declaring themselves, January 16, 1777, a free and independent State. They had no representation in the convention of 1787 that framed the Constitution of the United States, but afterwards adopted it and were admitted into the Union in 1791, being the first addition to the original thirteen States under the new Constitution.

The grandfather (Smith Morrill), with his wife, five sons, and two daughters, joined in the new movement of population that had been stimulated by the admission of Vermont, and moved from Massachusetts into the northeastern section of the State, settling in what is now known as Orange County. The five sons settled in Strafford, a part of them in what was known as the Upper Village, and the rest in the Lower Village, Nathaniel, the father of Justin S., being among the former. One note of the thrift and sagacity of this family group is found in the fact that, besides carrying on the ordinary trade of blacksmithing with its one man, hammer, forge, and anvil, they made use of a swift mountain stream that ran through the two villages, to drive in each a trip-hammer, and thus established in that rural community one of the beginnings of iron manufacture in this country, turning out for the use of farmers in the vicinity such rude implements as the simple needs of the time required.

Justin S. lived in his father's home the ordinary life of a country boy, with such sparse privileges as country boys then had, picking up what fragments of knowledge he could in the district school. This was supplemented by two terms at Thetford Academy, one of those institutions which did so much during the first half of the present century to deepen the foundations of a solid education, and a few of which seem to have tasted the fountain of immortal youth. His school education ended when he was fourteen years of age. His services were needed to help support the growing family, and he was hired out to work in a store in the village, at a salary of \$30 for the first year and \$40 for the second. On the completion of the contract, he engaged in a similar service in Portland, Me., where he remained four years. At the end of that time his former employer in his native village (Judge Harris) made him a partner, Judge Harris furnishing the capital and young Morrill managing the business. After about fifteen years of active and successful business, he was able to retire with a modest but sufficient fortune, purchased a tract of land abutting on the village street, cultivated and improved it as a farm, erected a house, married a wife, and settled himself, to all appearances, as a quiet, unostentatious, retired business man, who could afford to spend the remainder of his life in the undisturbed enjoyment of such simple and wholesome pursuits and pleasures as his fancy might select.

His career seemed thus to be practically completed. He had succeeded at an early age in reaching a position which most men expect to reach, if at all, at the end of a much longer and severer period of toil. We do not find that his success awakened the slightest trace of envy in any mind. His courtesy in dealing with customers, his absolute and unvarying integrity, his gentle helpfulness toward the lowly and the less fortunate, his genial sunniness of temper, his watchful and intelligent study of the needs of the community and his foresight in anticipating them had won for him a unique place among his neighbors; so that, while he was little known beyond the borders of his own county, he there easily took first rank among the most respected and honored citizens.

What seemed the close of a career was only its beginning. He had not yet erected a monument; he had simply laid the foundation, broad and deep and secure, as a pedestal on which the finished statue of his career was to stand. In 1854, the representative from his Congressional district declined a reelection, and Mr. Morrill was brought forward as a candidate by his neighbors of Orange County. He was, as I have said, practically unknown to the district. His immediate predecessors had been among the ablest and most eminent public men of a State whose annals are crowded with great names, one of them being that of Jacob Collamer, who afterwards represented Vermont in the United States Senate, and who had been selected to stand side by side with Ethan Allen as a representative of Vermont, in Statuary Hall at Washington. It is not surprising that other counties of the district should have looked with some distrust upon this new man, and that a bolting candidate in his own party should draw off a considerable number of votes (2,473). This, at a time when political parties were somewhat more evenly divided in Vermont than in recent years, proved to be a serious matter, and Mr. Morrill was elected by a majority of only 59 votes. It is startling to think what momentous possibilities were carried by those 59 votes. The laws of Vermont then required a majority of all votes cast to elect, and a change of only 30 votes out of 16,701 in a rural Congressional district, removed almost outside of the great currents of public life and opinion, might not only have changed forever the career of a single man, but, as we now see, would have checked or turned aside a great stream of constructive influences, the importance and efficiency of which it is altogether impossible to compute. I am not of those who would attach too great importance to the influence of single minds. There is a half truth in the saying of Emerson to the effect that the history of the world resolves itself into the biographies of a few strong characters; but that is largely, as

I think, because such characters represent and interpret rather than create the periods in which they live. The greater truth is that expressed by Tennyson:

Yet I doubt not through the ages one increasing purpose runs,
And the thoughts of men are widened with the process of the suns.

The great streams of human destiny flow on, not ordered by a blind fate, but by that great constructive Intelligence which rules from everlasting to everlasting. In one view, a man or a race seems but of slight account in the midst of these irresistible, all-compelling cosmic forces. But, on the other hand, they often color the stream or change its direction, and while each group or race must be swept on by forces mightier than itself, it is also true that each is so organized within itself that its final contribution to the sum total of human progress is largely summed up and expressed in some one generation or individual. As Lowell says:

All thoughts that move the world begin
Deep down within the primitive soul,
And from the many slowly upward win
To one who grasps the whole.

That "one" may be a Julius Cæsar, or a Charlemagne, or a Frederick the Great, or a Hildebrand, or a Savonarola, or a Luther, or a Cromwell, or a Washington, or a Lincoln. Every such man is the embodiment and representative of the life of his era, and the loss or misplacement of that one may involve, therefore, the loss or misplacement of a whole historical epoch. Mr. Morrill, in his measure, was such a man.

In December, 1855, he began what proved to be the longest and, as I am inclined to believe, one of the most fruitful legislative careers thus far recorded in our Congressional history. Certain it is that most of the important legislation of Congress during his long service felt the impress of Mr. Morrill's mind, and much of it took its final form under the influence of his judgment. The bolting candidate of 1854 never reappeared and had no successor. Mr. Morrill was sent to the House for a period of twelve successive years, with majorities ranging from 6,573 to 9,337, and then, in 1867, transferred to the Senate, where he served continuously thirty-two years, making an unbroken record of forty-four years, on the shining rolls of which there is no mar or stain. I venture to say that no man ever approached him, or, after looking into that noble face, thought him approachable with a proposal to do an act that was not scrupulously honorable. During the course of this long career Mr. Morrill is said to have made not less than one hundred set speeches, and, according to a statement which Dr. True, of the Office of Experiment Stations, was kind enough to have prepared for me, his name appears in the record of proceedings no fewer than 2,477 times as introducing bills, petitions, and resolutions, making remarks or speeches on pending questions, and intervening with suggestions or motions for the orderly conduct of business. He early showed a remarkable aptitude for the details of parliamentary procedure, and was soon recognized as peculiarly fitted to report important measures and take charge of them on the floor of the House. The clearness and simplicity of his expositions, his remarkable grasp of details, as well as of broad, general principles, and his unfailing courtesy toward opponents, coupled with unyielding firmness in maintaining the rights of himself or his committee, made him remarkably successful in guiding a piece of projected legislation through the confused tangle of a running debate. Although he spoke so frequently, he is seldom, if ever, found repeating himself, and the range of subjects to which he gave intelligent attention, and to the discussion of which he contributed either opinions or facts, fills one with constant surprise. The wonder is, how any man could speak so frequently in the course of running debates, and on so wide a range of topics, without dropping into the merest commonplace.

In the second session of the Thirty-seventh Congress, for instance, in which he introduced his second land-grant bill, he is recorded as having made remarks on the

appointment of collectors of the income tax, on the payment of bounty to soldiers, on tea and sugar duties, on the direct tax, on the Post-Office appropriation bill, on the diplomatic bill, the homestead bill, the fortification bill, the Treasury note bill, and the tariff bill, on the Illinois Ship Canal, the financial policy of the Government, the naval appropriation bill, the claims for losses by the rebellion, on printing the Patent Office Report, on confiscation, on the volunteers' bounty bill, on a case of alleged drunkenness in the Army, on the Pacific Railroad bill, the Army deficiency bill, the tax bill, the Army appropriation bill, the newspaper-postage bill, the legislative bill, the civil bill, and on the donation of land for a navy-yard. In addition to this he made a set speech in opposition to the Treasury note bill, and presented amendments to the antipolygamy bill, which he was the first to introduce into Congress.

There could be no more striking evidence of the breadth and versatility and accuracy of his knowledge, as well as the steadiness and alertness of his mental processes. His mind seemed to work with the regularity and ease of a finely organized machine, the motive power of which was a well-considered and tenacious purpose. He gave to his duties the same clear and placid intelligence, the same alertness of mind, the same absolute integrity, the same consideration for the opinions and prejudices of others, the same knowledge of the deeper forces of human nature, and the same high ideals that had shaped his earlier career; and all these qualities were enlarged and illumined in the light of a wider range of vision which his higher position gave. In the committee room, on the floor of either House, in his intercourse with his fellow-members, in his relations to the great Departments of the Government, in his constant cultivation of the gentle amenities of social and friendly intercourse, he knew but one thing—to obey the dictates of his own crystal conscience and to serve his fellow-men. Horace foresaw him: "Integer vitæ, scelerisque purus." He was one of those finely balanced characters that almost elude analysis. His excellences were so uniformly diffused through the whole man that no one seemed especially to predominate. He was equally the philosopher and the man of action. Holding his own deep religious convictions with quiet but unwavering firmness, he had no word or thought of uncharitableness for those who held other views. A strong and uncompromising party man on general principles, he did not hesitate to speak and vote against his party when he believed it to be in the wrong. Mere majorities had no meaning for him, except as they accorded with his own convictions of truth and duty. Without a trace of asceticism, he always gave the impression of one who walked by an inner light and drew the inspiration of his life from unseen and immortal springs. He was a man among men; in the world, but not of it.

Aside from the comparatively fleeting memory of his fine personality, his permanent fame will be identified with three great measures, or groups of measures, either one of which would have been sufficient to give him a lasting place among the constructive statesmen of the Republic. These measures are:

1. The tariff law of 1861, with its later modifications, and the complementary system of internal revenue.
2. Measures for the construction or modification of public buildings.
3. The land-grant act of 1862 for educational purposes, and the later supplementary legislation.

No account of the tariff act of 1861 would be adequate without a general review of the financial and industrial condition of the country during the previous twelve or fifteen years, as affected by the tariff acts of 1846 and 1857, the discoveries of gold in California and Australia, the movement of population that immediately set in toward the gold fields, the filling up of the West, partly occasioning and partly occasioned by the Kansas-Nebraska legislation of 1854 and subsequently, and the great financial crash of 1857, following which the credit of the United States was so low that the Government was compelled to sell a 6 per cent gold bond at 89 $\frac{1}{10}$ cents on the dollar.

It should be added, however, that this great depression of credit was partly occasioned by the political disturbances preceding and following the Presidential election of 1860, since the permanent debt of the United States (at that time \$45,000,000, bearing 5 per cent interest) stood at a premium of 3 per cent in the market.

Mr. Morrill's first tariff measure had for its object to strengthen the credit of the Government, to provide for the payment of a floating debt in the form of outstanding Treasury notes, and to raise the amount of revenue required for the ordinary needs of the Government and for the payment of interest on its bonded debt. The emergency was so pressing and so generally recognized that the measure passed both Houses and was signed by President Buchanan only two days before the close of his Administration. * * *

His connection with the adornment of the national capital with great and worthy public buildings is no less direct, and, in some ways, quite as important as with those things which have just been mentioned. He was a prime mover in the completion of the Washington Monument, after more than a quarter of a century of neglect; in the erection of the stately and commodious buildings in which are housed the State, Navy, and War Departments; in the practical reconstruction of the Capitol Building by a system of marble terracing which has restored the west front to something like artistic proportions;¹ in having the old Hall of the House of Representatives set apart as a Statuary Hall, in which are gradually gathering, as the choice of the several States may dictate, the bronze and marble forms of those who have dared and suffered and achieved for the Republic, and whose silent lips will ever speak to the youth of the land lessons of loyalty and courage and patriotism and faith and hope; but above and beyond all these, worthy as they were and are, must be ranked his precious contribution to the land he loved in the erection of a noble and beautiful home for the Congressional Library. It is a strange thing that a man born and reared amid the simplest surroundings, who had probably never seen an important work of art until he had reached the age of middle manhood, should have had so distilled into his soul, by the contemplation of nature and by his silent communion with the best and greatest thought of the world as embalmed in the noblest literature, that fine artistic sense which led him to idealize the Republic, and then to strive to have that ideal realized in enduring architecture. To his thinking, nothing was too good, or noble, or refined, or beautiful to represent the best impulses and aspirations of that great democracy whose heart he knew, whose language he spoke, and in whose future he had an immeasurable faith.

It was a fitting climax to all this that his very last speech in the Senate should have been a plea for the erection, on the square facing that where the Congressional Library stands, of a building that should be in like manner the home of the Supreme Court of the United States, and in keeping with the serene and lofty part which that matchless institution plays as the balance wheel of our great political system.

But great and far-reaching as were the measures already named, it seems certain from our present point of view that Mr. Morrill's largest fame will forever be identified with the measures which he devised and carried to a successful issue, for the establishment and maintenance of a great system of institutions of higher education, to be aided by the United States, organized and controlled by the individual States, and fitted in as an integral part of the whole scheme of public instruction. To a subject which has been discussed so much and from so many points of view, I can hope to contribute very little that is new, and it covers so wide a field, both theoretical and practical, that the present occasion permits only a bare outline of suggestion on the most salient points.

¹ Unless my memory is entirely at fault, Mr. Morrill stated to me while the work was in progress that the conception and design of the marble terracing were to be credited to Mr. Frederick Law Olmsted, but Mr. Morrill was in a position where he could accept or reject the design, and was no less, of course, the sponsor for it before Congress.

The law which now stands on the statute books of the United States was approved by Abraham Lincoln on the 2d day of July, 1862. That act of the President was the culmination of a struggle which had been actively maintained by Mr. Morrill for nearly five years. He introduced his first bill in the House of Representatives on the 14th of December, 1857, just at the beginning of his second term in Congress. The bill was held under consideration by the committee for a period of four months, and on the 15th of April, 1858, was reported to the House with an unfavorable recommendation, accompanied with majority and minority reports setting forth the respective grounds of opposition and of support. Five days later Mr. Morrill took the floor in support of the bill. His argument was based upon the broadest grounds of public policy, maintaining that the public lands, being a common fund for the benefit of all parts of the country, should be so utilized as to promote the welfare of all sections in due proportion; that Congress had used a portion of the first public lands that came under its control in the Northwest Territory for the promotion of primary and university education, and had repeated similar legislation in favor of every State afterwards admitted to the Union; that this policy was too well established to admit of opposition on constitutional grounds, and that no legislation could more directly advance the interests of the great masses of the people than by providing means for bringing the new discoveries of science to the aid of agriculture and the other industries of life. His speech was earnest, elevated, persuasive, and weighty, and though his views were strongly antagonized at every point, in a House in which he and his party were in the minority, he succeeded at last in securing the passage of the bill (April 20, 1858), by the narrow margin of 105 to 100 votes.

An attempt was made to bring up the bill in the Senate at the beginning of the following session, but the antagonism was so powerful and determined that the measure was held back until the 1st of February, 1859. An uncompromising opposition to its passage was led by Senators Pugh, of Ohio; Clay, of Alabama; Jefferson Davis, of Mississippi; Rice, of Minnesota, and Mason, of Virginia—an array, at that time, of powerful names. The last-named Senator denounced it as the attempt to inaugurate a new policy, as “one of the most extraordinary engines of mischief” that he could conceive as originating in the Senate, as a “visionary project” unworthy of notice. Clay, of Alabama, characterized it as “one of the most monstrous, iniquitous, and dangerous measures which had ever been submitted to Congress;” as a delusive attempt to do an impracticable, if not an impossible, thing. But his principal opposition was based upon the argument that the bill was a direct violation of the rights of the States and an attempt to secure control of their most important interests through the agency of an educational system. Now, even after this short interval of years, his language has a musty flavor of antiquity. Let me quote a single brief passage: “The Federal Government,” he said, “is the creature of the States and is dependent upon them for its organization and operation. All its powers are subordinate to the States from whom they are derived. The States are in no wise dependent on the Federal Government for their operation, organization, support, or maintenance. I stand as an ambassador from a sovereign State, no more subject to the control of the Federal Government, except in a few instances provided in the Constitution, than any foreign and independent State. This bill treats the States as agents instead of principals, as creatures instead of creators, and proposes to give them their own property and direct them how to use it”—and much more to the same effect. Senator Davis, of Mississippi, confined his attention almost wholly to the constitutional argument, at the same time declaring that the proposed legislation was unnecessary and could produce no good results. Senator Pugh, of Ohio, expressed the belief that an agricultural college would never be established under this bill. Senator Rice, of Minnesota, said that he “looked upon the success of this measure as bringing a slow, lingering death to Minnesota.” Senator Wade, of Ohio, was its principal champion; and, after every expedient of opposition and delay and

denunciation had been exhausted, the bill was finally passed (February 2, 1859), with some amendments, by the narrow margin of 3 votes—the vote standing 25 to 22. The House promptly concurred in the amendments and the bill was transmitted to President Buchanan, who vetoed it February 16, 1859, on the twofold ground that the Government was too poor to make the proposed donation, and that the bill was unconstitutional.

There is no evidence, so far as I have seen, that the failure of this first attempt was to Mr. Morrill a source of discouragement or hesitation. He saw, of course, that it would be useless, even if it were possible, to secure the passage of the bill a second time during President Buchanan's term, and accordingly he made no attempt, so far as I am aware, to introduce it during the following Congress—March 4, 1859, to March 4, 1861—but on December 16, 1861, directly after the assembling of the first regular session of the new Congress, he introduced the bill a second time in the House of Representatives.

In the meantime, great events had been happening. When the first bill was introduced, the country was in a state of profound peace, except that political antagonism had become sharply defined, and thoughtful men everywhere beheld the portents of a coming struggle for political supremacy between the North and the South, though very few looked for physical violence, much less war. When the second bill was introduced, war was in actual progress. The Southern States had passed ordinances of secession, formed a Confederacy with the final assent of an overwhelming majority of the people of the seceding States, taken possession of nearly all United States property within their limits, organized a strong central government, placed armies in the field, and won repeated successes in their encounters with the Army of the United States. The South expected, a great part of Europe believed, and many in the North feared that the Confederacy would succeed in establishing its own independence on the ruins of a shattered Union. A special session of Congress, during the summer of 1861, had provided men and money for the maintenance of the Union, and when Congress assembled in regular session in December the minds of men were filled with nothing but the pending struggle and the means of bringing it to a successful issue. It is highly characteristic of the sobriety and patience and tenacity and serenity of Mr. Morrill's intellectual processes that at such a time he should turn aside from the consideration of measures relating to the prosecution of war and calmly perfect his great measure for the promotion of popular education. It was also an act of faith and a prophecy. To his mind there was no doubt about the issue of the struggle; and, even if his confidence in the perpetuity of the Union should finally prove mistaken, he still knew that no measure could more surely repair the ravages of war and safeguard the future than the one which had so much and for so long a time absorbed his thought. It may be inferred, however, from the meager notices in the Congressional Globe that Mr. Morrill found it impracticable, amid so many other matters of urgent and instant necessity, to secure time for the consideration of his bill in the House; for, on the 2d of May, 1862 (nearly five months later), the same bill was introduced in the Senate by Senator Wade, of Ohio. The opposition to the second bill, in the Senate, was determined but unsuccessful. Senator Lane, of Kansas, declared that the measure would be "ruinous to Kansas," and that a more iniquitous bill had never been introduced in Congress. But after all discussion it finally passed the Senate (June 10) by a vote of 32 to 7. In the meantime (May 29), the House bill had been reported negatively from the Committee on Public Lands, and on June 5 Mr. Morrill had unsuccessfully asked leave to introduce a substitute bill; but the Senate bill, having been transmitted to the House, was taken up (June 17) and passed by a vote of 90 to 25, after several attempts at amendment and delay had been voted down. Otherwise than this, there was not a word of debate on the measure in the House. Mr. Morrill simply remarked that the measure was well understood, having been before Congress

and the country for five years; and he bore himself throughout as one who was sure not only of himself, but of his support by the House.

One of the most striking facts that appears in connection with the discussion of the two bills, in both House and Senate, is that scarcely anyone, except the author of the bill, showed any clear understanding of its real scope and meaning. Many of those who opposed the measure did so on alleged grounds which were plainly contradicted by the language of the bill itself; while those who spoke in support of it confined themselves almost entirely to correcting such misstatements. Nothing could better show how new was the field into which Mr. Morrill was urging Congress to enter than the course of these discussions. It is easy for us, at a distance of forty years and with full knowledge of the revolution that has during that time taken place in the whole spirit and method of higher education, to look back with something of amusement and surprise at the crudeness of opinion then displayed; but it should be borne in mind that both the direction of Congressional legislation proposed by Mr. Morrill and the theory of education involved in his bill were new, not only to Congress, but to the country at large. There were then in the United States less than half a dozen institutions outside of West Point and Annapolis where young men could obtain advanced instruction in civil engineering, while electrical engineering was absolutely unknown, and mechanical and mining engineering were taught only through a course of practical apprenticeship. The whole field of physics had hardly been touched except on the theoretical side, and such a thing as a physical laboratory did not then, I believe, exist in the United States. With respect to the natural sciences, the case was hardly different. A few eminent names, like Silliman, in chemistry; Dana and Hitchcock, in geology; Gray, in botany, and Agassiz, in zoology had created interest in those particular subjects, but there was not an institution in the country, even those with which these distinguished scholars were connected, in which these subjects were not relegated to a minor and comparatively incidental position. Even Agassiz, when in 1848 he accepted an appointment in Harvard College, took the two chairs of zoology and geology.

Two powerful influences were working for a change. The first was the fact that scientific inquiry was beginning to reveal to the world its marvelous possibilities, and the other was a kind of blind, groping instinct in the popular mind, leading to the conviction that scientific knowledge ought in some way to be made more useful to the daily occupations of life than had previously been thought possible, and that the educational system of the country ought to contribute more directly to that end than it was then doing. Dr. True has published a very interesting account of several early attempts to work out this idea, and Mr. Morrill was in close communication with men who had caught the impulse of it. But neither colleges, nor teachers, nor appliances, nor methods of instruction were ready for this new demand. It is interesting to note that the great measure of relief provided by Congress was devised by a man who had no advantages of collegiate or other higher education, and thus was free from the narrowness and prejudices which such an education sometimes produces; while, on the other hand, he was both by sympathy and by training a man of the people, thinking their thoughts, moved by their emotions, and putting into clear and effective speech what they dimly and vaguely felt.

Aside from the administrative provisions of his bill, the often-quoted words which declared its controlling purpose were practical enough to answer immediate needs, novel enough to open a tempting field of educational activity, and broad enough to cover the widest possible range of future growth. Mr. Morrill once assured me, in answer to an inquiry, that the language was his own, and familiar as it is I may be permitted to quote it here.

After providing for the investment of the proceeds of the sales of the lands, section 4 of the act declares that the money so invested "shall constitute a perpetual fund," that this fund shall remain "forever undiminished," that the interest on this fund

shall be "inviolably appropriated, by each State which may take and claim the benefit of this act, to the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

Agriculture was then almost the only great industry of the country, and not unnaturally the Congressional mind and the popular mind caught first at the idea of "agricultural" colleges and "agricultural" education as the subjects chiefly contemplated by the bill; but Senator Morrill himself, on repeated occasions, public and private, stated the true intent and object of the law in language that leaves no room for doubt or question. At one time he said:

It is perhaps needless to say that these colleges were not established or endowed for the sole purpose of teaching agriculture. Their object was to give an opportunity for those engaged in industrial pursuits to obtain some knowledge of the practical sciences related to agriculture and the mechanic arts; such as they could not then obtain at most of our institutions called classical colleges, where the languages, Greek and Latin, French and German, absorbed perhaps two-thirds of all the time of the students while in college.

But it never was intended to force the boys of farmers going into these institutions so to study that they should all come out farmers. It was merely intended to give them an opportunity to do so, and to do so with advantage if they saw fit.

Obviously, not manual but intellectual instruction was the paramount object. It was not provided that agricultural labor in the field should be practically taught any more than the mechanical trade of a carpenter or blacksmith should be taught. Secondly, it was a liberal education that was proposed. Classical studies were not to be excluded, and, therefore, must be included. The act of 1862 proposed a system of broad education by colleges, not limited to a superficial and dwarfed training such as might be had at an industrial school, nor a mere manual training such as might be supplied by a foreman of a workshop or by a foreman of an experimental farm. If any would have only a school with equal scraps of labor and of instruction, or something other than a college, they would not obey the national law. Experience in manual labor, in the handling of tools and implements, is not to be disparaged; in the proper time and place it is most essential, and generally something of this may be obtained either before or after the college term, but should not largely interfere with the precious time required for a definite amount of scientific and literary culture, which all earnest students are apt to find far too limited.

So clear was Mr. Morrill's view on this point that in the title of the bill that he introduced December 15, 1873, he called the institutions "National colleges for the advancement of general scientific and industrial education," and he used to say that the name "agricultural colleges" would never have been applied to the institutions except that it had happened to suit the casual convenience of an index clerk.

At the risk of repeating what is already familiar, permit me to call attention to the cumulative marshaling of thought in the portion of the law just quoted. Each State is required to bind itself to maintain at least one "college," a term at that time applied to a well-known type of institution which provided a four years' course of liberal education in certain well-defined groups of studies. In keeping with this fundamental idea, the new colleges were to make it their "leading object" to teach "branches of learning," and, more specifically, such branches "as are related to agriculture and the mechanic arts." If the language of the law had stopped at that point it would have been sufficient to cover all that has since been done or can in the future be done by the institutions thereby established; for, what branches of learning can be conceived which are not "related" to agriculture and the mechanic arts? Certainly every branch of mathematical, physical, and natural science is directly so related, and there is not another branch of science known to man which is not in turn related to, and in most cases essential to, the mastery of the great fields of experimental science. But if the language of the enactment had

stopped at that point it would have fallen far short of the author's intent, and would have been liable to the misconception of providing only for theoretical instruction in the branches of knowledge named, in the same manner as the then existing colleges were chiefly doing. Accordingly, these "branches of learning" are to be taught in such a manner as to promote a "practical" as well as a liberal education.

It was the emphasis laid upon the practical element in education which gave its distinctive character to Mr. Morrill's plan, and this education, at once "liberal" and "practical," was to be provided for the "industrial classes;" meaning by that, not to suggest a gradation of rank or classes among the great body of the people, but merely to designate all those who were engaged in pursuits other than such as alone were then called professional, viz, law, medicine, and theology. But even this did not fill the measure of Mr. Morrill's thought. He did not aim to restrict the non-professional classes (as just defined) to a single field of learning, or to subject them to a single form or type of education. Other scientific studies than those related to agriculture and the mechanic arts were not to be excluded, the ancient classics were not to be excluded, and the new colleges were so to cover the whole field of ancient and modern learning as to fit their students for "the several pursuits and professions in life." Mr. Morrill's purpose was, in short, to bring all the resources of modern science into direct relation to modern industries, and to emancipate aspiring and talented youth from the necessity of patronizing only one type of college and entering only one restricted class of professions. This "practical" aim was a definite foreshadowing of what is now known as the laboratory method, which is coming to be everywhere recognized as absolutely indispensable to the best teaching of every branch of science, whether pure or applied, and to the widespread establishment of which the land-grant colleges have powerfully contributed.

It may well be doubted whether the States that accepted the Congressional grant had any well-defined conception of what it meant. On its face, it was merely a contribution toward the establishment of a kind of college of which the need was already widely felt; but it was, in fact and in its consequences, much more than that. Every State accepted the grant on the conditions specified by Congress, and, in doing so, *entered into a contract obligation with the United States to make a college a part of its system of public education.* I find no evidence that even Mr. Morrill perceived the full significance of this fact; but the movement was in reality, though unconsciously, the most important step yet taken toward the realization of that great idea which Jefferson had conceived and to which he devoted many years of his life—of a school system in every State, beginning with the primary schools and reaching by regular gradations up to a State university, and through the State universities to a national university—all to be nonsectarian, scientific in aim and method, and supported by public taxation.

The success of the new institutions was not everywhere equal, nor was it secured in any State without a struggle. They were, in fact, entering a field of education that was practically a terra incognita. They were required to teach the leading branches of experimental science, natural and physical, without proper buildings, equipment, or apparatus, and, above all, without the possibility of obtaining in the United States, at that time, men enough properly trained to fill the newly established chairs. President Gilman, of Johns Hopkins, then a professor in Yale College, pointed out in an article in the *North American Review* that one of the most serious obstacles to these institutions at the outset would be found in the lack of trained teachers, a lack which happily no longer exists and which the institutions themselves have done much to supply. Another obstacle came from the antagonism of colleges and so-called universities already established; and their antagonism, supported by a powerful body of opinion, forced upon the public mind a consideration of the whole question of the proper function of the government, whether national or State, in respect to the support of higher education. It would probably be too much

to say that the question has yet received a final settlement, but there is abundant evidence furnished by the growth of these institutions and the support given to them by the public that the question is well on the way toward solution, and in the direction outlined by Jefferson and successfully entered upon by Morrill.

Public education at public cost is not maintained for the sake of the individual, but for the sake of the state, the collective whole. If it is true, as Washington said, that, "in proportion as the institutions of government reflect public opinion, it is essential that that opinion be educated," it is also true that *the education must vary in accordance with varying conditions of public life and the changing evolution of public institutions.* When the business of government was simple and confined to but few objects, an elementary education may have been sufficient to prepare the masses of men for the intelligent discharge of the duties of citizenship; but when that business becomes highly complex, as in our own time, and has to deal not only with the greatest national interests, but with matters of world-wide concern, then it becomes indispensable to the welfare of the State that the highest attainable education shall be placed within the reach of every youth who has the ambition, the energy, and the intellectual ability to acquire it. Mr. Morrill and the generation that accepted his plan builded better than they knew; and in their action I see the sure instinct of a great democracy working out the highest law of self-preservation. The opposition to these new institutions was, in fact, based on the same theory and supported by the same arguments as have been used in almost every State against the establishment of common schools at public expense, against county superintendencies, against normal schools and high schools, against central control and against every other proposed scheme for improving them; but the cause of public education, in all its branches, has steadily advanced in spite of every form of opposition, and the public mind has at last fairly grasped the principle that *there is no logical stopping place between a public support of elementary education and a public support of the highest university education.*

Mr. Morrill never lost his active interest in the welfare of the institutions that had been founded by his instrumentality, and members of this association who remember his appearance before it at one session of its last convention in Washington will never forget the mingled pride and diffidence with which he expressed his gratification in what these institutions had done and were doing and promised to do, and especially the touching note of personal affection with which he greeted the members as they thronged around him to grasp his hand. He was profoundly and unaffectedly happy in the visible fruits of his accomplished work, far surpassing, as he said, his fondest hopes.

It would be an interesting task, but one requiring more leisure than I have been able to command, to follow out step by step the evidences of his watchful care over their interests after they were once established. During the winter of 1872-73 the present distinguished senior Senator from Massachusetts, then a member of the House, was very earnestly engaged in pushing a measure for the establishment of a permanent educational fund from the proceeds of the sales of the public lands, which should be applied directly to the maintenance of public schools throughout the United States—the distribution to be made partly on the basis of illiteracy and partly on the basis of population. Senator Morrill at the same time had equally at heart the establishment of a permanent educational fund from the same source, the proceeds of which should be applied to the further maintenance of the land-grant colleges of 1862. The antagonism between these two measures, each proposing for the time being to absorb the entire proceeds of the sale of public lands, was finally reconciled by an agreement between the supporters of each to appropriate one-half of such proceeds to each of the objects named, and the two bills were modified accordingly, a limit of \$50,000 a year for each State being placed upon the amount of the college income, the common-school fund remaining indefinite. The two bills, as thus modified, had the

active support of a very large majority in each House, but were opposed with great earnestness by some of the ablest Senators then in Congress, and both failed of final passage through the inaction of a committee of conference which had been appointed to reconcile the differences between the two Houses.

In December, 1873, Senator Morrill introduced a bill (prepared by others, but entirely acceptable to himself) which combined the essential features of the two bills just named, but he did not find the conditions favorable for pressing it to a passage. Mr. Hoar in the meantime had reintroduced his bill in the House, and on the 2d day of February, 1874, the House, on the motion of Mr. James Monroe, then a professor in Oberlin College and a member of the House, adopted a resolution instructing the Committee on Education and Labor "to inquire into the condition and management of the agricultural and other colleges which have received grants from the United States under the act of July 3, 1862." Mr. Monroe had been an earnest opponent of the college bill in the previous session and this movement was looked upon by the friends of the colleges as distinctly hostile, or, at best, as intended to delay any legislation in their behalf. The committee prepared and sent to all the colleges a long list of questions, covering every possible phase of their work and history, and many of them impossible of a definite answer, for the reason that they seemed to assume a like condition of things in every State, or, at least, varying conditions that could be reduced to the same statistical standard. It was agreed among the colleges, however, through some correspondence, that all should make the fullest and frankest answers that were possible under the circumstances, and this was finally done by all except two—Kansas and Florida.

On the 13th of January, 1875, Mr. Monroe presented the report of the committee (Report No. 57, Forty-third Congress, second session).

The report avowedly refrains from discussing all questions of general policy involved in the establishment of these institutions, and expresses gratification at the desire shown by most of them not only to furnish the facts sought for, but to aid the committee by suggestions as to the best method of accomplishing its object. It then proceeds to summarize the facts ascertained respecting the sale of lands and land scrip, the investment of the proceeds in the several States, the financial management of the fund, the amount of income from it, and the educational results. The institutions themselves are described as being "in a state of formation," some States having not yet made provision for the establishment of colleges and others but recently—only six in all having been in operation prior to 1865. The report concludes, therefore, that it was then "too early to obtain intelligent answers" to the questions asked, and adds that while "there is nothing in the results thus far attained that can be called discouraging * * * a considerable number of the colleges have done work which requires no apology, and a few of those earliest organized have already found time to take high rank among the institutions of the land."

"It must be added," continues the report, "that the reports sent from these colleges reveal, in many cases, a certain fresh interest and spirit of youth, a new enthusiasm which, when intelligent and enduring, is one of the best prophecies of success. Strong evidence is afforded of the power of these institutions to establish sympathetic relations between themselves and the communities in which they are placed, in the fact that they have already received in appropriations from States and in donations from towns, counties, and private individuals an amount almost equal, in the aggregate, to the whole bounty of the Government."¹

It seemed proper to call attention to this report, because it was the first and the last movement in Congress which has ever betrayed the slightest distrust of the work that was being done by these institutions, and it is gratifying to add that Mr. Monroe himself was so convinced by his inquiry that he not only made his report, as we

¹ For the condition of the colleges in this respect in 1899, see Appendix.

have seen, a strong justification of them and their work, but became and remained ever after one of their steadfast friends.

During the two years next succeeding political excitement ran so high, in Congress and out, that Senator Morrill appeared to think it inexpedient to press for any further legislation in behalf of the colleges. He had the subject continually before his mind, made numerous minor modifications of the bill which he had introduced in December, 1873, and there was never a day, I think, when he was not prepared to introduce a bill if there had seemed any prospect of securing time for its consideration. In March, 1877, Senator Sherman having resigned his seat to accept a place in the Cabinet of President Hayes, Senator Morrill succeeded him as chairman of the Finance Committee, and for a time his principal attention was absorbed in that direction. This of itself would probably have prevented him, for the time being, from undertaking further active efforts in behalf of the colleges, but a more controlling reason lay in the fact that Senator Blair, of New Hampshire, who succeeded him as Chairman of the Committee on Education, devoted himself with great earnestness and persistence to an attempt to secure a large appropriation for the support of common schools. It was only after this measure had repeatedly failed of passage that Senator Morrill (with Senator Blair's hearty concurrence) took up again his favorite subject and secured the passage of the act of 1890, as supplementary to his original act of 1862. This act is of so recent enactment and operation that it is sufficient merely to refer to it in this connection. It was a fitting culmination of Senator Morrill's work for public education. Its helpful and stimulating influence has been felt in every State, and the equal distribution under it has done much to correct the inequalities of the distribution of land scrip under the act of 1862.¹

Probably Mr. Morrill's last act in this connection was the introduction (March 17, 1898) of a bill providing that whenever the proceeds of the sales of public lands should be less "than is required by the terms of the act aforesaid (the act of 1890) to be paid to each of the several States, any deficiency shall be paid from any money in the Treasury not otherwise appropriated."

Mr. Morrill did not live to see this bill become a law, but a like provision has since been made by act of Congress, and the institutions which Mr. Morrill established in 1862 are now, in 1900, securely grounded on the inviolable faith of the United States. Few men in public life find their own ideals realized or their best purposes embodied in legislation or in permanent institutions, but Senator Morrill, at the close of his career, could look back upon a great body of noble results as enduring as the Republic.

This outline sketch of Senator Morrill's work would be incomplete without a brief statement respecting the growth and the present status of the land-grant colleges. This topic in itself would furnish abundant material for a crowded hour. At present I must confine myself to the bare mention of a few characteristic facts. It should be borne in mind that the act of 1862 did not directly donate the lands to the States, but offered them to the legislative acceptance of the States on certain clearly specified and stringent conditions. The most significant fact, and probably the most unexpected, is the full and liberal response of State and Territorial governments, and, in some cases, communities and individuals, to the initial action of Congress.

The land granted to the States by the act of 1862 amounted to somewhat more than 10,000,000 acres, which has thus far produced a permanent fund of \$10,262,944, with lands still unsold of the estimated value of \$4,062,850.30; the entire proceeds being, in round numbers, somewhat over fourteen and a quarter millions. To this have been added other land-grant funds amounting to \$1,441,577.38; other permanent funds, \$14,442,194.25; farms and grounds, \$5,543,108.91; buildings, \$16,274,000.53;

¹By the act of 1862 30,000 acres were donated to each State for each Senator and Representative in Congress to which it was entitled. By the act of 1890 each State receives an equal appropriation.

apparatus, \$1,955,859.21; machinery, \$1,373,696.75; libraries, \$1,854,942.21; miscellaneous equipment, \$1,997,690.07, making a grand total of permanent plant of the value of \$58,944,137.61. The additions to the permanent endowment and equipment in 1899 amounted to \$2,365,152.43.

On this basis 64 institutions have been established. In 1899 they had a total of 35,956 students, with professors and instructors aggregating 2,893 persons, and with a total income of \$5,994,037.61, exclusive of the sums received from the United States for agricultural experiment stations. Of this amount \$624,672.88 was received as interest on the land grant of 1862 and \$1,120,778.96 under the act of 1890, thus leaving to them an income of \$4,248,585.77, or more than two-thirds of the whole, from other sources than grants of the United States. During the single year 1899, the States and Territories appropriated for the maintenance and improvement of the land-grant colleges no less than \$2,287,917.98.

These figures furnish most striking and conclusive evidence that the policy of Congress, begun by the act of 1862 and continued by the act of 1890, has met a great public need, and that instead of encouraging inaction or indifference on the part of the States it has, on the contrary, stimulated them to a degree of activity far in advance of that of Congress. But this array of material strength tells only the lesser part of their story. In the range and quality of their scholarship, in their combination of the practical and experimental with the theoretical, in their adjustment to the conditions of public education in their several States, in their responsiveness to public needs and the best public opinion, they occupy a distinctive position and are doing a work which has profoundly affected the educational life of the country. I confidently believe that, with a charter broad enough to cover the whole range of learning, the future of higher education in this country belongs largely to these colleges and to the influences that they have created and must continue to create.

The accomplished work bespeaks the man. As these institutions typify American education, so Mr. Morrill in his person and character typified an almost ideal American citizenship. He represented more than most men in public life those deep and silent forces that are the real strength of the Republic—nay, they are the Republic—they are its only promise and potency of continued existence. They come from the sober thought of men and women who listen to the inner voices of conscience and duty and obey in their lives the sovereign law of rectitude—the steadfast souls who do the daily work of the world, not with a parade of virtue or an air of martyrdom, but with a cheerful courage and patience and faith because they know no other call than the call of duty; because, as Luther said, they “can do no other.” They are the men and women who support churches and schools and charities and cherish the sanctities of home. They are the men of affairs who understand that there is no great or permanent or worthy success in business life except as it is built on a foundation of absolute truthfulness and absolute integrity, and that the standards of public integrity and private integrity are the same. They are the citizens whose judgments remain undisturbed amid the clamorous brawl of self-seeking demagogues and who then turn aside to swell that “silent” vote that often upsets all political calculations. They are the sane and honest masses of the people, who have thus far in our history proved equal to every emergency and risen to the full height of every great crisis.

It was the source at once of Mr. Morrill's strength and of his limitations in some directions that in his own person he stood for and typified so much of these characteristics of “the plain people.” He was peculiarly happy in the State he represented—a sober, energetic, thrifty people, loyal to their State, their country, and their God; patrons of schools and colleges and churches; quick to recognize merit in their public men and wise to continue them long in the public service—the best type, in short, of a true American citizenship—and Senator Morrill was simply one among them. He was of them in his origin, in his character, in his training, in his

cast of mind, in his lifelong habits of action; but he was of them at their best, and for that reason his career will for all coming time set a standard which every youth may hopefully strive to reach, but which few will surpass. The institutions that he established will live as long as the Republic lives. They will increase in wealth and influence and public favor, but their most precious possession and their perennial source of power over the young manhood and womanhood of America will be found in the example of the life and character of their founder, Justin S. Morrill.

APPENDIX.

STATISTICS OF THE UNITED STATES LAND-GRANT COLLEGES, YEAR ENDING
JUNE 30, 1899.

[Condensed from statements published by the United States Department of Agriculture.]

States and Territories.	Value of land grant sold and unsold.	Value of grounds, buildings, and equipment.	State appropriations for 1898-99.	Total income 1898-99.
Alabama.....	\$253,500.00	\$303,875.71	\$6,432.00	\$43,682.50
Arizona.....		139,406.92	11,996.13	38,382.74
Arkansas.....		319,880.00	5,000.00	11,995.45
California.....	752,155.65	2,097,664.84	244,090.64	459,884.79
Colorado.....	218,612.09	271,110.98	37,667.54	69,749.00
Connecticut.....	135,000.00	94,050.00	15,000.00	55,810.00
Delaware.....	85,000.00	165,650.00		31,955.81
Florida.....		109,283.77	4,000.00	40,627.35
Georgia.....	251,000.00	519,500.00		42,004.14
Idaho.....	900,000.00	178,000.00	10,000.00	34,000.00
Illinois.....	581,342.99	1,260,000.00	229,550.00	364,294.09
Indiana.....	340,000.00	701,500.00	68,158.34	140,047.22
Iowa.....	628,329.46	600,347.62	25,920.82	97,099.24
Kansas.....	504,548.03	437,909.25	10,728.37	67,294.62
Kentucky.....	185,925.00	533,917.74	37,659.98	89,672.21
Louisiana.....		82,216.00	10,000.00	22,687.42
Maine.....	118,300.00	305,015.00	20,000.00	78,631.60
Maryland.....	115,943.00	141,000.00	23,000.00	87,864.20
Massachusetts.....	219,000.00	1,489,758.15	45,000.00	396,946.45
Michigan.....	1,005,614.98	259,616.20		88,037.22
Minnesota.....	567,992.84	1,640,000.00	157,162.27	364,081.64
Mississippi.....	211,950.00	347,195.98	21,000.00	57,930.21
Missouri.....	437,353.99	1,151,898.00	80,725.00	185,689.32
Montana.....	225,000.00	168,000.00	12,000.00	38,500.00
Nebraska.....	181,821.97	1,127,000.00	213,750.00	292,352.61
Nevada.....	93,000.00	231,409.67	17,000.00	53,522.25
New Hampshire.....	80,000.00	167,316.24	5,500.00	55,920.75
New Jersey.....	116,000.00	466,500.00		52,252.60
New Mexico.....		78,870.00	1,107.24	29,529.43
New York.....	688,572.12	2,989,344.15	35,000.00	676,797.69
North Carolina.....	125,000.00	196,654.49	10,000.00	37,220.29
North Dakota.....	900,000.00	152,000.00	27,700.00	54,820.91
Ohio.....	524,176.30	2,797,000.00	176,058.15	277,573.06
Oklahoma.....		74,600.00	8,300.00	33,871.13
Oregon.....	140,694.38	128,500.00	26,583.95	73,886.16
Pennsylvania.....	427,290.50	874,000.00	43,416.25	115,679.73
Rhode Island.....	50,000.00	300,169.57	22,300.00	48,611.12
South Carolina.....	95,900.00	474,016.00	74,000.00	108,062.00
South Dakota.....	1,200,000.00	102,000.00	8,560.00	40,777.96
Tennessee.....	396,000.00	276,500.00		62,150.04
Texas.....	209,000.00	418,814.36	40,160.00	107,554.66
Utah.....		212,668.96	13,750.00	45,302.61
Vermont.....	135,500.00	734,734.95	6,000.00	69,305.77
Virginia.....	516,468.00	969,801.31	15,000.00	227,675.57
Washington.....		175,000.00	11,985.19	38,542.56
West Virginia.....	90,000.00	103,500.00	103,500.00	139,646.00
Wisconsin.....	302,000.00	1,466,830.89	282,000.00	365,300.00
Wyoming.....		152,455.00	9,268.46	33,728.36
Total.....	14,325,794.30	58,944,137.61	2,287,917.98	5,994,037.61

CHAPTER XXV.

MISCELLANEOUS EDUCATIONAL TOPICS.

CONTENTS.—The Indian Territory, by Hon. Henry L. Dawes.—Backward children in the public schools.—Engineering education in the United States, by Ira O. Baker.—St. Jean Baptiste de la Salle.—The development of public libraries, by C. A. Cutter.—The Hugo Grotius celebration at Delft, by T. J. McCormack.—When and why pupils leave school, by C. M. Woodward.—How can the business man of the future be best educated, by Arthur T. Hadley.—Elastic grading, by W. H. Payne.—Expedition of Cuban teachers to Cambridge, Mass.

THE INDIAN TERRITORY.¹

By the Hon. HENRY L. DAWES, LL. D.,

Formerly United States Senator from Massachusetts, and chairman of the Dawes Commission for the Five Civilized Tribes.

In order to understand the purpose for which the Commission to the Five Civilized Tribes was created, and the present condition of their work, it will be necessary to refresh our memories as to the conditions which caused its appointment. So much of the past of these tribes as is essential for this purpose is briefly this: These tribes are the Cherokee, the Choctaw, the Chickasaw, the Creek, and the Seminole, numbering about 64,000 at the last census. Seventy years ago they were living on their own lands in Georgia, North Carolina, and Mississippi, and to induce them to surrender these lands to the white men of the States where they were situated the United States gave them in exchange the Indian Territory. In the treaties made with them we conveyed the title to the lands directly to the tribes for the use of the people of the tribes, to hold as long as they maintained their tribal organizations and occupied them. This stipulation prevented their parting with them without the consent of the United States. We stipulated in these treaties that they should have the right to establish their own governments without our interference—such governments as they pleased, not in conflict with the Constitution of the United States. We also covenanted with them that we would keep all the white people out of their territory. Having thus set them up for themselves in a territory far west of any of the States, beyond all further trouble, as it was thought, we left them to do as they pleased for forty years.

During that time they set up governments after the pattern of our own, at least on paper, with a chief magistrate chosen for a fixed term, a legislative council, and courts. They were more advanced in civilization than any other Indians in the country, though hardly enough so to justify the name by which they have been distinguished from the rest of the race. The expectation upon which these transactions were based was that they were sufficiently civilized so that thus isolated they would go on under the influence of our example to the attainment of our own civilization and our Government in all essential characteristics. This expectation was far from

¹ This paper was read at the Lake Mohonk Indian conference.

being realized, for during that time they had made little, if any, progress. They had become slaveholders, and thereby made all labor of the master disreputable, and idleness worked its natural results. A few grew rich, while the less intelligent many in consequence grew poor. Their governments in all departments fell under control of these same few, who used them for their own gain, and their children every year, for lack of training and proper education, fell back of their parents in all the qualities essential to progress in civilization.

At the breaking out of the civil war they had made but little, if any, progress, and in many respects their condition was less hopeful than in the beginning. They cast in their fortunes with the Confederates during the war, and were the victims of spoliation to a terrible degree by the armies of both sides. At its end they were well-nigh beggars, stripped of everything valuable, and wretchedly helpless. We then entered into new treaties with them with some modifications of the old ones, not changing, however, the nature of their title to their lands. Slavery in the Territory was abolished by these treaties and the tribes stipulated to receive their freedmen into perfect equality of citizenship, with the right to an allotment of a specific number of acres of their land whenever their lands were allotted.

On this new basis they began anew in 1866, but under conditions and amid environments still less favorable to any development of well-ordered governments. They were no longer isolated from outside influences. States, as well as these Indians, had moved westward and were pressing upon their very borders. Their lands had become valuable by the discovery of vast deposits of coal and other material. Cotton fields of great extent and promise were developing, and vast areas of grazing lands were tempting the herdsmen of Texas. In the new treaties they had consented to the building of a railroad from north to south across their Territory, and the Missouri, Kansas and Texas road was built through its entire length from the north to its southern boundary, bringing in its train white employees at every station, and with them all necessary supplies, breaking down beyond repair all treaty obligation to exclude white occupation. Besides all this, white labor had taken the place of slave labor. In short, more than 300,000 white noncitizens had, under various conditions, taken up permanent residence in the Territory. These people had no legal status or right among them. Some were there on invitation, some had come as hired laborers, and some were there on sufferance. They had come to stay, and the obligation of the treaty to keep them out had become a dead letter. Yet these 300,000 had no title to a foot of land, had no voice in the government under which they lived, and no protection from its officials or laws, were excluded from its courts and their children from its schools. They built towns on land to which they had no other title than a permit of no legal value, for which they paid tribute to some irresponsible holder, and governed them as best they could. Thirty thousand white children of school age were being left without any other provision for education than such as could be afforded from the scanty earnings of the pioneer. Then came a worse evil into their midst. The Territory became a refuge for fugitives from the justice of neighboring States. Warrants of arrest could not follow them across the line, and no provision of the Constitution or of law required their extradition.

It is not necessary to enlarge upon the deplorable condition into which these elements were sure to plunge the Territory, from which its government, such as it was, in the hands of comparatively a handful of the population, could have no power to relieve it. And we had bound ourselves to stand aloof and not interfere, whatever might take place. That such a government should exist in the midst of the States of the Union independent of us, yet under the same flag, was an impossible anomaly of itself. It also contained elements of discord which under any circumstances made the maintenance of peace and orderly government within its own borders for any length of time next to impossible. It had become peopled by two races in which the one owning the soil and having control of all the functions of government was

to the other race as less than one to three, making certain sooner or later an outbreak for relief, violent and bloody, like all other conflicts of races for power.

Under these conditions it was that in 1893 the Government felt compelled to undertake the removal of this menace to its own peace as well as to that of the Territory itself by an effort to induce these anomalous governments with their communal land titles to exchange them for political institutions and land tenure in harmony with our own. The task was to obtain their consent to so great and radical a change, for all these conditions were titles vested and guaranteed by treaty, which could not be changed without their consent. It was for this purpose that the commission was created in 1893, and for which it is still engaged.

The first task before the commission, and that which has proved the most difficult, was obtaining agreements with them that any change at all should be made. In addition to the traditional pertinacity with which the race clings to its own customs and ways it encountered adverse interests and business investments that had grown up and been fostered under existing governments, as well as distrust so natural and constant in all negotiations with Indians and the difficulty of comprehension of the full meaning of the proposed change. A recital of details would not be profitable. Suffice it to say, that after repeated failures and after repeated rejections of agreements signed, sometimes by the tribes and sometimes by Congress, agreements have finally been signed and ratified with the Choctaws, Chickasaws, and Seminoles, providing for the allotment of all their lands, except such as are reserved for town sites and public uses, among such persons as shall finally be found by the commission to be citizens, the substitution of United States laws and courts for those heretofore in force in these tribes, the expenditure of their revenues by United States officers, and the supervision of their schools by officials appointed in Washington. A time in the future is also fixed in each when the tribal governments shall give place altogether to governments Territorial in character.

The Cherokees and Creeks declined to treat with the commission at all for a long time, till the patience of Congress was exhausted, and in 1898 a law was enacted requiring to be done substantially the same things in these tribes that had been agreed upon by the others, excepting the allotment of their land in fee, which could not be done without their consent. Instead the commission was required to allot the use of the surface only. It was provided that any change in the provisions of this law might be effected by agreements duly ratified by both Congress and the tribes, respectively. Accordingly agreements were entered into during the last winter with both these tribes substantially like those already effected with the others, but too late to be ratified before the adjournment of Congress. There is every reason to believe that they will be duly ratified at an early day. When that is done there will be agreements with all the tribes for the changes desired, in substantial uniformity in all essentials and in harmony with the institutions and laws of the adjacent States.

These agreements require much work still to be done in carrying out their provisions. These agreements require the commission to allot the lands of the tribes to citizen Indians alone and make it the judges of the question who are such Indians, subject to an appeal by aggrieved parties to the United States courts. They are required in so determining to strike from all existing citizenship rolls all names in their opinion wrongfully there, to add all names wrongfully excluded, and to admit all new applicants entitled, in their opinion, to citizenship according to the laws and usages of the respective tribes. This requires of them a judicial determination on evidence offered on every name in the whole roll of citizens in all the five tribes about which there is question, and on all new names of applicants. The impression got abroad that blood, however attenuated, without regard to the other requirements of the laws and usages of the tribes, entitled one to admission to citizenship. Accordingly crowds of applicants came from all the adjacent States, and even from Northwestern States, for the first time into the Territory, claiming citizenship upon some

claim of Indian blood in their veins, regardless of residence and citizenship elsewhere all their lives.

The commission was compelled to pass judicially upon more than 7,500 such claims, embracing in classes and families, relying on the same facts, very many thousand more up to the close of the last fiscal year. In the vast majority of these cases the evidence failed to disclose blood enough to sustain anything beyond imagination or pretense. Through all this maze and this labor the commission has completed the roll of the Seminoles and nearly so of the Choctaws and Chickasaws, the much larger part of the Creeks, and are beginning the like work among the Cherokees. After this they are required to allot these lands to such only as appear on these rolls. But this is to be done in a manner quite different from that of the government on the reservations, where little more is required besides setting off a given number of acres of land of uniform quality to each Indian found on the agency roll in such part of the reservation as seems best to the allotting commissioner. Such a method of allotting the Indian Territory in its present condition would be manifestly unjust. The construction of railroads through its length and breadth, the influx of 300,000 noncitizens building large and flourishing towns and inaugurating business enterprises of great importance, and the discovery of coal deposits of great value, all these have contributed so to unsettle relative values that the greatest injustice would be inflicted if allotment were to be made by equality in acres. All citizens have an equal right in the value of their lands, and when allotted that equality must be preserved. Yet an allotment of 50 acres near a railroad station, or near the town of Ardmore or Muskogee, or in the neighborhood of a working coal mine, would be worth more than one of 200 or 300 acres situated in some parts of the Territory. Therefore it is required that allotment shall be made by equality of value as near as possible, taking into consideration the fertility of the soil, location, and all other elements of value, so that when completed each allottee will have his equal share in value without regard to the number of acres.

This just requirement has imposed upon the commission the most difficult and perplexing of all its labors. It requires a personal knowledge of the conditions affecting the value of every acre of land in a territory as large as the State of Indiana, if it is to be of any service in such an adjustment, and an instinct to distinguish between real and fancy values. This has been its endeavor in its efforts to discharge this important but exceedingly difficult portion of their duty. They have completed that work also in the Seminole country, so that now all preliminaries to final allotment to the members of that tribe are completed. The final allotment there will be commenced at an early day. In the Creek and the Choctaw and Chickasaw tribes good progress has been made in the same work, and its completion there also is near at hand. It will be undertaken in the Cherokee tribe as soon as the necessary force now engaged elsewhere can be liberated for that purpose. There is much other detail connected with this work which it would be neither interesting nor instructive to recount here. What has been described will enable the conference to form an estimate of the character and progress of the work.

That so much time has been spent by the commission and such care taken in matters preliminary to final allotment has arisen from the belief that a just and wise system of land tenure is the basis upon which the superstructure of a prosperous State must ultimately arise, and the conviction that any misstep here would be attended with irreparable injury. It has, therefore, been the especial endeavor of the commission that no mistake in these preliminaries which it could avoid should jeopardize success. It is now carrying on the work under conditions more favorable and encouraging than at any time heretofore. A great change has, since the beginning, come over the attitude toward them and their work of the people most affected by it. Distrust has disappeared and opposition ceased. In their place hearty cooperation of those influential in the control of affairs is helping to push on the work. Most able

and earnest men are at the head of their respective governments, giving effective aid in securing a wise and speedy solution of the difficult problems before them. Within a few weeks past the chief magistrates of two of these tribes, the Chickasaws and Creeks, have delivered their annual messages to their respective legislative councils, treating largely, and in the most hopeful tone, of their future, and urging wise measures in view of the new conditions confronting them. These messages would well become the governors of the oldest of the States in the propriety and ability as well as temper and style in which they presented matters concerning the welfare of their people. The guidance of such men is full of promise that statehood in the near future is sure to come to a Territory so rich in all the elements of a healthy growth.

BACKWARD CHILDREN IN THE PUBLIC SCHOOLS.¹

Abstract of report of committee on compulsory education, presented to the Civic Club November 18, 1899, and to the Public Education Association of Philadelphia December 4, 1899.

Present need.—The Pennsylvania law compelling attendance at school now excepts children physically or mentally disqualified, and the nonattendant books of the enumeration of 1899 show 111 children mentally incapable of attendance at school. In the ordinary elementary school, where each teacher has from 30 to 100 children, it is indeed difficult to see how a defective child can secure the individual attention necessary to his progress, yet defective children may be found to-day on the back seats of many of our schoolrooms, where their attendance is a serious hindrance to the progress of the class, and they themselves derive little benefit.

English report.—Last March a report of the English education department was received, of which the authority and thoroughness were such as to make its recommendations important, and the conclusions of the report are that special day schools or classes for educable defectives between 7 and 16 years of age should be established by local school authorities as part of the regular school system.

Philadelphia school.—Following this report, a beginning was made in July, 1899, by the compulsory education committees of the Civic Club and the Public Education Association in the Philadelphia School for Backward Children. The board of public education allowed the use of the Hollingsworth School, Fifteenth and Locust streets, and of two manual-training benches. Funds have been subscribed privately.

Methods.—Blank forms were made up into a record book for each child, the last three forms being used only for successful applicants:

Form A: Characteristics and attainments of the child at time of nomination.

Form B: Medical examination.

Form C: Medical recommendation.

Form D: Life history and family history of child.

Form E: Progress in special class.

Form F: Subsequent medical examination after six months in special class.

These forms serve as the basis of admission and later for a review of progress. Teachers are invited to apply for such educable backward children as have been in their charge not less than six months and are, in their opinion, fit for special classes. Pupils were originally secured through those in charge and through the press.

Instruction.—During the summer the instruction was supervised by Miss Bancroft, Miss Cox, and Miss Williams, principals of the Haddonfield School for Mentally Deficient Children. Two teachers were in charge, with an average attendance of 17 pupils. The instruction covers manual training, physical exercise, and mental work of primary grade. Hours of instruction are from 9 to 2, with rolls and milk or

soup at noon. Two public drills have been held; also there have been five excursions—to the Zoological Garden, through Miss Cox; to the Haddonfield school, to the home of Miss Mary T. Mason, to Horticultural and Memorial halls, and to the exposition, by pass through Mr. Raborg. By the courtesy of Dr. Tidball the school was reopened in October in the basement of St. Luke's Church, Thirteenth street below Spruce street, where it is now in session.

Medical supervision.—Medical supervision is essential to the education of defective children, and the success of the work is largely due to Dr. C. W. Burr, chief medical adviser, and to Dr. A. F. Witmer. The latter visited the school almost daily at first, and prescribed the physical exercises. These consist in the use of a broom, walking ladder, beam, board, sloyd work, and Swedish movements. Special memoranda were tabulated for each child for the teacher's use, and a special dietary recommended to parents in many cases.

Parents' meetings.—Two parents' meetings have been held, with great interest and success. The first was a talk by Miss Bancroft, telling what could be accomplished for backward children whose parents were courageous. The second was by Miss Lyndall, of the Girls' High School, on the especial need of backward children for nutritious food, and how to secure it.

Results.—Tabulated questions as to the improvement of children have been sent to the parents, and show highly gratifying results. More than one writes, "Friends, ignorant of ——'s attendance at the school, have remarked general improvement."

Aims.—Before commencing even to organize the work the proposition was outlined to the superintendent of schools and the president of the board of public education. Both expressed interest, and it is our hope that as with the kindergartens, with sewing, cooking, and the vacation schools, the initiative of the voluntary societies may find its proper sequence in the weeding out by the board of public education of the backward children now in the regular schools, and their instruction in special classes or schools. In Philadelphia public provision for backward children is as yet institutional only in character. Institutionalism has its faults, and there are many backward children for whom removal from home is either unwise or impossible. Education for these children is imperative. The value of competition and companionship is as great among backward as among normal children. The alternative is between preventive progress and a degeneration that leads in many cases to the almshouse, the asylum, or the prison. The hope of special day schools for backward children is to make self-supporting members of society, as has been done abroad. Already some of the children in the Philadelphia school show special aptitudes, and it will be our effort to cultivate these aptitudes as a means of self-support.

Other cities.—Of similar schools in this country, Providence, R. I., started the first in 1894. She now has four schools within the public-school system, as is Boston's one school. Chicago has one, under the auspices of the university. Both the latter were simultaneous with the Philadelphia school.

*Other countries.*¹—In Europe Germany was the pioneer, in 1867. Norway followed her lead in 1874, and England in 1892, besides Switzerland and Austria.

In Prussia, since 1880, the establishment of special classes or schools for defectives has been obligatory upon towns of 20,000 population. Admission is limited to children who, after two years at a public elementary school, have proved themselves unable to do the work. The duration of attendance is usually six years. The auxiliary schools, as they are called, are usually in the same buildings with other schools, or near them. To prevent possible disturbance the times of opening and closing are fifteen minutes later than in the regular schools. The cost is borne by the town. Teachers receive from \$25 to \$100 a year supplementary to the regular salary. Of the children that left at Easter, 1893, the following percentages were capable of earning a living:

¹Rep. of Eng. Educ. Dept., Com. on Defective and Epileptic Children, 1898, 2 vols., and later reports.

In Aix, 68 per cent; in Düsseldorf, 80 per cent; in Cologne, 87 per cent; in Brunswick and Crefeld, 90 per cent; in Dresden, Halberstadt, and Hanover, 100 per cent.

Out of 71 who left Elberfeld in 1893, there were 17 artisans, 4 errand boys, 1 clerk, 5 unknown, 13 housework at home, 4 domestic servants, 12 factory hands and day laborers, 15 without work, owing to illness.

In Norway children tested in the special classes are (a) returned to the regular schools if they make sufficient progress, or (b) they remain in the auxiliary classes the whole of their school lives, or (c) are sent to an institution for mentally deficient children if their condition prove too low for special day schools.

In England, as on the Continent, the proportion of children in need of special instruction is found to be 1 per cent of the total school population. In June, 1899, London had 43 centers, with 85 classes, and an average attendance of 1,289 children receiving special instruction. Average attendance to one teacher there is 15. The average on the roll in London is 20; in Germany, 21; in Switzerland, 19, and in Norway, 12. In London there is a special superintendent and assistant for these classes. Some of the girls attend laundry and cooking classes, a few boys are taught cooking, and a few swimming. In England special instruction of backward children was made permanent in August, 1899, by a law to regulate the establishment of special schools or classes and to bring defective children within the provisions of the compulsory-attendance statute.

Solution for Philadelphia.—Medical inspection of schools and reports from teachers will show the number of backward children now in our schools, and already one attendance officer (first district) has referred one child to the Philadelphia school. In special public schools Nos. 1 and 2, for truant and incorrigible children, the principals report a number of cases in which the cause of irregularity is mental deficiency. Superintendent Brooks presented the subject to the committee on elementary schools of the Philadelphia board of public education in October last, and his report is still before them. He stated his opinion that the act of 1876, authorizing special schools for the deaf within the public-school system, might serve as a precedent. On November 29, 1899, the Civic Club authorized a resolution to the board of public education, urging the separation of the backward children in the regular schools into special classes, to be located in schools where there are vacant rooms.

Appeal.—Contributions to the Philadelphia school up to November 9, 1899, were \$699.50, and the balance in the treasury \$215.75. Contributions to the Philadelphia School for Backward Children will serve to maintain it as an object lesson until the city undertakes the work.

ENGINEERING EDUCATION IN THE UNITED STATES AT THE END OF THE CENTURY.

Address by Ira O. Baker, president of the Society for the Promotion of Engineering Education.
Reprinted from "Science."

* * * Technical education, the application of the sciences to the needs of man, is a growth entirely of this century. Apparently the first technical school in the world was the École Polytechnique in France, established in 1794 to train men for the artillery and engineering corps of the army. The United States Military Academy was founded in 1802, and for more than thirty years thereafter was the only organized agency for engineering education in America. For three-quarters of a century a surprising proportion of the graduates of this institution practiced engineering in civil life, not because the education there given was what would now be called engineering instruction, but because it was the best preparation for engineering practice that could then be obtained. Apparently this fact has been overlooked alike by friendly and unfriendly critics of this noted institution. In 1825, at

Troy, N. Y., was organized the first institution in the world for giving instruction in engineering not military. Apparently at the time of the founding of this institution the term civil engineering had not been coined, the word engineering being synonymous with military engineering.

For thirty years after the establishment of the engineering school at Troy—i. e., from 1825 to the close of the civil war—only four engineering schools were founded, of which only two were really entitled to the name engineering. During this time the engineering schools gave but little technical instruction; most of the so-called engineering part of the course consisted of mathematics and elementary science.

In 1862 Congress passed an act giving to the several States public lands for the benefit of "instruction in the arts and sciences relating to agriculture and the mechanical arts." Shortly after the close of the civil war many of our engineering schools were organized under this act. Never was there a movement more timely or more successful than this, since it has resulted in the establishment of 64 technical colleges—at least one in each State and Territory. Fifty of them give instruction in one or more branches of engineering.

The number of institutions at present giving instruction in engineering is shown in Table I. The institutions are classified with reference to their requirements for admission according to the scheme presented by the committee on entrance requirements (see the annual report of the society for 1896, pages 103-104). The report of the committee includes 110 institutions, but the writer concludes from a careful study of their catalogues that at least 12 of these have no engineering course. The writer has received no report from seven of the United States institutions listed by the committee, nor from the two Canadian engineering schools.

TABLE I.—*Institutions giving instruction in different branches of engineering in 1898-99.*

Institutions.		Number offering courses in—						
Grade.	No.	C. E.	M. E.	E. E.	Min. E.	Arch.	Nav. A.	S. E.
Class A.....	30	27	21	21	5	8	2	2
Class B.....	27	24	17	14	10	6	.....	.....
Class C.....	20	12	12	7	5	1	.....	.....
Class D.....	9	1	9	5	.....	.....	.....	.....
Class E.....	3	3	2	2	1	.....	.....	.....
Total.....	89	67	61	49	21	15	2	2

Table II shows the number of students in the several branches of engineering for the year 1898-99; and Table III the number of graduates for the year 1899. These data were collected from the institutions for this purpose. A few schools were not heard from, but in each case they were small ones having few, if any, engineering students, which fact probably accounts, in some cases at least, for their failure to report. Therefore, Tables II and III may be considered as representing the total number of engineering students and graduates for the year 1898-99. During the decade 1889-1899 the number of students increased from 3,043 to 9,659, or 317 per cent; and the graduates increased from 483 to 1,413, or 242 per cent. However, in this connection averages are misleading, since the rate of growth for the different courses vary greatly. For example, from 1889 to 1899 the increase of civil engineering graduates was 56 per cent, and of mechanical 117 per cent; while the entire growth in electrical engineering is practically a matter of the past decade.

TABLE II.—*Students in different branches of engineering in 1898-99.*

Institutions.	Number offering courses in—							Total.
	C. E.	M. E.	E. E.	Min. E.	Arch.	Nav. A.	S. E.	
Class A.....	1,359	1,579	1,405	245	366	54	19	5,027
Class B.....	794	435	510	313	20	.....	.....	2,072
Class C.....	463	919	299	293	3	.....	.....	1,902
Class D.....	10	337	156	.....	.....	.....	.....	503
Class E.....	41	23	27	4	.....	.....	.....	95
Total.....	2,667	3,293	2,397	860	389	54	19	9,679

TABLE III.—*Engineering graduates in 1899.*

Institutions.	Number of graduates in—							Total.
	C. E.	M. E.	E. E.	Min. E.	Arch.	Nav. A.	S. E.	
Class A.....	210	299	252	43	54	9	1	868
Class B.....	143	52	77	14	2	.....	.....	288
Class C.....	56	89	27	21	.....	.....	.....	193
Class D.....	5	37	11	.....	.....	.....	.....	53
Class E.....	5	3	3	.....	.....	.....	.....	11
Total.....	419	480	370	78	56	9	1	1,413

Table IV presents some interesting statistics as to engineering education in comparison with the so-called three learned professions—*theology, medicine, and law*. The data for the first three columns of Table IV were compiled from *Bulletins 7, 8, and 9* (*Professional Education in the United States*) published by the University of the State of New York.

The data in Table IV concerning the length of high-school course required for admission to engineering schools must be regarded as only roughly approximate. It is difficult for one not acquainted with all the facts to determine from the catalogue just what the requirements are; and the need of these data was not foreseen when those in the preceding tables were asked for. Further, the value of a year of high-school study varies greatly even within the limits of a single State, which adds materially to the difficulty of making a correct general statement as to the conditions for admission.

TABLE IV.—*Professional education in the United States. (Data for 1898-99.)*

Item.	Theology.	Law.	Medicine. ^a	Engineering.
Number of schools.....	165	86	156	89
Growth since 1878.....per cent..	32	144	82	21
Number of instructors.....	1,070	970	6,416	.....
Number of students.....	8,099	11,853	26,088	9,659
Growth since 1878.....per cent..	87	294	142	516
Number of graduates.....	1,193	3,110	5,725	1,413
Requirements for admission:				
College degree.....per cent..	43	b 2.3	c 0.7	c 1.1
Completion of junior year.....	2			
Completion of freshman year.....	11			
4-year high-school course.....per cent..	.....	3.5	8	4.1
3-year high-school course.....	11	14	2	24
2-year high-school course.....	4	13	3	51
1-year high-school course.....	1	9	62	17
Common-school course.....	11	30	19	.....
None or indefinite.....	17	28	1	4
Total reported.....per cent..	100	100	100	100
Length of course:				
4-year course.....per cent..	24	.....	91	98
3-year course.....	70	c 51	6	1
Less than 3-years.....	4	43	3	1
Total reported.....per cent..	98	94	100	100
Average length of yearly session.....month..	8	7½	7	8.7

^a Does not include dentistry, pharmacy, and veterinary.

^b Require college work.

^c Percent.

There are several matters in these tables that invite discussion. For example: 1. Why do so few institutions offer instruction in architecture? (See Table I.) Why so few students in architecture? (See Table II.) 2. The significance of the fact that more than half of the engineering students are receiving their education in Class A institutions, i. e., those having the highest requirements for admission. (See Table II.) 3. Are the number of graduates more or less than required to fill the ranks of the profession? 4. Is the number of engineering graduates greater or less, in proportion to the demands of the profession, than law and medicine? 5. Do the data in Table IV justify the usual classification of schools of law and medicine as postgraduate and engineering as undergraduate? In this connection the fact must not be overlooked that some of the students in law and medicine have more or less college training before entering upon their professional course, and the same is true in engineering, but to a much less extent. Time forbids a consideration of these questions here.

But statistics can not represent the most important developments in engineering education in the last third of the closing century. Immense strides have been taken in both the method and the scope of instruction. At the close of the civil war there were nominally only six institutions giving any grade of instruction in engineering; and for ten or fifteen years thereafter the engineering instruction offered by the best institutions is hardly deserving the name in comparison with that offered by many institutions at the present time. During this period some of the engineering instruction was practical and not scientific, and some was scientific and not practical; but none of it consisted of the principles of scientific engineering, nor of the relations of the sciences to engineering problems. Text-books were few and poor. The equipment of the schools was inadequate. Then the student went to college to learn details of practice and to fill his notebook with formulas; he was reluctant to give his best efforts to the acquisition of fundamental principles and to the development of the ability to see straight and to reason correctly. Happily now all that is changed, and the schools of America are now offering unexcelled facilities for the acquisition of the fundamentals of an engineering education, and the students are laboring heroically to ground themselves in the principles of scientific engineering.

Twenty-five years ago practitioners had doubt as to the value of a technical training for young engineers and distrusted the engineering graduate, but now general managers and chief engineers prefer technical graduates, since they have been trained in scientific methods of working, and have a knowledge of the fundamental principles underlying all engineering practice, and look out upon the world of truth from the view point of a man of science. The national engineering societies now give credit for training in the engineering school toward the requirements for admission to membership. The most cordial relations now exist between practitioners and the schools of engineering. Within recent years, largely, if not mainly, through the influence of the technical schools, engineering has ceased to be traditional and has become scientific.

The technical school met with no welcome from the older colleges and universities. In the beginning the devotee of the nontechnical subjects was not willing to admit the study of engineering as being upon the same high plane as that of literature, history, and philosophy. Now all who know the facts are ready to admit that the engineering student secures greater advancement during his college career than any other undergraduate. This result is due to the definiteness of the aim of the engineering student, to the stimulus of professional preparation, and to the nature of the study.

One of the most important advances in engineering education has been the introduction of the laboratory method of instruction. Now all the better institutions have extensive and well-equipped laboratories fitted up especially for experimental work, in which the student receives instruction of the very highest value. In this

respect our American schools are unrivaled in the world. In Europe, particularly in Germany, are some notable and well-equipped engineering laboratories which have done much to advance engineering science, but which are used by experts in research and commercial work and not for purposes of instruction. Although our engineering laboratories are maintained primarily for purposes of instruction, a considerable amount of research work is performed in them.

The curriculum of the engineering college at present consists of about 10 per cent of English or modern foreign languages, usually the latter; 30 to 40 per cent of indirect technical studies, as mathematics, physics, and drawing; and 50 to 60 per cent of technical work. The tendency is to make the engineering courses as completely professional as are courses in law and medicine. Experience has shown that it is impracticable to teach culture subjects in a course with strongly marked technical tendencies, since the student devotes all his time to the latter and neglects the former. Very recently there has been a tendency to force some of the indirect technical subjects, as advanced algebra and trigonometry, into the preparatory school to get more time in the engineering college for directly technical subjects. The effect of this is still further to curtail the culture studies of the engineering students by eliminating these subjects from the preparatory course.

A number of institutions offer postgraduate instruction in engineering; but the number doing postgraduate work in engineering is less than that in science or literature. In 1898-99 at 23 leading institutions the average per cent of graduate to undergraduate students in nonengineering departments was 9.94; in the engineering departments, 2.3; or, in other words, the per cent doing graduate work in nonengineering courses is more than four times greater than in engineering courses. In the above computations graduates doing undergraduate work are considered as undergraduate students. But few, if any, Americans now attend European engineering schools, for it is generally conceded that the American schools, in equipment, methods, and scope of instruction, are superior to any European schools, at least for American engineers. There are at least three reasons for the relatively small number doing graduate work in engineering:

(a) In many cases, if not in a majority, the chief object of postgraduate study is to secure the preparation necessary for teaching the subject. In many branches the whole range of study, both undergraduate and postgraduate, is purely academic and can be obtained in college environments better than anywhere else. But in engineering the prospective teacher must secure a personal acquaintance with the conditions of practice, which can be obtained only by engaging in actual engineering work. In short, the future teacher of engineering prefers to engage in practice after graduation rather than to return to college halls for further study.

(b) Probably many students pursue an engineering course chiefly because it promises an early means of securing a livelihood, and not unnaturally feel that they can ill afford the means required for postgraduate study. Others who are financially able to continue collegiate work beyond graduation are more anxious to have a part in the activities of the outside world than to pursue postgraduate study. At present the demand for engineering graduates is such that in both of these classes, at least those that are really deserving find little or no difficulty in obtaining remunerative positions in practical engineering work. The engineering college is attempting to give a professional training to its graduates, and it is not surprising that they are anxious to apply in practice that which they have been studying in college. A few years ago many engineering students were unable to resist the seductive offers of positions in actual practice and left college before graduation. Recently the demand has been almost exclusively for graduates, and now a much larger proportion than formerly stay to graduate. When the competition of young engineers for positions becomes greater, as it doubtless will, probably a greater proportion will be willing to engage in postgraduate study. But this element may not become very effective in increasing the number of engineering students seeking advanced collegiate work, for

some of them may prefer to serve for a time after graduation as apprentices at comparatively low salaries. Already there are evidences of a considerable tendency in this direction.

(c) The third reason for the less number of postgraduate engineering students is by far the most important. Ordinarily postgraduate study is primarily intended for independent research work; and this is properly so, for after a young person has been under the direction of tutors for fifteen or twenty years it is time that he should attempt to blaze a road for himself. If this research work is really original, it will inspire the highest ambition of the student and will secure his utmost efforts. This class of work will always attract. But departments of study differ greatly in the opportunities for original research. The less fully developed branches of study doubtless have many unsolved problems waiting for investigation, and some of these are such that a recent graduate may reasonably be expected to solve them, or at least to collect part of the data required for a subsequent solution. Engineering postgraduate study offers fewer opportunities for this class of work than many other departments of collegiate work because of the more fully developed state of most branches of engineering knowledge. Again, the nature of the investigations in many departments is such that they thrive better in a college atmosphere than anywhere else. This is not true, in general, of engineering investigations. Finally, and most important of all, original research in most departments of study is carried on only because of the enthusiasm of the investigator or by public or private benevolence; while in engineering most of the research work is done in connection with practical work at the expense of individuals or corporations or municipalities having a direct financial interest in the result. Many engineers devote a large part of their time to original research work, and nearly all practicing engineers have more or less of such work. The life of an engineering student before and after graduation is much more nearly continuous than that of a student in most other departments. The ambitious engineering student knows that shortly, if not immediately, after graduation he can secure actual engineering practice of high educational value, and many choose positions chiefly with reference to the value of the experience to be obtained. The salary, the educational value of practical experience, the possibility of promotion—all draw the engineering student away from postgraduate study. In other words, the study of engineering is essentially graduate work, and there will probably never be any considerable number who will pursue engineering studies beyond the present four-year course. But there are sufficient reasons why adequate provisions should be made for the competent and ambitious few who seek truly graduate instruction in engineering.

All the preceding is intended to show in rough outline the present state of engineering education, and particularly the rapid growth. The present phenomenal rate of progress promises still larger things for the future, and lays upon this society important responsibilities in directing the future development of engineering education in America. In this connection there are several matters which invite the careful attention of individual members of this society, and possibly are worthy of official action by the society itself.

1. Is any general movement for increasing the requirements for admission desirable? The standard has been rising quite rapidly within the past five years, particularly in mathematics, English, and foreign languages, but even now comparatively few of the engineering departments of the universities have as high requirements for admission as the literary departments. Is this justifiable?

2. Is it wise to require advanced algebra and trigonometry for admission to the engineering courses? Is it wise to require prospective students to take these subjects in secondary schools to the exclusion of subjects in science, literature, or history? Will the forcing of these subjects into the curricula of the secondary schools handicap them in discharging their just obligations toward students who are not seeking

an engineering education? Which subject can the preparatory school teach the better? Which school will teach the mathematics the better?

3. At some institutions a considerable number of engineering students have had previous collegiate training. Can anything be done to increase their number?

4. Engineering courses have become so highly specialized that frequently students of one course receive no instruction in the fundamental technical subjects of a closely allied branch of engineering. This practice is burdensome upon the school and is probably not of the highest advantage to the student. But the colleges are not likely to retrace their steps, and therefore the highly specialized course is a condition to be reckoned with. Should anything be done to prevent further specialization? Some students correct the defects due to high specialization by remaining a fifth year and pursuing the allied course. Can anything be done to increase the number who do this?

5. The engineering course of to-day is so loaded with required technical and scientific work that the student has little or no time to cultivate those subjects, indefinitely, but not inappropriately, called the humanities. Engineering students, more perhaps than any others, need training in such subjects. Those who follow the other learned professions deal constantly in their technical work with the relationships of their fellow-men, while the engineer in his professional work deals mainly with the inanimate world. The engineer has little opportunity to come into intimate relations with men either through the study of history, economics, and sociology, or through personal contact. The engineer usually possesses strong character, sound judgment, thorough knowledge of his business, but frequently, because of a lack of that knowledge which other men consider essential in a liberal education, he is ranked as a relatively uncultivated man, and therefore is unable to exercise the influence his training justifies, and fails to secure the reward his abilities merit. Can the instructors in engineering create in the mind of the engineering student such a hungering for a knowledge of the humanities that he will secure it after graduation by private study and personal intercourse?

Such, then, are the conditions and the problems of engineering education as we step into the twentieth century. The present conditions have been determined largely by the engineering colleges themselves in advance of the demands of the engineering profession and of the general public, and often in opposition to such demands. Chiefly through the influence of the engineering college the engineering profession has developed during the past third of a century into a truly learned profession. There was never a time in the history of the world when the questions of general education were more carefully considered than at the present, and there was never a time when this country was more concerned with the work of the engineer than now. The nation, just awakening to a consciousness of its power and responsibility, is taking its place among the nations of the earth, and is seeking to decide the destiny of the peoples of the earth. We are now sending our manufactured products to all parts of the world, and if we are to have part in the commercial conquest of the earth, it will be because of the ability, the foresight, the wisdom of our own engineers. The only agency seeking to prepare engineers for their work is the engineering college. Their work in molding and directing the engineering education of the future will be no less important than in the past. They enjoy the respect and confidence of the public, and a still wider field of influence and responsibility lies open before them. May the deliberations of this society continue to be a source of strength and inspiration to the engineering colleges. May the engineer of the twentieth century have better technical training, broader culture, and nobler aspirations. May the profession of engineering come to occupy a still higher position in the esteem and respect of the public.

ST. JEAN BAPTISTE DE LA SALLE, FOUNDER OF THE CONGREGATION OF BROTHERS OF THE CHRISTIAN SCHOOLS—HIS LIFE AND WORK.¹

St. Jean Baptiste de la Salle was born at Rheims, France, April 30, 1651. His parents were of noble lineage and distinguished piety. His father was judge of the presidency of Rheims, and several of his relatives filled eminent positions in the church and kingdom. Nor was the spirit of chivalry and adventure foreign to his family. It shone conspicuously in Marquette, the pioneer of American explorers, and in three young soldiers who fought with our continental troops in the war of independence.

Young La Salle was a child of grace from his earliest years. At the age of 8 he entered the University School of Rheims. His progress in study was rapid and pronounced. He stood among the leaders of his class. His father, who had destined him for law, was now convinced that his son would one day win a distinguished place in the magistracy. But Providence had ordained otherwise. The tastes and inclinations of the youth were for a higher state of life. When informed of his son's desire to become a priest, the father, though disappointed and chagrined, allowed him to follow the vocation to which he felt himself called.

He received the clerical tonsure March 11, 1662, in the archiepiscopal chapel of Rheims; he was in his eleventh year. At 17 he was named canon of the Cathedral of Rheims; at 19 he completed his course of philosophy and graduated from the University of Rheims.

To pursue his theological studies he was sent to the Seminary of St. Sulpice, Paris. After five years he went up for his licentiate in theology and obtained it. He now prepared for ordination. On Trinity Eve, 1672, he received the order of subdeaconship, three years later that of deaconship, and on the eve of Easter, 1678, that of the priesthood. Still he discontinued not his studies. He prolonged his labors into the night in order to consecrate more time to prayer and study. At the age of 30 he brilliantly defended his thesis before the faculty of the Rheims University and was admitted to the doctor's degree.

All the biographers of St. de la Salle have not failed to admire his deep learning and penetrating genius. Few have endeavored to account for his extraordinary mental acumen. The secret of his great intellectual strength lay in his intense piety and angelic purity.

Speaking of his studies at the University of Rheims, Abel Gaveau said: "His purity of body gave untold brilliancy to his mind, enabling him to seize upon and appreciate the nicest distinctions in controverted questions, the choicest thoughts in literature, and the pivotal points in historical studies."

As a priest St. de la Salle was untiring in his zeal for souls. He had the gift of touching the most hardened hearts and of bringing them to God. He was always kind to the poor, but in the confessional his tenderness and compassion knew no bounds. To all he was a father and friend. When at the altar, his face became as radiant as if he had already enjoyed the vision of God. Frequently after holy communion he was seen to remain in ecstasy.

His mortifications and penances were incredible. The haircloth, the discipline, his long fasts, whole nights passed in prayer bear witness that he realized the sanctity of his vocation.

With true apostolic zeal he was always ready to take up any work in which there was question of saving souls. His spiritual director, Father Roland, had founded the sisterhood for the education of poor girls. Feeling his end near, he confided to the care of this young priest the ~~existing~~ ^{rising} institute. Well and faithfully did he acquit

¹ From the Catholic Mirror, November 24, 1900.

himself of his new charge. Having assured the existence of the institute and its schools by letters patent from the King, he handed them over to the sisters.

The time had now come when he himself was to establish a congregation of Christian teachers.

As yet La Salle had no intention of founding a society of teachers. He merely assisted in the establishing of schools. By degrees the work grew upon him. Soon he finds himself surrounded by a number of young men, many of whom have just finished their classical studies. They had been struck by his zeal and self-sacrifice and they offer to become his disciples. He takes them to his own home, draws up rules for their government and begins to train them in the art of teaching. Thus was virtually established the Institute of the Brothers of the Christian Schools.

In 1681 La Salle opened his first schools. Their success was beyond his most sanguine expectations. The uniformity of method and discipline strikes the people with admiration. The fame of the schools spreads far and wide. Enlightened men favor their development and in a short time La Salle's schools are found in every important diocese of France. Several of the clergy in the towns and villages apply for a single brother to take charge of their schools. This the founder could not do. He had made it a rule that not less than two brothers teach in any school. At once he conceives the project of establishing training schools for lay teachers in country districts. In 1684 he established two such schools. The pupil masters were received gratuitously, but a strict examination preceded their admission. Those only were admitted who showed aptitude and talent for teaching. A similar institution was established for city teachers. These were the first normal schools ever founded.

Up to his time Latin was the basis of all elementary education. Children learned their mother tongue through Latin. The first book put into their hands was the Psalter. Not till children read Latin fluently were they permitted to study their native tongue.

La Salle was not slow to perceive the absurdity of such an illogical system. Immediately he opens the reform. Throughout all his schools he orders that "the first reading book given to the children shall be in French. Only those who can read this well will be allowed to read Latin." In this way he appealed to the intelligence of the child and prepared the way for the study of national literature.

Previous to La Salle's day the individual system of imparting instruction was general. With true scientific insight he devised a method which to this day has not been surpassed. It is known as the simultaneous system. Speaking of this system, originated by La Salle, Cousin, the great French thinker, said: "I regard simultaneous teaching as the only method which is suitable to the education of a moral creature."

La Salle's genius was prolific and far-reaching. He wished education to be universal; that it should extend to all the faculties, to all periods of life, to all classes of society, to all sexes. For this purpose he wrote and published treatises on education and methods; established primary and secondary schools for the poor; academies and boarding schools for the wealthy; technical schools and schools of design for apprentices; marine schools for sailors and their children; professional schools for young men over twenty, desirous of continuing their studies; agricultural colleges; public lectures in science and arts; seminaries for country teachers; normal schools for city teachers. Nor did he rest here. He drew up the courses of study for the respective schools. When compared with the curricula of similar schools at the present day, La Salle's suffer not by the comparison. What strikes one most about his courses is their practicability. For instance, in all his schools, beginning with the primary, he required: Religious instruction, reading, writing, grammar, rules of etiquette, arithmetic, bookkeeping, drawing, singing, and the copying of civil acts.

In the secondary schools were added history, geometry, algebra, surveying, cosmography, hydrography, pilotage; in the boarding schools commerce, finance, architecture, mathematics, and military art were also added. In the technical and the

professional schools, particularly those at St. Yon, the course includes history, physical geography, literature, rhetoric, science of accounts, geometry, architecture, natural history, hydrography, mechanics, calculus, cosmography, and several languages. The students had a botanical garden, a philosophical laboratory, and a valuable library. As an educator La Salle was far in advance of his day. Pope Pius IX aptly remarked that De La Salle's work is "rather destined for our day than his own."

Many improvements which we consider new were anticipated by him, such as object lessons, grading, special libraries for students, free lectures in science and art, the elective system of studies, summer schools, etc.

He was the first to assert the exclusive right of the teacher to devote his whole time to his school work. Before his time the schoolmaster's duties were multifarious. If he were a layman he generally acted as sexton; if a seminarian he had his own studies to get up for the priesthood. In either case it was impossible for the master to give undivided attention to his class. La Salle perceived this and inserted in his rule a clause forbidding his disciples to aspire to the ecclesiastical state. He was not a believer in double vocations; neither did he believe in making the teaching profession a stepping-stone to the priesthood.

In his views La Salle was liberal and expansive. He was wont to see in the march of events the guiding hand of Providence. He was never opposed to his disciples giving the higher education, as his own life and work attest. Nor was he averse to receiving the sons of the wealthy. After the opening of his second boarding school he writes thus to the procurator-general on the subject. He says: "I believe that Providence intends we shall take the sons of the wealthy and give them a thorough Christian training in our boarding schools."

No man has ever exercised in pedagogics an influence equal to his. For forty years he labored in the science of teaching, and as a result of his work he has left a living monument, in which are embodied all the principles by which he revolutionized education.

After four decades of unwearied devotion to the cause of Christian education, this noble, saintly soul went to his reward. Posterity has classed him among the greatest benefactors of the race, his country has raised his statue, and the church, mindful of his virtues and heroic sanctity, has placed on his pure brow the aureola of sainthood.

THE DEVELOPMENT OF PUBLIC LIBRARIES.¹

By C. A. Cutter, of Forbes Library, Northampton, Mass.

In the first year of the nineteenth century the United States, with a population of five and a third millions, had 64 libraries intended for popular use, or, if we call the parochial libraries founded by Dr. Bray public, and assume that most of them survived the Revolution, there were 100 libraries containing perhaps 50,000 volumes in all. In the last year of the century there were over 10,000 libraries owning 40,000,000 volumes, half of these libraries having over 1,000 volumes each. Thus, while our territory is less than four times as large and our population is only fourteen or fifteen times as large, there are one hundred times as many libraries containing eight hundred times as many books.

There is no means whatever of ascertaining how many volumes reached the readers of 1801, but it is unlikely that the output exceeded the stock, for it was a time of solid books and slow readers. In 1900, 50,000,000 volumes were issued; that is, the circulation has grown a thousandfold.

¹ From the New York Evening Post, January 12, 1901.

Americans have always been a bookish people. The very first colonists brought books with them from Europe. There were books, few but prized, in many households, and in time some private libraries of size and fame. Public libraries have a history almost as old. The Puritans had hardly landed when they founded a college and with it a library. Harvard College Library, born in 1638, was followed in 1700 by two others, Yale and William and Mary; and by twelve others in the following hundred years, so that our century began with 15 college libraries. It is ending with over forty times as many.

Joint stock libraries, implying cities and a certain amount of wealth, were of later origin. The first was founded in 1731 (twenty-seven years before the first proprietary library was established at Liverpool, England). By the end of the eighteenth century there were 32 such libraries. There are many more now, for they spread gradually throughout the country, often under the name of athenæum in the cities and of social library in the country. But they are not flourishing as a class, for the free public libraries are slowly ousting them. People in general will not pay for reading when they can have it for nothing. A few, either from old habit, or because they dislike the rush and bustle of a public library, or because membership is regarded as a social distinction, will frequent the proprietary library and pay their yearly dues, but the receipts from this source are too small for its whole support. With a large invested fund it may survive; without one it is doomed either to be dissolved or to be absorbed by the free library. In those States, to be sure, where the latter has not gained a foothold, the proprietary library continues its good work, and new ones may spring up. They are then very useful in showing the people what libraries are and in preparing the way for the adoption of permissive or compulsory library laws. Many were founded in the decade before and the decade after the civil war; yet in 1896 only 57 were reported that had over 1,000 volumes apiece.

The libraries of 1801 were small in a degree hard to realize, with our present ideas of necessary size. The oldest of them, Harvard College, had in 1790 only 12,000 volumes; the largest, the Philadelphia Library Company, after absorbing three similar libraries, had in 1807 only 18,391; in 1793 the New York Society Library had 5,000; in 1791 Yale College had only 2,700; in 1811 the Charleston Society Library had reached 7,000, and in 1809 the Boston Athenæum, founded only two years earlier, could report 5,750. These were the giants; no other library had 2,500; not half a dozen had 1,000; the average was 500.

The character of the libraries was much more solid, or, if one pleases, heavy, than now—necessarily so, for the books of that day were in greater proportion serious. The college libraries were of course designed to be learned, for the use of the professors chiefly. In them theology naturally held the leading place, as the colleges had been founded mainly to educate ministers. So in the Harvard College Library catalogue of 1790, 150 pages out of 350 are filled with theology, 10 with the Greek and Latin classics, 4 with books of travel, but only three-fourths of a page with periodicals. In literature, however, one finds Chaucer, Shakespeare, Spenser, Milton, Dryden, Pope, Gay, the Gentleman's Magazine, Rabelais, La Fontaine, Voltaire, Boccaccio. In 1765 Yale College was "well furnished with ancient authors, such as the Fathers, Historians, Classics, many and valuable works of divinity, history, philosophy, and mathematics, but not many authors who have written within these thirty years."

The social libraries were different. The Library Company of Philadelphia, whose selection probably was largely determined by Franklin's taste, no doubt was imitated by other proprietary libraries. It had scarcely one theological book or controversial tract; politics was not prominent; history, travels, science, natural history, and especially the mechanic arts, formed the bulk of the stock (but it must be remembered that a dozen of our sciences and a score of our arts had no existence then). Polite literature was scantily represented, especially in the department of fiction, the library committee in 1783 having instructed its London agent that

though not averse to mingling the *dulce* with the *utile*, they did not care to have him buy any novels—a rule which has largely prevailed since.

Art, which in the last decade has begun to fill so large a place on our shelves, was not to be found in any of the early libraries. The Boston Athenæum, however, received in 1838 from a generous proprietor a large number of works of art, and became the pioneer of bibliothecal art development.

The character of the reading differed somewhat from ours. It was in larger proportion the reading of the man who is curious about some one branch of knowledge, or the reading of the man who in a general way wants to improve himself. Fiction, which supplies 75 per cent of the circulation of the modern town or city library, was not furnished by either the college or the association libraries. For that the readers went to the circulating libraries, which no doubt seemed to the Sir Anthony Absolutes in this country, as they did in England twenty-five years before, “an evergreen tree of diabolical knowledge.” But the proprietary libraries had been founded by “gentlemen desirous of promoting the diffusion of useful knowledge and extending the means of information,” and as Duché writes in 1774, “for one person of distinction and fortune there were twenty tradesmen that frequented the library.” These men came there to learn. It may be doubted whether women frequented the libraries at all. Amusement, the culture of the imagination, the culture of a love and appreciation of beauty must have been very much in the background.

The next variety of library to be established was the mercantile, with which are to be joined the young men's associations, mechanics' institutions, and apprentices' libraries. They sprang up in connection with the marked educational movement of the second and third quarter of the century, were designed mainly for young men who could not afford to purchase a share in the joint-stock libraries but could pay a small annual fee, and they usually had classes for evening instruction and courses of lectures. They were another step in cheapening knowledge. Like the social libraries, they flourished for a time, and are still useful where they have become solidly established, or in States where the free-library system has not yet penetrated, but they are destined to give way in time to their powerful rival.

They had an effect probably not in the least contemplated by their founders. Like all libraries, they were continually in want of money; they obtained it by extending their membership beyond the merchants and clerks of the original plan to anyone who would pay the annual fee. To attract the public, it was necessary to provide what the public wanted to read. Going into competition with the circulating library, they adopted its tactics, and the mercantile became as much lighter than the social as the social was lighter than the college library. So was the way prepared for the free public library, both by a lessened cost to readers and by a mitigated austerity in book selection.

The inadequacy of these libraries for any thorough investigation compelled the formation of special libraries—historical, theological, law, medical, scientific, oriental, and society. The century came in with five or six of these, and closes with as many hundred.

The private libraries were intended for the owner and his friends; the college libraries for the professors and their students; the proprietary libraries for the stockholders and their families; the mercantile, at least primarily, for the merchants and their clerks; the other libraries for limited classes. So far there were none for all the people, and none free. But in the Northern States all the people were beginning to want reading, and were rapidly becoming willing to tax themselves for it. With the second third of the century began a new era, which the little town of Peterboro, in New Hampshire, had the honor of inaugurating. At the instance of the Unitarian minister, a free library was founded in 1833 by an appropriation that has been continued annually to this day. Thus America became the birthplace of the free library, for the leaders of the movement, which resulted in the library law of

1850 in England, have said that they derived the idea from this country. But the town was in advance of its time. Thirteen years passed before another little town—Orange, in Massachusetts—ventured on the same step; four years later Wayland followed. Neither of these had any right to spend their money so, but their lawlessness was not rebuked, and perhaps contributed to the passage of the acts by which New Hampshire in 1849 and Massachusetts in 1851 authorized any town to tax itself for a free public library.

A Bostonian has expressed his surprise that "Boston, a city with traditions of intelligence and education, gave no indications of considering this matter of free libraries till" it was over two hundred years old. He might have added that she spent a long time in considering; there were eleven years between the first suggestion and the decisive action in 1852; but when she finally adopted the idea there was no hesitation in carrying it out thoroughly. She has ended by collecting the largest stock, erecting the costliest building, and for the first forty years having the largest circulation of any city in America.

Nor is this all. The library was in the hands of men who felt that this new creation had in it the potency of all libraries; that it might do the work of all that had preceded it and its own peculiar work besides. In other places some parts of a library's function may have been better developed, but nowhere yet has the happy combination of private and public liberality made it possible to at once so thoroughly suffice for learned research even of the specialist, gratify cultivated curiosity, please the bibliomaniac and the dilettante, foster idle meditation, or stimulate vigorous thinking, while yet not neglecting to meet every want of the general reader, even the want of amusement and illusion, and, more than this, to attract to itself and to train adults who have never been in the habit of reading at all and children who have not yet learned to read with profit. If in any way the library falls short, it has been in this latter work, which Western libraries have taken up enthusiastically and pursued most successfully.

Another class of free institutions had its origin a little after the town libraries. In 1835 a law of New York permitted each school district to tax itself \$20 to found and \$10 a year to maintain a free public library. But as the people would not tax themselves, the friends of the measure persuaded the legislature in 1838 to appropriate \$55,000 a year to purchase the books. Fifteen years later the libraries had over 1,600,000 volumes, but they were very little used, except in the cities, and the system was an entire failure. Eleven years later, after half a million more had been spent, there were half a million volumes less. A school district is perhaps too small a territory for a successful library, but the real cause of failure was that among a people who are not eager for it reading will not take root except by wise management, and the charge of these libraries was in the hands of men who were not interested in them. A library always suffers when ruled by a school board, persons who, if not chosen for political reasons, are selected for their ability to administer an institution which has this only in common with libraries, that it is educational, but otherwise differs entirely in aims, personnel, material, and methods. In this case there was not even the safeguard of a librarian to look after the library's interests. The school trustees were often incompetent to select the books, and accepted any rubbish that booksellers might offer. Such libraries, of course, did not attract readers. In 1892 New York wisely separated school libraries confined to school use under direction of school authorities from town libraries for public use under direction of trustees.

The century's library history falls into two main periods, the first three-quarters and the last quarter. The first is characterized by paucity, poverty, slow increase, slow development of purposes and methods, by conservatism, limitation, and restriction. The latter period shows an astounding increase in number and size, money given in an increasing ratio, library buildings going up all over the land, their suitability to their purpose improving, experiments making in administration, new

channels of library influence constantly opening; the collection of books, though no longer considered the main object, going on more rapidly; the use of the books, now regarded as the supreme consideration, daily spreading in all directions. The causes of this luxuriant growth are many. Chief, no doubt, is the increase in population and wealth, which has at the same time led to the foundation of hosts of new libraries and quickened the growth of those planted during the first period. Another cause is the spread of education and culture, furnishing an army of readers, with awakened minds. But it is to the librarians that are due the enlarged ideas of the library's mission and the discovery of the quicker and more effective ways of working which, by doubling the reach and power of libraries, have strengthened their hold upon popular favor and reinforced their appeal for philanthropic support. The change began when a hundred librarians met at Philadelphia during the Centennial Exhibition to exchange views and make one another's acquaintance. The librarian of 1876 was busy in his own library, and seldom heard what others were doing. There is little spread of professional ideas and no cooperation. The American Library Association, which was the result of the Philadelphia meeting, and the Library Journal, founded at the same time, have changed all that and brought improvement into every branch of library economy. A previous convention in 1853, though it promised well, came to nothing. The greater success of the meeting of 1876 was due in part no doubt to the ripeness of the time, to the elimination of the slavery question, to the greater culture of the nation, but mainly to the efforts of a small group of men who did not allow their interest to die out.

The essays by the leading librarians of 1876, published in a thick volume by the National Bureau of Education, the papers and discussions at the conferences, and the other matter that fills the 13,000 pages of the Library Journal treat mainly of the five classes of subjects in which there has been the most progress—library establishment, the profession, the building, the management, and the methods of reaching the public.

The trend of opinion is toward libraries established by legislation, supported by taxation, helped as far as possible by private generosity, managed by their own authorities, free to all—the library of the people, by the people, for the people. Such libraries are coming into existence fast. To assist their establishment seventeen State library commissions have been organized, the first in Massachusetts in 1890. They work differently, according to the different needs of the States, but they all aim to fan library zeal where there are libraries, to arouse the desire for them where there are none, to distribute public aid to poor towns, and to encourage private giving everywhere. But legislatures should take one more step and oblige towns to have and properly maintain libraries as they already require them to provide schools.

The gifts to libraries, though far smaller than those to colleges, owing in part perhaps to the more effectual solicitation of college presidents, have been remarkably generous—at least \$25,000,000 in the last ten years. The larger part of the greater gifts have come from men who had made their own fortunes and desired that others should have the opportunities of learning which they had missed in their poverty-cramped boyhood. Many library buildings and some endowments have been given to country towns by farmers' sons who, having migrated to cities and found success there, sent this token of regard to their old homes. Less, probably, has come from inherited wealth; how much less, statisticians have not stated. Most donors, it is found, prefer to give something material and visible—a building rather than a fund for buying books, books rather than a fund for making them useful. But there are a few laudable exceptions.

The old writers on library topics were always prone to enlarge upon the qualities needed by the librarian. They would have him in business a hustler, in learning a scholar, in book buying a critic—but a broad-minded critic—in memory a Magliabecchi, in languages a Mezzofanti, in tact a Metternich, in administration an organizer

and a disciplinarian, in temper an angel, and everywhere an enthusiast, for the librarian who is indifferent is lost. But such prodigies must always have been rare, and even they could not alone have met the demands of a modern library. He needs assistants. It was early seen by the association that the best work could be done only by specially educated persons; that librarians were constantly losing time in training new assistants; that libraries were continually checked in their progress while librarians without experience were learning their trade, and that many were condemned to stagnation because the new librarian simply plodded on with more or less stumbling in the footsteps of his predecessors. The solution first suggested was apprenticeship; the next, more radical and more efficient, was a library school, corresponding in thoroughness to the schools that fit men to be doctors, lawyers, and ministers. There are now four such schools, whose graduates are eagerly absorbed by libraries, to say nothing of the summer schools, which give those who can not afford a full course such a smattering of library knowledge as can be acquired in six weeks. Besides this, a number of large libraries take apprentices, from whom their staff is recruited or the neighboring small libraries are supplied.

As a natural result a change has come about in the appointment of librarians. Formerly it was too often the man who had failed in the pulpit, the court, the school-room, or even the shop, who got the votes of compassionate committees. It is an advance that these votes are often given now to men who have succeeded in some such occupation, with the idea that they will therefore succeed in a library. Nor are these appointments always unfortunate; after all, ability is the main thing; yet they leave something to desire, for though it is true that a man may guide himself by the practice of his predecessors, yet the greatest success does not rise from following precedent, but from knowing when rules can be disregarded and when they cannot—a knowledge that comes only from a thorough acquaintance with the subject-matter. The next step will be for all appointing bodies to require, as many do now, both ability and experience.

Architecture has lagged behind other branches of library practice, partly because the needs of a library have been expanding so fast, partly because libraries have been designed not so much for use by men who had used them and had learned their defects as for show by committees and builders. Bad ventilation is common, bad lighting universal; one hears of libraries without class rooms for the public or working rooms for the staff; they are continually made with no provision for enlargement, though nothing grows more surely than a library's stock of books and number of readers. Some have been built too small even for the books that the library had already. Even for show they have not till very lately reached much success. We have not even found a characteristic style of architecture. Everyone knows a church, a theater, a railroad station when he sees it. One seldom knows a library if it is not labeled. The ordinary library building might be taken for a school, a bank, a courthouse, or a municipal building. Yet the way to a style was plain. A library has one need which should give rise to distinctive features. Its reading rooms, its study, and its working rooms must be very light—much lighter than the rooms of a dwelling house. This necessity ought to show in the design. The stack must not only be light, but must be lighted in a peculiar way, which alone would mark the building as a library by a series of lofty, narrow windows, separated by still narrower columns or sections of wall, a difficult matter to treat without bareness and monotony, yet surely not beyond the capacity of the American architect.

The library building of 1801 was in most cases one room, shelved around the walls. When too many books accumulated for the wall space, they were put into cases projecting from the sides. The evolution of a century has differentiated this single cell into a score of different parts, each with its own function—for work, the packing, accessioning, cataloguing and classifying, binding, printing, mechanics' rooms; for the personnel, the trustees', librarian's, staff's, janitor's rooms; for the public, the

cloak and hat, toilet, charging, reading, current periodical reading, and standard reading rooms, and sometimes the dining room; for special kinds of stock, the rooms for bound periodicals, manuscripts, maps, patents, public documents; for special classes of users, the study, class, lecture, art rooms, the photographing room (with a developing closet), the music room (with a piano and deadened walls), the room for the blind, and the children's room. All of these are needed in the largest libraries; many of them are already to be found in them; the children's room is needed everywhere. In the smaller libraries, of course, one room plays many parts.

In the first years of the library awakening the most attention was paid, as was natural, to details of management—the length of shelves, the form of the accession book and the binder's schedules, the size of cards and their ruling, to questions of movable or fixed shelves, movable or fixed location, stamping or embossing title pages; in fact, the things which are now taught in the library schools—the a, b, c of the profession. This excited some ridicule, as also was natural. It was called pedantic; people said that too much time was spent in distinguishing tweedledum from tweedledee; that the loss of originality was too high a price to pay for a doubtfully desirable uniformity; that in absorption in mechanical details the things of the spirit would be forgotten. They were right and they were wrong. It was necessary that these questions should be settled before attacking the deeper problems. One must forge one's weapons before one goes into the fight. It is best to be thoroughly familiar with one's tools before one undertakes complicated work. Both dangers that were feared are real, but against them stand American inventiveness, which will not be made to halt at any one stage of achievement, and the missionary spirit, which can never be content with mechanics, but must be saving souls—in the library way. The leaders had no fears, and they were justified. In the last half of the last quarter of the century, great as has been library progress in everything else, the progress in ways of reaching the public has been greater. Go into a modern library, and see the steady stream of books flowing into the hands of every class in the city, their time of waiting reduced to a minimum; see hung up near the delivery desk lists of the best new books, made attractive by pictures and instructive by criticism; at the information desk watch the versatile clerk answering a constant succession of questions about the most diverse subjects, telling one where to look, rescuing another from a fruitless search, explaining the reference books, directing to the shelves, guiding the reading; see in convenient nooks the portraits of authors whose birthday is at hand, hung over tables covered by their writings and the works about them, or look at other tables spread with the best that the library has on approaching anniversaries, Christmas, Halloween, the discovery of America, at once showing the resources of the library, and suggesting to frequenters to read for some better object than entertainment or novelty; go into the children's room, mark their satisfaction as they cluster round the shelves and discuss their favorite books, or sit absorbed, the older ones in magazines, the younger in picture books; see their friend the attendant helping them, or rather showing them how to help themselves, now and then putting in a word about their choice of books, but obtruding nothing; in a class-room see a school-teacher showing her scholars the books that illustrate their lessons; go into the exhibition room and see the lines of photographs illustrating some great painter, or the architecture and art galleries of some famous city, the dwellings and peasantry of some unknown country, the peaks and glaciers of a great range of mountains; hear in one room a man reading to the blind, in another a musician trying music, in a third see a photographer reproducing manuscript documents; here a clerk is dispatching books borrowed by a distant library for one of its clients, there another is choosing books which are sent once or twice a week to a delivery in an outlying village; an intelligent assistant will go with them and, knowing all the borrowers, will recommend to each the book which will suit him best, gently leading him to better reading—a sort of pastoral care that it is not easy to give in the rush of the

crowded central delivery room; note that this goes on ten or twelve hours every day in the year; that it is free to all; that if formerly libraries were for the learned, now it is certainly to the ignorant that the gospel of learning is given; and then say whether the public library is failing in its duty to the community.

From time to time some one is alarmed at the extension of library activity and cries "panem et circenses." But the circenses, which being interpreted is novels, are so inextricably bound up with the educational work of the library, being the inducement to many to come and be taught, and they are as now written so largely educational themselves, that their supply will stand or fall with the libraries. For the panem, the solid work of the library, whose paying for out of the public pocket seems to certain theorists of dangerous tendency, only to be justified on socialistic grounds, the extremest individualist admits the necessity of combining for the public defense, and it is abundantly clear that general ignorance menaces an attack not merely on the republic but on civilization. Moreover, it is the Anglo-Saxon way—and we are still largely Anglo-Saxon—to make theories after trying experiments. We are at present thoroughly committed to the experiment of universal education. We are hoping to find that it not only imparts information and sharpens intellects, but counteracts temptations and lessens crime, increases the earning power of the individual and the effective force of the nation. Few things can be made certain in sociology, but if after a time the prophylactic power of education appears probable the existence of libraries is justified, for there is no doubt that they are educative. They take up the work where the schools are compelled to lay it down for the majority of the community, and they carry it on through life; they are doing this with greater and greater effect as the schools succeed more and more fully in giving to their pupils their best gift—the power of self-education.

THE HUGO GROTIUS CELEBRATION AT DELFT, JULY 4, 1899.¹

By T. J. McCORMACK.

The appearance of the report of the Peace Conference at The Hague in 1899 by its secretary, Mr. Frederick W. Holls, a member of the conference from the United States of America, recalls vividly to mind a notable festive ceremony which took place during the meeting of the conference and which lent a graceful historic sanction and significance to its proceedings. This was the festival in honor of the great Dutch jurist, scholar, poet, and statesman, Hugo Grotius (1583-1645), given on the day of our greatest and most sacred national holiday, the Fourth of July, in the historic church at Delft, as a tribute from the American people to the Dutch, in recognition of the many elements of our national greatness which we have derived from them and of the many reasons for which we owe them gratitude.

The Dutch are closely connected with America by historical traditions. It was Hollanders that first settled on the banks of the Hudson (1609) and that founded the city of New Amsterdam (1614), now New York, and it was they who formed the backbone of our Revolutionary resistance in the Hudson River region. From Delft-Haven sailed the *Mayflower* bearing the Pilgrim Fathers who brought to America the principles of toleration which had grown up in them during their stay in the Netherlands, and of which Grotius was an apostle. From Leyden through Delft-Haven and Plymouth Rock, and again through New Amsterdam, came the free public school. The Province of Friesland gave to our independence its first formal recognition, and it was a Dutch captain that first saluted the Stars and Stripes. Moreover, the United

¹ Reprinted from *The Open Court*. The addresses referred to in the present sketch are also to be found in a memorial pamphlet entitled: *Proceedings at the Laying of a Wreath on the Tomb of Hugo Grotius in the Nieuwe Kerk, in the City of Delft, July 4, 1899, by the Commission of the United States of America to the International Peace Conference of The Hague*. The Hague: Martinus Nijhoff. 1899.

States of America took their name from the United States of the Netherlands. Said the honorable Seth Low, the American Commissioner upon whom devolved the task of thanking the city of Delft for the hospitality accorded to the assembled guests: "We have learned from you not only that 'In union there is strength'—that is an old lesson—but also, in large measure, how to make 'One out of many.' From you we have learned, what we, at least value, to separate church and state; and from you we gather inspiration at all times in our devotion to learning, to religious liberty, and to individual and national freedom."

The festival.—The merit of having inaugurated this distinctively American festival in honor of the great Dutch jurist, which the preceding considerations show to have been peculiarly appropriate, was due to the Hon. Andrew D. White, chairman of the Commission of the United States, our present ambassador to Germany, ex-president of Cornell University, and a historical scholar and publicist of wide erudition and culture. His commemorative address was delivered in the apse of the Grote Kerk of Delft, in front of the tomb of Grotius, and near that of William the Silent, before all the members of the peace conference, and all the members of the Dutch Government and the diplomatic corps accredited to The Hague, the deans of the law faculties of the universities of Leyden, Utrecht, Amsterdam, Gröningen, the burgomaster and city authorities of Delft, and other distinguished visitors. The services were varied and elegant in character, embracing classical musical selections, magnificently rendered, and several minor addresses. M. Jonkeer van Karnebeek, the Netherlands delegate, presided. M. de Beaufort, the Dutch minister of foreign affairs, thanked the Government of the United States for honoring his countryman; M. Asser, president of the Institute of International Law, spoke of the contributions made by American statesmen to the development of the principles of international arbitration, and the Hon. Seth Low briefly and appropriately thanked all the persons whose kindness had made the occasion possible. At the conclusion of his formal address Ambassador White deposited on the tomb of Grotius an exquisitely designed and permanent silver wreath bearing the inscription: "To the memory of Hugo Grotius in reverence and gratitude from the United States of America on the occasion of the International Peace Conference of The Hague, July 4, 1899." M. de Beaufort, the Dutch minister of foreign affairs, then said:

For the purpose of acknowledging the great merits of Grotius, a wreath has been placed, by order of the American Government, on his tomb. I sincerely hope that this fine and precious work of art will remain forever on the place where it is now fixed. May the numerous visitors to this church look on it with a sentiment of gratitude and admiration. May it act as a stimulus for future generations in their exertions in behalf of still further reforms in the practice of international law, and, last not least, may this wreath be an everlasting emblem of the friendly relations between America and Holland, and a guaranty of the unbroken continuance of that historical friendship of which America gives us on this memorable day such a splendid and highly valued testimony.

Life and work of Grotius.—Hugo Grotius was one of the most famed men of the seventeenth century, and, like his illustrious countryman Erasmus, was noted for the diversity of his accomplishments and his comprehensive literary power. He is one of the greatest prodigies in the annals of precocious genius, was a pupil of the celebrated Scaliger, and at an early age rose to the highest rank in his profession of the law, in historical writing, and as a statesman. Becoming involved in the warfare of the theological factions in Holland (the Arminians and Gomarists), he was imprisoned by Prince Maurice, in 1619, at the Fortress of Lovestein, from which he escaped later, through the ingenuity of his wife, in a chest supposed to contain books and old linen. He proceeded then to France, where he wrote and published (1625) his immortal work *De Jure Belli ac Pacis*, which is the foundation of his fame.

Says Mr. Pattison in the *Encyclopædia Britannica*:

Grotius's work, though not by any means the first attempt in modern times to ascertain the principles of jurisprudence, went far more fundamentally into the

discussion than anyone had done before him. The title of the work was so far misleading that the *jus belli* was a very small part of his comprehensive scheme. In his treatment of this narrower question he had the works of Albericus Gentilis (1588) and Ayala (1597) before him, and has acknowledged his obligations to them. But it is in the larger questions to which he opened the way that the merit of Grotius consists. His was the first attempt to obtain a principle of right, and a basis for society and government, outside the Church or the Bible. The distinction between religion on the one hand and law and morality on the other is not indeed clearly conceived by Grotius, but he wrestles with it in such a way as to make it easy for those who followed him to seize it. The law of nature is unalterable; God Himself can not alter it any more than He can alter a mathematical axiom. This law has its source in the nature of man as a social being; it would be valid even were there no God, or if God did not interfere in the government of the world. These positions, though Grotius's religious temper did not allow him to rely unreservedly upon them, yet, even in the partial application they find in his book, entitle him to the honor of being held the founder of the modern science of the law of nature and nations.

And to quote a famous authority in political science, Bluntschli:

The elegance of his diction, the pearls from classical antiquity with which he adorned his pages, the temper of humanity which pervaded his argument, his effort to mitigate the horrors of the thirty years' war in the midst of which he wrote, and the warmth of his general sympathy for a moral as opposed to a material order, enlisted men's hearts on the side of his reasoning, while the deficiencies of his doctrine were not as yet detected.

Ambassador White's eulogy of Grotius.—Ambassador White spoke at length and authoritatively of Grotius's life and work from the standpoint of an American, and we give below the principal passages of his address. After referring to the predecessors of Grotius and to the unorganized state of prior opinion in public law, he said:

Grotius's great mind brooded over that earlier chaos of opinion, and from his heart and brain, more than from those of any other, came a revelation to the modern world of new and better paths toward mercy and peace. But his agency was more than that. His coming was like the rising of the sun out of the primeval abyss—his work was both creative and illuminative. We may reverently insist that, in the domain of international law, Grotius said, "Let there be light," and there was light.

The light he thus gave has blessed the earth for these three centuries past, and it will go on through many centuries to come, illuminating them ever more and more.

I need hardly remind you that it was mainly unheeded at first. Catholics and Protestants alike failed to recognize it; "The light shone in the darkness, and the darkness comprehended it not." By Calvinists in Holland and France and by Lutherans in Germany his great work was disregarded if not opposed; and at Rome it was placed on the index of books forbidden to be read by Christians.

The book, as you know, was published amid the horrors of the thirty years' war. The great Gustavus is said to have carried it with him always, and he evidently at all times bore its principles in his heart. But he alone among all the great commanders of his time stood for mercy. All the cogent arguments of Grotius could not prevent the fearful destruction of Magdeburg, or diminish, so far as we can now see, any of the atrocities of that fearful period.

Grotius himself may well have been discouraged; he may well have repeated the words attributed to the great Swedish chancellor, whose ambassador he afterwards became, "Go forth, my son, and see with how little wisdom the world is governed." He may well have despaired as he reflected that throughout his whole life he had never known his native land save in perpetual, heartrending war; nay, he may well have been excused for thinking that all his work for humanity had been in vain, when there came to his deathbed no sign of any ending of the terrible war of thirty years. * * *

Yet we see that the great light streaming from his heart and mind continued to shine; that it developed and fructified human thought; that it warmed into life new and glorious growths of right reasons as to international relations; and we recognize the fact that, from his day to ours, the progress of reason in theory, and of mercy in practice, has been constant on both sides of the Atlantic.

Referring to the deficiencies of Grotius's ideas from the present point of view, Mr. White continues:

It has also been urged that the system which Grotius gave to the world has been utterly left behind as the world has gone on; that the great writers on international

law in the present day do not accept it; that Grotius developed everything out of an idea of natural law which was merely the creation of his own mind and based everything on an origin of jural rights and duties which never had any real being; that he deduced his principles from a divinely planted instinct which many thinkers are now persuaded never existed, acting in a way contrary to everything revealed by modern discoveries in the realm of history.

It is at the same time insisted against Grotius that he did not give sufficient recognition to the main basis of the work of modern international jurists; to positive law, slowly built on the principles and practice of various nations in accordance with their definite agreements and adjustments.

In these charges there is certainly truth; but I trust that you will allow one from a distant country to venture an opinion that, so far from being to the discredit of Grotius, this fact is to his eternal honor.

For there was not and there could not be at that period anything like a body of positive international law adequate to the new time. The spirit which most thoroughly permeated the whole world, whether in war or peace, when Grotius wrote, was the spirit of Machiavelli unmoral—immoral. It had been dominant for more than a hundred years. To measure the service rendered by the theory of Grotius, we have only to compare Machiavelli's Prince with Grotius's *De Jure Belli ac Pacis*. Grant that Grotius's basis of international law was, in the main, a theory of natural law which is no longer held; grant that he made no sufficient recognition of positive law; we must nevertheless acknowledge that this system, at the time he presented it, was the only one which could ennoble men's theories or reform their practice.

From his own conception of the attitude of the Divine Mind toward all the falsities of his time grew a theory of international morals which supplanted the principles of Machiavelli; from his conception of the attitude of the Divine Mind toward all the cruelties which he had himself known in the seventy years' war of the Netherlands, and toward all those of which tidings were constantly coming from the German thirty years' war, came inspiration to promote a better practice in war.

To one, then, looking at Grotius from afar, as doubtless to many among yourselves, the theory which Grotius adopted seems the only one which, in his time, could bring any results for good to mankind.

Ambassador White then proceeds to more technical points:

It has * * * been urged against Grotius that his interpretation of the words "jus gentium" was a mistake, and that other mistakes have flowed from this. Grant it; yet we, at a distance, believe that we see in it one of the happiest mistakes ever made; a mistake comparable in its fortunate results to that made by Columbus when he interpreted a statement in our sacred books regarding the extent of the sea as compared with the land, to indicate that the Western Continent could not be far from Spain—a mistake which probably more than anything else encouraged him to sail for the New World.

It is also not unfrequently urged by eminent European writers that Grotius dwelt too little on what international law really was, and too much on what, in his opinion, it ought to be. This is but another form of an argument against him already stated. But is it certain after all that Grotius was so far wrong in this as some excellent jurists have thought him? May it not be that, in the not distant future, international law, while mainly basing its doctrines upon what nations have slowly developed in practice, may also draw inspiration, more and more, from "that power in the universe not ourselves, which makes for righteousness."

An American, recalling that greatest of all arbitrations yet known, the Geneva Arbitration of 1872, naturally attributes force to the reasoning of Grotius. The heavy damages which the United States asked at that time and which Great Britain honorably paid were justified mainly, if not wholly, not on the practice of nations then existing, but upon what it was claimed ought to be the practice; not upon positive law, but upon natural justice; and that decision forms one of the happiest landmarks in modern times; it ended all quarrel between the two nations concerned, and bound them together more firmly than ever.

Finally Ambassador White casts his glance into the deep abyss of the past, and his historical clairvoyance enables him to see the consummation of Grotius's ideals in the great peace conference he was at the time attending. His imagination conjures up the spectacle of the shade of William the Silent looking down with approval upon Holland's great son, and he says:

May not that great and glorious spirit have also looked lovingly upon Grotius as a boy, lingering on this spot where we now stand, and recognized him as one whose

work was to go on adding in every age new glory to the nation which the mighty Prince of the House of Orange had, by the blessing of God, founded and saved; may not, indeed, that great mind have foreseen, in that divine light, another glory not then known to mortal ken? Who shall say that in the effluence of divine knowledge he may not have beheld Grotius, in his full manhood, penning the pregnant words of the *De Jure Belli ac Pacis*, and that he may not have foreseen—as largely resulting from it—what we behold to-day, as an honor to the august monarch who convoked it, to the Netherlands who have given it splendid hospitality, and to all modern States here represented, the first conference of the entire world ever held; and that conference assembled to increase the securities for peace and to diminish the horrors of war.

For, my honored colleagues of the peace conference, the germ of this work in which we are all so earnestly engaged lies in a single sentence of Grotius's great book. Others, indeed, had proposed plans for the peaceful settlement of differences between nations, and the world remembers them with honor. To all of them, from Henry IV and Kant and St. Pierre and Penn and Bentham, down to the humblest writer in favor of peace, we may well feel grateful, but the germ of arbitration was planted in modern thought when Grotius, urging arbitration and mediation as preventing war, wrote these solemn words in the *De Jure Belli ac Pacis*: "*Maxime autem christiani reges et civitates tenentur hanc inire viam ad arma vitanda.*"

My honored colleagues and friends, more than once I have come as a pilgrim to this sacred shrine. In my young manhood, more than thirty years ago, and at various times since, I have sat here and reflected upon what these mighty men here entombed have done for the world, and what, though dead, they yet speak to mankind. I seem to hear them still.

From this tomb of William the Silent comes, in this hour, a voice bidding the peace conference be brave and true and trustful in that power in the universe which works for righteousness.

From this tomb of Grotius I seem to hear a voice which says to us as the delegates of the nations: "Go on with your mighty work; avoid, as you would avoid the germs of pestilence, those exhalations of international hatred which take shape in monstrous fallacies and morbid fictions regarding alleged antagonistic interests. Guard well the treasures of civilization with which each of you is intrusted, but bear in mind that you hold a mandate from humanity. Go on with your work. Pseudo-philosophers will prophesy malignantly against you; pessimists will laugh you to scorn; cynics will sneer at you; zealots will abuse you for what you have *not* done; sublimely unpractical thinkers will revile you for what you *have* done; ephemeral critics will ridicule you as dupes; enthusiasts, blind to the difficulties in your path and to everything outside their little circumscribed fields, will denounce you as traitors to humanity. Heed them not; go on with your work. Heed not the clamor of zealots, or cynics, or pessimists, or pseudo-philosophers, or enthusiasts, or fault-finders. Go on with the work of strengthening peace and humanizing war; give greater scope and strength to provisions which will make war less cruel; perfect those laws of war which diminish the unmerited sufferings of populations; and, above all, give to the world at least a beginning of an effective, practicable scheme of arbitration."

These are the words which an American seems to hear issuing from this shrine to-day, and I seem also to hear from it a prophecy. I seem to hear Grotius saying to us: "Fear neither opposition nor detraction. As my own book, which grew out of the horrors of the wars of seventy and the thirty years' war, contained the germ from which your great conference has grown, so your work, which is demanded by a world bent almost to breaking under the weight of ever-increasing armaments, shall be a germ from which future conferences shall evolve plans ever fuller, better, and nobler." And I also seem to hear a message from him to the jurists of the great universities who honor us with their presence to-day, including especially that renowned university of Leyden which gave to Grotius his first knowledge of the law, and that eminent university of Königsberg which gave him his most philosophical disciple; to all of these I seem to hear him say: "Go on in your labor to search out the facts and to develop the principles which shall enable future conferences to build more and more broadly, more and more loftily for peace."

WHEN AND WHY PUPILS LEAVE SCHOOL—HOW TO PROMOTE ATTENDANCE IN THE HIGHER GRADES.¹

From the report of Calvin M. Woodward, president of the St. Louis board of education, to the people of the city of St. Louis, November 30, 1900.

SCHOOL ATTENDANCE.

The enrollment in the day schools during the year 1899-1900 was 78,263. * * * The distribution of these 78,263 children through different ages and different grades is a matter of great interest, as it shows how long the pupils remain in school and when and where they disappear; that is to say, it shows where the public schools come up to a high standard of efficiency in that they retain their full quota of school children from year to year; and again it shows where, by reason of the premature withdrawal of pupils, the schools are depleted, and hence fail in one essential respect, viz, that of securing the persistent attendance of pupils.

The following table gives the numbers for each year of age, from 8 to 16, inclusive, for the three years 1897-1900, separately. They are taken from the superintendent's report,² which contains the numbers for all ages and grades:

School attendance for different ages.³

School years.		
1897-98.	1898-99.	1899-1900.
		8 years old, 9,778.
	8 years old, 9,989.	9 years old, 9,431.
8 years old, 9,728.	9 years old, 9,128. (600)	10 years old, 8,712. (416)
9 years old, 8,672.	10 years old, 8,339. (333)	11 years old, 7,769. (570)
10 years old, 8,003.	11 years old, 7,458. (545)	12 years old, 7,243. (215)
11 years old, 7,324.	12 years old, 7,073. (251)	13 years old, 5,950. (1123)
12 years old, 6,923.	13 years old, 5,794. (1129)	14 years old, 4,080. (1714)

¹ See in this connection an article by Professor Woodward entitled "At what age do pupils withdraw from the public schools?" Rep. Com'r Ed. 1894-95, Vol. 2, Chap. XXIV.

² I have omitted the number of children 6 and 7 years old for two reasons: (1) There is no discussion about the "withdrawal" of such young children; (2) the number reported as "7 years old" is abnormally large. This abnormal showing is due probably to the fact that children under that age are prematurely "smuggled" into the kindergarten, and then at the end of the year, again are "smuggled" into the first grade, where they are reported as 7 years old for rather more than a year, that is, till they are really 8. A careful examination of the reports shows that about 1,000 such cases of smuggling occur every year. As a certain age is required only for admission to the kindergarten and to the first grade, there is no motive for continuing the deception beyond the seventh year.

³ The actual age of those who are reported as 8 is on the average $8\frac{1}{2}$, since in every case the months in excess of 8 years are omitted, and naturally the months would vary from 0 to 12. A similar remark applies to all other ages. For the purposes of this discussion, it is simpler to give the whole years.

School attendance for different ages—Continued.

School years.		
1897-98.	1898-99.	1899-1900.
13 years old, 5,927.	14 years old, 3,977. (1950)	* 15 years old, 2,504. (1473)
14 years old, 4,032.	15 years old, 2,302. (1730)	16 years old, 1,784. (518)
15 years old, 2,516.	16 years old, 1,656. (860)	
16 years old, 1,776.		

It will be seen from the table that the number of children in school last year who were 14 years old was 4,080, very nearly the same as for the year 1898-99, when it was 3,977, and again for 1897-98, when it was 4,032. For other ages also the numbers do not vary much from year to year. But the numbers in each column diminish rapidly after we pass the children who are 12 years old. This suggests a great falling out of school, but as those 13 years old are different children from those who are 12 in the same column, and those who are 14 and older are still different, there is some uncertainty as to the number and ages of those who actually drop out.

If, however, we read across the table, we shall follow the same children from year to year. Take, for instance, the 7,324 children who were 11 years old in 1897-98. They were the only children who could be 12 years old in 1898-99, and the only ones who could be 13 years old in 1899-1900. The figures in parentheses show how many dropped out of school during the year. Of the 7,324 11-year-olds in 1898, 7,073 appear next year as 12-year-olds; hence the loss was 251, which is not a large proportion. But in 1900, when they are 13 years old, they number only 5,950; this shows a loss during the year of 1,123,¹ which is heavy.

Next let us take those who were 12, 13, and 14 years old in 1897-98 and see what has become of them. Their numbers aggregated 16,882 in 1897-98. In 1898-99 they were of course 13, 14, and 15 years old, and they numbered 12,073. In 1899-1900 they were 14, 15, and 16 years old, and they aggregated only 8,368. Here is a loss in two years of 8,514 children out of 16,882, with an average age of 14 years. The table yields other results equally interesting.

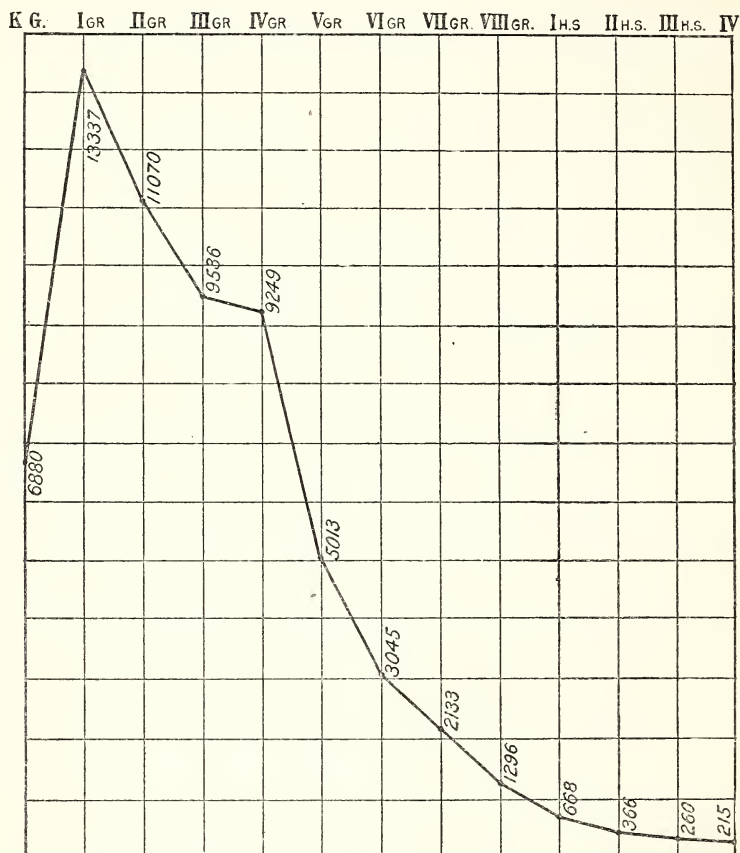
ATTENDANCE BY GRADES.

Let us now look at other reports of the superintendent, and see from what grades these pupils drop out of school.

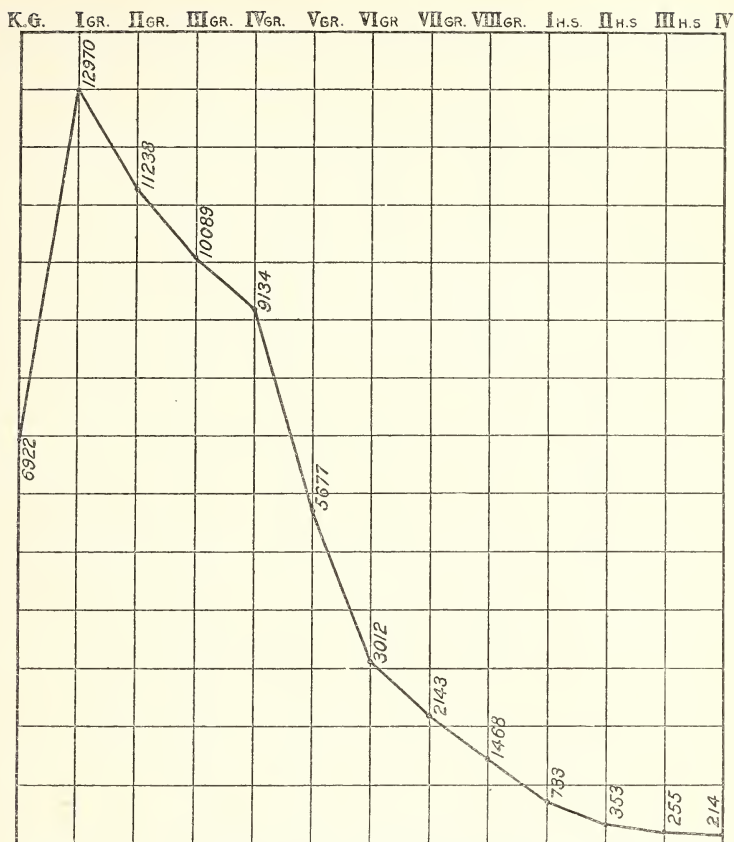
The following diagrams constructed from data furnished by Superintendent Soldan show the "number in actual attendance" in each grade in November in the years 1899 and 1900. On the vertical lines are the numbers in the several grades. The Roman numbers at the top of each diagram give the different grades of the district schools and the classes in the high schools. I give two diagrams in order to exhibit

¹ Of course some may have died, some may have moved out of town, and some may have gone to private schools; but these losses have been very nearly made good by the accession of children from families moving into the city and from private schools.

the great similarity in the attendance of different years, which is such that a single diagram may be taken to represent the attendance of the same group of children through the course.



Attendance by grades, November, 1899.



Attendance by grades, November, 1900.

A glance at either the figures or the bounding curves will show that there is a vast falling off at the end of the fourth grade and again at the end of the fifth grade. In one case, of the 9,249 children who were enrolled in the fourth grade, only 3,045 appear in the sixth. In the other case, 9,134 fell to 3,012. In each case more than two-thirds disappeared.

These figures answer the question I asked above as to the grades from which the greater number of children drop out. The answer is: From the fourth and fifth grades. From the sixth grade forward the percentage of loss is somewhat less, but it is still much too great.

To more definitely locate the loss, let us compare the fourth grade of 1899 with the fifth grade of 1900. The figures are taken from the superintendent's reports:

Ages of pupils in the fourth and fifth grades.

Fourth grade in 1899.	Fifth grade in 1900.	Loss.
"Normal age"—10 yrs.	"Normal age"—11 yrs.	
36..... 8 yrs.	29..... 9 yrs.	7
537..... 9 yrs.	299.....10 yrs.	238
2,094.....10 yrs.	1,253.....11 yrs.	841
2,759.....11 yrs.	1,787.....12 yrs.	972
2,170.....12 yrs.	1,497.....13 yrs.	673
1,127.....13 yrs.	578.....14 yrs.	549
386.....14 yrs.	193.....15 yrs.	193
118.....15 yrs.	38.....16 yrs.	80
15.....16 yrs.	2.....17 yrs.	13
6.....17 yrs.	1.....18 yrs.	5
1.....18 yrs.	0.....19 yrs.	1
Totals, 9,249	5,677	3,572

The loss is distributed over all the ages, but the percentage of loss is highest among the oldest pupils.

The "normal age" is the age of a child who enters the kindergarten at 6, enters the first grade at 7, and accomplishes a grade every year, reaching the fourth grade when 10 years old and the fifth when 11.

If now we take the fifth grade of 1899 and see how it shows up in the sixth grade a year later, we have the following table:

Ages of pupils in the fifth and sixth grades.

Fifth grade in 1899.	Sixth grade in 1900.	Loss.
"Normal age"—11 yrs.	"Normal age"—12 yrs.	
28..... 9 yrs.	28.....10 yrs.	0
252.....10 yrs.	228.....11 yrs.	24
1,025.....11 yrs.	698.....12 yrs.	327
1,603.....12 yrs.	1,013.....13 yrs.	590
1,278.....13 yrs.	748.....14 yrs.	530
628.....14 yrs.	236.....15 yrs.	392
159.....15 yrs.	56.....16 yrs.	103
36.....16 yrs.	5.....17 yrs.	31
2.....17 yrs.	0.....18 yrs.	2
2.....18 yrs.	0.....19 yrs.	2
Totals, 5,013	3,012	2,001

Here the loss is very largely among the older pupils.

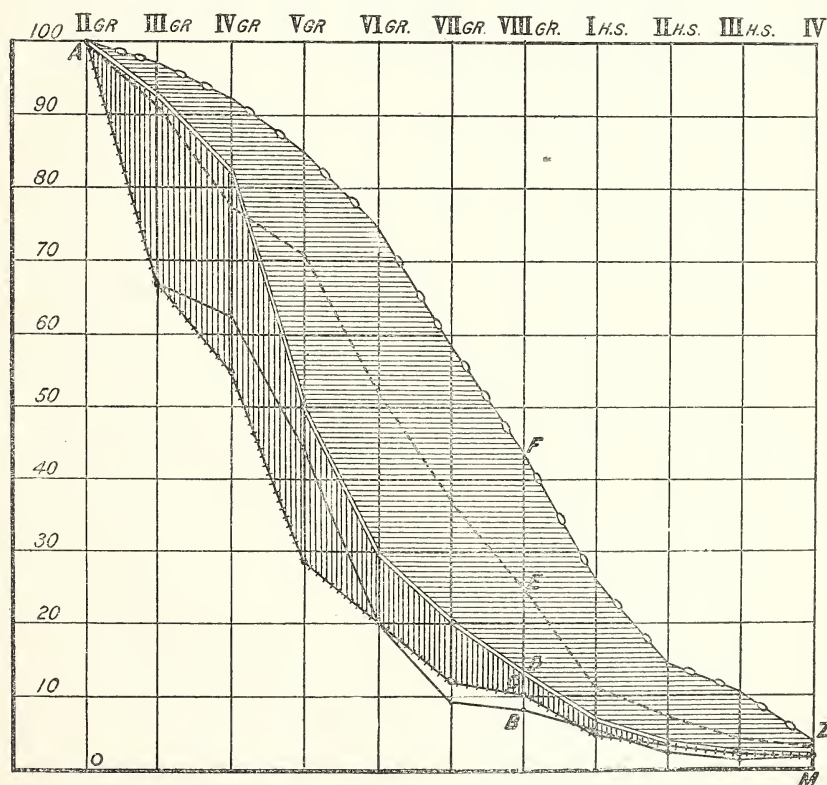
The amount of the loss shown in these two tables is appalling. In spite of free schools in comfortable and attractive buildings, in spite of skillful teachers and expert supervision, nearly 6,000 of our boys and girls every year stop going to school with the district-school course of study only about half finished. This is a sad state of things, yet it should be known to every citizen of St. Louis that every year a vast army of public-school boys and girls, who are 13 and 14 and 15 years old, in the middle of the district-school course, for one reason or another, stop going to school. These facts have much the nature of a public calamity, and it is the solemn duty of those in responsible charge of the schools to point out as clearly as possible the probable causes and the most practicable remedies. I am convinced that the causes are in a large measure preventable, and that the remedies are in our hands, as I shall soon show.

I will here insert some additional attendance tables and diagrams which are full of suggestions to the people of St. Louis. They serve to confirm what has been said in

regard to the attendance upon our schools, and by contrast with the attendance elsewhere they lead us to the discovery of not only our partial failure, but its causes and remedies. The figures in the table give the numbers in attendance in the third and higher grades out of 100 children who were regularly enrolled in the second grade.¹ In other words, they show the "persistence" through the grades and high schools of pupils who numbered 100 in the second grade.

Comparative attendance, St. Louis, Chicago, and Boston.

	Grammar grades.							High schools.			
	II.	III.	IV.	V.	VI.	VII.	VIII.	First year.	Second year.	Third year.	Fourth year.
St. Louis, years, 1879-1881...	100	67	63	44	20	9	8	5	3	2	2
St. Louis, years, 1887-1890...	100	67	55	28	20	12	10	5	3	2	2
St. Louis, years, 1898-1900...	100	93	83	50	29	21	14	7	4	3	2
Chicago, years, 1898-1900...	100	91	78	71	52	37	26	12	7	5	3
Boston, years, 1898-1900...	100	97	91	85	74	59	44	25	15	10	4



The first line of the table gives the average persistence deduced from two St. Louis reports made twenty years ago.

The second line gives the average persistence for the three years just preceding the partial introduction of free text-books in St. Louis in 1890.

¹ I omit the first grade and the kindergarten for the reason that their enrollment is quite irregular. A few schools have no kindergartens, and in all schools many pupils do not enroll till they are 7 or 8 years old.

The third line gives the "persistence" in St. Louis schools to-day made from the average for the last two years.

The fourth and fifth lines give similar figures for Chicago and Boston public schools, taken from their last two reports. All these figures have been checked in the superintendent's office.

The first line in the table is represented by the plain fine line (——), ABZ in the diagram. The distance of that line from the base line OM shows the degree of persistent attendance of St. Louis children twenty-one years ago.

The hatched line (-|-|-|-|-|-|-|-|-|-), ACZ, represents the persistent attendance of St. Louis children ten years ago.

The double line (=====), ADZ, represents the persistent attendance of St. Louis public-school children at the present time.

The dotted line (-----), AEZ, represents the persistent attendance of Chicago public-school children at the present time.

The line (-o-o-), AFZ, represents the persistent attendance of Boston public-school children at the present time.

Both the table and the drawings prove what has been proved before, viz, that Chicago children stay longer in school and get more education than do St. Louis children; and that Boston children stay still longer, and get still more.

Not only do I thus compare the work we are doing with what is done in the foremost of American cities, but I compare what we are doing to-day with what was done in St. Louis ten and twenty years ago.

The above is an exceedingly interesting and valuable exhibit. It shows at a glance just where St. Louis stands, both as regards its former records and as compared with the highest standards.

We can point with pride to our kindergartens and to the quantity and quality of the work done in our primary grades. We have reason also to be well satisfied with the quality of our workmanship in the upper grades; it is only in regard to the quantity that we are disappointed. Hence, while this exhibit wounds our pride, it is not wanting in suggestion and encouragement. It is gratifying to note that measures adopted by the board of education have had a marked influence in improving the attendance. The darkly tinted area between ACZ and ADZ shows the remarkable progress we have made since 1890. It shows that our pupils remain much more generally through the third and fourth grades than formerly, and that there is some improvement in all the grammar grades.

Our attendance up to the fifth grade is rather better than that in Chicago. Had we a truancy law, as they have in Massachusetts, I believe our showing up to the fifth grade would be as good as that of Boston. While Chicago falls behind us in the third and fourth grades, she distances us in all the higher grades. Boston beats us at every point, and from the sixth grade to the third year of the high schools she beats us three to one.¹

This exhibit has nothing to do with those who never come to the public schools; neither has it anything to do with the size of cities or the total numbers who enroll in the second grades. My figures and diagrams merely show the extent of school attendance on the part of the children who enroll as pupils, be their original number large or small.

Let me hasten to say that I do not think this partial failure reflects upon our teachers or our superintendent and his assistants.

Does, then, the responsibility rest upon the board of education and upon former school boards? In a measure it does, as it does upon parents and the fathers of the Commonwealth. Certainly it is the duty of the board to see to it that the city does not suffer through ignorance of what means and appliances are requisite and adequate

¹ There are special reasons for the sudden fall shown in the fourth year of the Boston high schools which do not hold in St. Louis.

for the proper education of the children of the city. The main object of this discussion is to show where the work of our schools seems to fail of the best results, to point out some of the potent reasons for the failure, and to suggest definite and reasonable remedies.

I think I have effectually accomplished the first part of my task. I have shown that, while our children persist in their attendance in a very satisfactory way up to and through the fourth grade, they then drop out and disappear to such a degree that it is a public calamity, since the inevitable result is too little education and a comparatively low grade of public intelligence.

THE CAUSES OF THE SMALL ATTENDANCE IN THE HIGHER GRADES.

It is not so easy to point out the causes definitely and certainly. Individuals act from mixed motives, and when one comes to account for a popular movement the complexity of motives often baffles all analysis. However, in the present case, it is easy to eliminate some readily suggested causes and to establish the potency of others. No attempt will be made to give all the causes or to explain all the phenomena of school attendance, either in St. Louis or elsewhere.

The most common excuse given for dropping out of school is that of poverty. Some parents consider themselves too poor to buy books and maintain the child, or that the child's earnings are needed to help the family. I do not believe that St. Louis suffers more from this cause than other cities. Poverty is a cause to a certain extent in all cities, but the striking differences shown between St. Louis and other cities are not to be accounted for on the basis of poverty. I doubt if the patrons of the public schools in this city are financially or socially inferior to the patrons of the public schools of Boston. My discussion of the attendance reports has shown that the bulk of the withdrawals are from the two grades, the fifth and sixth, and that the pupils who withdraw are, as a rule, much older than those who remain. It goes without saying that such pupils are backward in their studies, the reason for which may be sickness or slowness or lack of interest. Certainly the older pupils, the retarded pupils, the discontented pupils, do not withdraw on account of poverty. If abundant means on the one side and penury on the other have any influence on the character, scholarship, and ambition of children in our schools, it is not seen in unusual diligence and ability produced by the former, nor in idleness, inability, and lack of zeal produced by the latter. I suspect the excuse of poverty is often made a cover for criminal neglect on the part of a parent or a feeling of discontent on the part of the child.

I reject all suggestions which base our slim attendance in the higher grades upon poor teaching, unwholesome schoolrooms, or the rivalry of private schools. The high quality of our teaching corps is everywhere recognized; our schoolrooms are bright, comfortable, and well ventilated; our private schools are not at all unusual for cities of the first class. Whatever their quality, the number of their pupils is very small in comparison to the army of withdrawals. When the truants are found, they are not at school anywhere—they are in factories, department stores, "helping at home," or on the street.

It is not necessary to deny that there is any lack of mental capacity on the part of our youth; they are not forced out of school because they are dull or slow. St. Louis boys and girls are as bright and alert as the best.

There is a reasonable loss from the higher grades in every city. There is a certain death rate, a certain amount of pinching poverty, and a certain amount of incapacity which practically shuts out pupils. I am not complaining of such losses.

My deliberate conclusion, after a careful study of the matter, is that the prime causes for the abnormal withdrawals are: First, a lack of interest on the part of the pupils; and secondly, a lack on the part of parents of a just appreciation of the education now offered, and a dissatisfaction that we do not offer instruction and training of a more practical character.

The pupils become tired of the work they have in hand, and they see in the grades above them no sufficiently attractive features to invite them. They become discontented and neglectful; failure follows, they get behind, and then they stop.

As for the boys from 12 to 15 years old, their discontent is not unnatural. They are conscious of growing powers, passions, and tastes which the school does not recognize. They find the restraints of the school room and grounds very irksome. Many of the things they are required to do seem petty and trivial, and frequent repetitions make them intolerable. Their controlling interests are not in committing to memory the printed page; not even the arithmetic serves to reconcile them to school hours and school duties. They long to grasp things with their own hands; they burn to test the strength of materials and the magnitude of forces; to match their cunning with the cunning of nature and of practical men. This applies to girls as well as boys. Such boys and girls may be saved to school, to the community, and to themselves, by manual training and domestic science and art in their school curriculum, and by the offer of a high-school training suited to their tastes and situated conveniently near. This is the conclusion of careful observers of educational progress the country through.

The dissatisfaction of parents springs from several sources. A parent counts the cost of the books he must buy from the time his child enters the fifth grade. This brings in the question of "free books," which I shall discuss later on. The discontent of the boy or girl contributes to the feeling that the cost of books and the loss of a child's labor are too great a price to pay for what the child is getting. As for going to the high school, it seems to the parent to be out of the question. The school is too far off, too costly in books, in dress, and car fare, and not sufficiently practical in its course of study. Now, since there appears to be no chance of the child's going to the high school, there is no need for him to complete the grammar grades; so out drops the child with the consent of the parents. This is the history of thousands of cases that occur every year.

Of course, it is easy to see that the above reasoning upon the part of the parent is faulty; but it is equally easy to see that it is not altogether without justification. A parent is entitled to the feeling that his child is sufficiently interested in school work to make fair progress, and that the training given is suited to his prospective needs, and that it is worth all it costs.

Undoubtedly the immediate cause of a great falling off in the attendance at the end of the fourth grade is due to the necessity of buying text-books, since "free books" are not supplied beyond the fourth grade. I call attention again to the diagrams on page 1369. The improvement observed in the curve for 1900 over the curve for 1890 is largely, if not chiefly, due to the free books supplied to the primary grades.

THE INFLUENCE OF FREE BOOKS.

Originally I was opposed to free books, for the reason that the board could not afford the expense—that is, I thought the money the books would cost could be spent to greater advantage in other ways. But wise or unwise, the policy of free books has been adopted, and the favorable effect upon attendance can not be gainsaid. The attendance has improved (as shown by the shaded area) in all the grammar grades; but the improvement is remarkable only in the second, third, and fourth. In Chicago they have no free books. Boston has free books in all the grades.

It is possible that our plan of free books for the primary grades only has sometimes an unfortunate and misleading effect upon parents. In point of fact, text-books are very cheap, and the board delivers them to patrons at cost, yet to a parent accustomed to the idea of "free schools" and "free books" the demand for money with which to buy a full set of books in the fifth grade seems an imposition, and it irritates and antagonizes him. He makes haste to claim that he is too poor to buy the books, and he delays sending the money till the child is shamed into dropping out of school, and the evil is done.

It is possible that our present plan gives the impression that we do not count upon the further attendance of the great mass of children. The board seems to sanction the idea that on the completion of the fourth grade the "plain people" have had schooling enough; so the children are withdrawn and put to work as a matter of course. Parents appear to have accepted the end of the free-book period as the goal for which a workingman's child should strive, and they have agreed that having reached that point the pupil should withdraw.

This practice must be broken up if it is possible to break it. Text-books must be "free," at least till the high school is reached—perhaps through the high school, as is done in every city in Massachusetts. This would have a very beneficial effect upon the "persistence" in the higher grades.

ST. LOUIS LACKS MODERN FEATURES IN THE HIGHER GRADES.

I have yet to account for the striking way in which both Chicago and Boston beat us after the fourth grade. Of a hundred children who were together in the second grade, Boston shows 85 in the fifth grade; Chicago shows 71; St. Louis, 49.

In the sixth grade Boston shows 75; Chicago, 52; St. Louis, 29.

In the eighth grade Boston shows 44; Chicago, 26; St. Louis, 14.

What are the attractions and inducements to persistent attendance in other cities which the St. Louis public schools lack? This question is easily answered.

Of course, there is a sentiment in both cities, more especially in Boston, in favor of education; but it is that sentiment that I am to explain.

In the first place, in all the higher grammar grades in those cities the course of study is enriched by the introduction of manual training and domestic science. These departments have been well established, and their wholesome, attractive nature is well understood and counted upon. In the second place, the most potent factors in their influence on the attendance in the higher grammar grades are the numerous and well-appointed high schools scattered through each city. Boston has 11 and Chicago has 15; each has a manual-training school for boys that is overcrowded, and each is planning for more. Every pupil in the lower grades in those cities can look forward from attractive work to still more attractive work in a neighboring high school. Kansas City has nearly doubled its high-school attendance by the establishment of a manual-training high school for boys and girls.

That St. Louis has for white children but a single high school, the same as she had twenty years ago, is a fact at which all the world except St. Louis marvels exceedingly. I repeat, the great mass of people in this city seem to have settled down to a confirmed habit of letting their children stop in the middle of the district-school course. To stop this practice the board of education, the teachers, and all the friends of public education should bend all their energies. All obstacles to continuance in school should be removed, and all reasonable allurements should be held out to induce a new habit, viz, that of completing the entire public-school course.

REMEDIES PROPOSED.

To have pointed out the causes of the insufficient attendance in our higher grades is almost to have suggested the remedies: (1) Free books must be furnished through all grades of the district schools; (2) the course of study in the higher grammar grades in every school must be enriched by manual-training and domestic science; (3) a system of high schools, including manual-training schools, must be established. These three remedies would, in my judgment, lift St. Louis to a position on the highest plane.

In a very modest way the work in manual training and domestic science has been begun by the board of education. The larger part of the pupils in the last two grades of the district schools are given weekly lessons and practice in manual training; the boys in drafting and the elements of woodwork; the girls in needlework,

cooking, and household economics. A single lesson a week is indeed a minimum, but that lesson has brought in a new interest and has opened a most attractive field.

In a thousand homes boys and girls are now talking about these weekly exercises. What do the parents think of them? Does it seem to them that the time and money thus spent are wisely spent? Are the forty lessons per year likely to prove valuable subjectively, in mental growth in the direction of correct observation and sound judgment; in the formation of habits of system, precision, and honesty; and in the acquisition of executive skill—objectively, in the knowledge the pupils gain of very practical affairs; and, incidentally, in the new interest with which the whole programme of the school is invested? Would a little less of some other things be more than compensated for by a little more of these new features in the still higher grades? Would such things, in the estimation of pupils and their parents, help to make more school education worth the while?

A long and intimate acquaintance with parents and pupils, and a wide observation of the influence of the laboratory method of education, enables me to anticipate the answers to my questions. What the board has already done is heartily indorsed; what more we can do along the same lines will be looked upon with favor. The work now in progress in the seventh and eighth grades must be extended. Most and best of all, a manual-training high school should be built immediately, capable of receiving 1,500 boys and girls who have completed the lower grades. The value of such a school to St. Louis would be beyond estimation. It would stimulate the grades with a new ambition and hope; it would create an entirely new high-school constituency.¹ Our Central High School meets a strong demand, and it should be reenforced and maintained generously; but it satisfies less than one-third of the community. The city needs four high schools, two literary and classical, and two scientific and manual. Thus they would complement and balance each other, and the public-school system would be complete.

I do not hesitate to predict, basing my prediction on what I have personally seen, and on the experience of a score of American cities, that were these several remedies applied the attendance in our sixth, seventh, and eighth grades would be doubled, and the high-school attendance trebled, within a very few years. I can think of no greater boon to St. Louis.

HOW CAN THE BUSINESS MAN OF THE FUTURE BE BEST EDUCATED?²

By DR. ARTHUR T. HADLEY, President of Yale University.

Modern business has expanded itself to such a degree and has grown so great that it is impossible to-day for a man to take at once the large leadership of the whole and the small oversight of the details. He must look to see which things are worth doing; must know how to measure his power; know which are the great things that he must do and which are the small things he must leave to others. You know of the man, probably, who objected to the reputation for wisdom which Solomon had. He said he did not think that Solomon was so wise a man, after all, and they asked him

¹The Kansas City Manual Training High School was opened in September, 1897. The enrollment for the present year, 1900-1901, is as follows, boys and girls:

First-year class.....	621
Second-year class.....	361
Third-year class.....	261
Fourth-year class.....	140
Post graduates.....	39
Total.....	1,422

It is most remarkable that 621 pupils should enter this new school from the highest grammar grade. The population of Kansas City is 163,752; that of St. Louis is 575,238.

²From the Philadelphia Times, Dec. 2, 1900.

why, and he said that in the Book of Proverbs he kept slipping up, and they asked him where, and he said: "Well, for instance, he made a terrible mistake in that verse, 'Take care of the pennies and the pounds will take care of themselves.'"

We have got to train men who shall see which are the large things to attend to, to understand organization, to understand division of labor in its broad sense, to understand the opportunities which lie before them, and to select those opportunities for which they are fitted. Now, I can only indicate a few ways among many in which this can be done. In the first place, our men must learn to use their time—to divide their time. As business is done to-day, we do in five minutes what the past generation took five hours to perform. If a man attempts to make those five minutes—to repeat those five minutes all through the day—he will kill himself. He must have outside interests, both in work and in play. Not the least part of modern education is the education to honorable enjoyment of things outside of work.

Nor is it that alone that makes us all-round men. The modern business man must learn to have enjoyment of the great things of literature and history. Now, all of you, I think, in the midst of your busy life work have felt the need of this and have accomplished something of it. But there is a tremendous advantage to the boy who in the years when his character is most plastic can come into contact with the great deeds of other times recorded in past history and with the great ideals of all ages recorded in poetry; can learn their spirit, can see that the present life is not all; and a college education, in the very things that seem most useless for money making, gives to the boy this power of getting outside the present world—gives the sense of proportion by which his life work is not the whole for which he is striving, but a part of the larger whole, lasting for centuries past and through centuries in the future; an idea which ennobles his business and ennobles him.

And this is important in the present day more than it has ever been in the past, for as business becomes larger it takes more and more the character of a trust. The whole, as it is applied to our large manufacturing combinations, is but an accident, and yet in its application to the great work of production and distribution in the world to-day it has the profoundest of meanings. Business is a trust. It is a thing which a man does not for himself, but for others. He has in his hands the destinies of hundreds and of thousands and of hundreds of thousands of people. There is in the swaying of these lives an element of moral responsibility to which the commercial world is slowly but surely awakening.

The education which shall fit men for the business of the future must be one in all its lines that shall show the young men of the country that moral character, that essential responsibility that is connected with the possession and use of money. The children must learn from their early years what the fathers are slowly and gradually learning. We are told, and told rightly, that each new generation is on the basis to which its fathers have lifted it. We have lifted ourselves—are still lifting ourselves—to this sense of moral responsibility. Now, the great defense of our existing social life, that which protects it against the dangers of revolutionary socialism, is the recognition by the leaders of commerce of the fact that money-getting is not a means of avarice, but a means of power to be used by others.

That education is best and highest which most fully brings home to the boy, by illustrations of history, by inspiration of literature, by the teachings of the everyday life of the present time, that none of us liveth for himself; that possession means power, and that power means duty.

Whatever form the education of the next generation may take—and there are many unsettled questions before the work of our colleges—of this one thing we may be sure. They will and they must educate men to take the leading places who will have from the beginning the conception which has been attained in business life of business success as a trust, of power and influence in the country as a duty to the country and to God.

ELASTIC GRADING.

By DR. W. H. PAYNE, Chancellor of Peabody Normal College.

Whatever may be the advantages of individual instruction—and there are two sides to this question—it is evident that children must be instructed in masses; and it is further evident that these masses must be classified in order that a large number of children may receive instruction in common. All the members of a class must participate in the lesson, and to this end there must be such a degree of equality or sameness in them that they may respond to the requirements of the subject. If there is a pupil in the class who through lack of knowledge or of ability is not able in some good degree to appropriate the instruction that is offered, he is out of his place, he is wrongly classified; or if there is a pupil whose knowledge or ability makes it unnecessary for him to participate in the lesson, he, too, is out of his place and is wrongly classified. Both pupils should be reclassified, one taking a lower place and the other a higher. The fact of this inequality and the difficulty, if not the impossibility, of providing for it I understand to be the stock objection to the graded school.

As a matter of fact, as schools are sometimes administered there is marked inequality of membership, and it is not removed by prompt and wise reclassification; but this is rather a fault of administration than of system, and is a difficulty which will disappear under skillful supervision.

Absolute sameness of ability and knowledge is neither possible nor desirable, there being no two children exactly alike in either of these respects, and slight differences not preventing a due appreciation of the lesson. The only requirement is that the lesson and the exposition shall be fairly within the range of all the members of the class, no pupil being unable to profit by it and no pupil too proficient to need it. Within this limit suppose there are inequalities of ability and attainment, what will happen? Simply this: the poorer pupil will appropriate less than the better, but both will gain from the lesson all they are capable of appropriating. Two persons may be able to read the same poem; this poem may tax the best efforts of both, but the relative amounts appropriated may be as 5 to 1. A thousand persons may listen to a concert, a sermon, or a lecture; all may be profited or entertained, but perhaps in a thousand different degrees.

The error lies in supposing that a lesson is a fixed quantity and that its value can only be gained or lost; but, in fact, most lessons are elastic or indeterminate quantities, responding in their values to the capacities of those who study them.

The question, then, is not whether all the members of a given grade or class are gaining an equal amount from their instruction, but whether each pupil is gaining from that class or grade more than he can gain from any other in the school. If he is, he is in his right place; but if not, he should be reclassified.

In what has preceded I have tried to illustrate the fact that within a given class or grade there may be inequalities in ability or attainment that do not at all defeat the ends of classification; that most lessons have an indefinite content, and that all the pupils of a class may derive from it all that they are capable of appropriating, and that under this condition of things all the members of the class are in their right place, even though they manifest considerable differences in ability.

I come now to consider what I think to be the most important question in graded-school management: How can the need of reclassification during the year be avoided, or, if it is not wholly avoidable, how can this need be reduced to its minimum? I speak from many years' experience when I say that it is quite possible to administer a graded school in such a way that there will be very few occasions for transferring pupils either to lower or to higher places in the school.

How does it happen that a change in classification becomes necessary? I can conceive of but two reasons for such a change: (1) The pupil has either been classified

unskillfully, or (2) has discovered some marked ability or inability which is an essentially new factor in his case, as it was not apparent when he was originally classified, at the beginning of the year we may suppose.

Now, it is exceedingly improbable that a pupil who has been accurately classified will prove himself so incompetent or so brilliant that his classification must be changed at any time during the first three-fourths of the year. Prolonged absence from illness or other causes excepted, the appearance of such unexpected factor in a pupil's history is so improbable that cases of this description may be ruled out of account, and the only reason that will explain any considerable number of these cases where regrading is necessary is improper classification on the start. The real question, therefore, becomes this: How shall pupils be classified so that there may be no probability that they will need a different classification during the year?

It is a universal custom, so far as I know, to determine at the end of each school year the place each pupil is to occupy at the opening of the next year. More correctly stated, the question is this: What pupils in the school are able to undertake and prosecute the studies of the next higher grade? This question must be determined on evidence, and the best obtainable evidence in this case is *the average quality of the pupil's work during the year*. Health, industry, regularity of attendance, mental ability, etc., are all concretely represented in this final result, and it is to be assumed that these will remain constant factors in the pupil's history, and that they will affect his progress during the coming year as they have affected it during the year of which inquest is being made. This test, the average quality of a pupil's work during the year, is manifestly a fair one, for the work has been done under normal conditions and has extended over such a long period that an average has every chance of being trustworthy—it is a generalization based on hundreds of individual instances.

To make a final examination the vote test is manifestly unfair, for the pupil's work is not done under normal conditions; there is usually a degree of nervous excitement and feverish unrest that does not accompany the ordinary recitation; and there are many chances that the examination paper may involve matter with which the pupil at the moment is not sufficiently familiar to enable him to make a fair record of his real scholarship. In most cases the knowledge involved has been acquired slowly, and over in the next grade it will be required only little by little; but at this examination it must be produced on short notice, and there are many chances that the result may not be a proof of the pupil's real ability.

I am far from believing, however, that stated examinations should be abolished; they are a motive, a test, and a discipline; and on each account they are invaluable if they are wisely employed and properly estimated. Their misuse does not justify their disuse. It is perfectly proper that a pupil should be made accountable for what he has had the opportunity of learning, and the result of such an inquest may properly constitute one factor, but a minor element, in the final estimate of his fitness for promotion.

Connected with this subject are several questions of detail which it has not been my purpose to discuss at this time.

EXPEDITION OF CUBAN TEACHERS TO CAMBRIDGE, MASS.¹

The expedition of Cuban teachers to Cambridge in the summer of 1900 originated in the following letter dated February 6, written in Habana, and signed by Ernest Lee Conant (A. B. Harv. 1884, LL. B. and A. M. Harv. 1889), who had been practicing law in Habana since the end of the war with Spain, and Alexis E. Frye (LL. B.

¹ From annual reports of the president and the treasurer of Harvard College, 1899-1900, pp. 36-49.

Harv. 1890, A. M. Harv. 1897), who had been for a few weeks superintendent of schools for Cuba by military appointment:

HEADQUARTERS DIVISION OF CUBA, HABANA, .
February 6, 1900.

PRESIDENT CHARLES W. ELIOT,
Cambridge, Mass.

DEAR PRESIDENT ELIOT: We are planning to carry as many Cuban teachers as possible (perhaps 1,000 or more) to the United States next summer, and as alumni of old Harvard and with the firm belief that our alma mater offers the best facilities, we naturally turn to her for help.

These teachers will have for their object hard study as well as a tour of observation through our country. The general plan will be as follows: The party will leave Cuba on Government transports or on chartered steamers about the last of June. It is our wish that the steamers may land us directly in Boston, and that the teachers may attend the Harvard summer school for six weeks. The next four weeks will then be given to travel and visits to the great cities, perhaps crossing the continent to San Francisco. We are sure that this brief outline will tell you the whole story. You can readily see what tremendous results would follow with 1,000 intelligent men and women (after such a broadening experience) scattered over the island. * * *

Of course the one great item is expense. Can it not be arranged so that the instruction for six weeks at Harvard shall be free? With this as a starting point, we shall organize a committee in Cambridge and Boston with a view to securing free accommodation in homes during the six weeks. We shall ask various cities to plan temporary entertainment. If we can not secure Government transports, it may be possible to secure some appropriation in the island to pay the cost of steamer travel. The teachers are poor; they need this summer's outing and work. They need it for themselves and they need it for the sake of our own country.

The school laws of Cuba (see article 23 of decree sent you) require courses of summer study from the teachers. This will be one of the great means of educating teachers now in the schoolroom and who can not attend normal schools. Many of these teachers lack even the elements of education; many of them have hardly been beyond the limits of their own towns. We can not carry normal schools to every town and city; but we can carry the teachers to educational institutions, and we want the best, namely, Harvard. We want the teachers to breathe the atmosphere of the greatest school in America. We want them to feel the history and associations, to enjoy the facilities of libraries and laboratories. We want them to come in contact, not only with the strong minds of the professors, but also with hundreds of the brightest and best teachers in America who will this summer be in Cambridge. We want these teachers to have the culture that comes from travel; we want them to carry this culture back into the Cuban homes and the Cuban schools. We want these teachers to know our country, to know our people. We want the ties between the two countries drawn closer, so that all feeling of antagonism may melt away, in order that our country may do a higher and better work for Cuba. * * *

Of course we know that the work ordinarily done in the Harvard summer school would need to be adapted to the teachers of Cuba. The work is of too high a grade in general, and the subjects as a whole are such as are not taught in the public schools of Cuba. Without interfering in the slightest degree with the summer school, could you not plan a parallel school with a course specially fitted to the needs of the Cuban teachers? More than nine-tenths of these teachers can neither speak nor understand English. There are enough, however, with a knowledge of English to form a medium for transmitting the work of the summer school to the others. * * *

As soon as we know whether Harvard University will extend this invitation and will do this grand work we will bend every energy to complete the plans, and we shall succeed. We have submitted the proposition to General Wood, and it goes almost without saying that he will give his powerful support to the movement.

Sincerely yours,

ERNEST L. CONANT.
ALEXIS E. FRYE.

APPROVAL OF THE PLAN.

This letter, which was received in Cambridge on the 12th of February, was considered on the 13th at a special meeting of the president and fellows; and the president was then authorized to reply in the affirmative, if General Wood favored the plan. A few days afterwards a telegram was received from General Wood strongly indorsing the project, whereupon the following telegram was sent to Superintendent

Frye: "Frye, Habana. Yes. Eliot." Notices of the project and of the affirmative answer of Harvard were thereupon published in the Cuban newspapers, and an active discussion immediately arose as to the feasibility of the plan. It was contended that it would be impossible for young women to go on such an expedition, in violation of the social habits of the Cuban people; the Catholic Church in some places manifested opposition to the project; and at first the general sentiment of the people seemed to be adverse. Superintendent Frye was at some disadvantage, because he had not traveled over the island, and was personally known in Habana and the immediate neighborhood only. Nevertheless, in the course of a month it became evident that there was so much interest in the project that it was expedient to devise the arrangements for the expedition in detail, and to announce them as soon as possible. Thereupon, Mr. Frye visited Washington and Cambridge about the 1st of April. In Washington he secured the cordial cooperation of Secretary Root, who subsequently expressed his approval in a cordial letter to President Eliot, dated May 8.

SUBSCRIPTIONS FOR THE CUBAN SUMMER SCHOOL.

When Mr. Frye began to discuss the details of the expedition with the Harvard authorities, it soon appeared that the university would really become responsible for the health and safety of the members of the expedition while in Cambridge, and that it would, therefore, be expedient for the university to supervise the lodging, feeding, and protecting of the members of the expedition during the six weeks of their stay there. It also appeared that the regular summer school would not be suitable for the Cuban teachers, and that special courses of instruction would be needed. Thereupon, a public meeting was held in Boston to describe the objects of the proposed expedition and call attention to them; and a circular was issued by the president and fellows of Harvard College asking the community for the means of paying all the expenses of the expedition during its six weeks in Cambridge, including board, lodging, instruction, excursions, and entertainments. Subscriptions began to come in before the end of April, and continued to flow in until the middle of August. The sum asked for was \$70,000; and that sum was ultimately provided, and a little more, the total subscribed being \$71,145.33.

The subscription list is an interesting one because of the large number and the variety of persons who took part in it. It was emphatically a popular subscription, and represented all classes of the community. Very little personal solicitation was necessary. The circular was distributed widely, and the newspapers from time to time called attention to the state of the subscription. One large contribution came by order of the court from the unused balance of the fund raised near the outbreak of the war with Spain to provide means of caring for the sick and wounded among the troops in Cuba (the volunteer aid fund). When this fund was distributed in accordance with the order of the court \$20,000 of it came to the subscription for the Cuban teachers.

PLAN OF INSTRUCTION.

The plan for the instruction comprehended (1) two lessons a day in English; (2) a course of eighteen lectures in Spanish on physiography, illustrated by as many excursions to different points of geographical interest in the neighborhood of Boston; (3) two courses of lectures in Spanish on historical subjects—one on the history of the United States, the other on the history of the Spanish colonies in North and South America; and (4) lectures on free libraries, on the organization of the American schools, and on imitation and allied faculties in children. Through special gifts received from Mrs. Quincy A. Shaw, a course of illustrated lectures on the kindergarten was provided for the Cuban women teachers, and a workshop course on American sloyd for a selected number of Cuban men. Laboratory instruction in physiography being out of the question for so large a number of persons, field study

was adopted as the best substitute. The instruction in English was to be given in 40 sections—20 for men, and 20 for women. The teachers selected for these sections were in general young graduates and undergraduates of Harvard College and Radcliffe College. Each teacher of English was to give two lessons a day to his or her section—one from 8 o'clock till a quarter before 9, and the other from half past 11 till 12. The lectures were all to come between these two English lessons, and no lesson or lecture was to be more than three-quarters of an hour long. Sanders Theater was to be used for all the lectures; and the English lessons were to be given in 40 rooms, all of which were in the college yard. The afternoons were to be devoted to excursions, each Cuban teacher being provided with at least three excursions each week. Sundays and evenings were to be left free.

ARRANGEMENTS IN CUBA AND IN CAMBRIDGE.

On the 16th of May a circular was issued by Superintendent Frye in Habana, setting forth the project as fully as was then possible, giving all details concerning the transportation of the teachers to Boston on Government steamers, describing the arrangements made in Cambridge for the accommodation of the visiting teachers and the probable advantages of the trip. The circular also gave instructions concerning clothing, baggage, medical attendance, health certificates, vaccination, and other details. The university had limited the number of Cuban teachers to 1,450, which is the capacity of its largest lecture room, Sanders Theater. Moreover, the two dining halls would not accommodate well more than 1,450 persons in addition to the regular summer school. Superintendent Frye was therefore obliged to provide means of selecting these 1,450 persons from the 3,500 teachers who were already at work in the public schools of Cuba. The selections were made by Cuban authorities exclusively—in general by the school boards already established all over the island. As soon as Superintendent Frye's circular had been distributed through the Cuban towns and villages, the work of selection began.

In the meantime, the following arrangements had been made in Cambridge: Students occupying rooms in college dormitories offered their rooms in sufficient number to accommodate all the Cuban men teachers. Rooms enough were then engaged in houses within half a mile of University Hall to accommodate all the women teachers in groups of from 8 to 16 in a house. Each householder undertook, for a price agreed upon, to receive a certain number of teachers, provide them with furnished rooms, and give them a simple breakfast. The use of three houses was given without rent; and several others were offered but not accepted because they were too far from the yard. It was necessary to engage a business agent who should have charge of all the arrangements for the accommodation of the visitors in Cambridge; and his first task was to provide rooms for the women teachers. Since many of the students who offered their rooms in college dormitories were unwilling that their beds, linen, and blankets should be used, it was necessary to hire these articles in large quantity for six weeks' use. It was decided that the Cuban women should eat their luncheons and dinners in Memorial Hall, the capacity of which is 756 seats; and that the men teachers should eat all their meals in Randall Hall, a portion of that hall, however, being reserved for the regular summer school, which consists of both men and women, the women being in the majority. In both halls the Cuban teachers were to be provided with a bill of fare for each meal arranged by the steward, and every teacher was to take whatever he or she wanted from that bill of fare. In Randall Hall, the members of the regular summer school followed the ordinary rule of that hall, which is to order by the plate and pay for exactly what is ordered. Two methods were in use, therefore, at every meal in Randall Hall—one for the Cubans, the other for the American summer school.

By the end of June the business manager, Mr. Clarence C. Mann (A. B., Harv., 1899) had completed his arrangements, and had opened an office in Holden Chapel

as headquarters for information—in fact, for all the business of the expedition. He had also engaged about twenty chaperons to live in or near the houses in which the women were lodged, and a large number of clerks and guides, most of whom were Harvard students in the law school, the college, and the scientific school. All the chaperons, and most of the guides, spoke some Spanish. In addition, a few interpreters were employed. Subsequently it became necessary to engage an additional number of chaperons. These ladies lived in the houses with the Cuban women teachers, ate with them at Memorial Hall, helped them with their English lessons, went shopping with them, adjusted their difficulties, attended to their ailments, tried to prevent overwork and overexcitement, directed them gently, and befriended them heartily. The success of the expedition, so far as the women teachers were concerned, was largely due to these ladies.

THE EMBARKATION AND VOYAGE.

The embarkation of the Cuban teachers took place at 14 different ports on the north and south sides of the island, and began on the 22d of June. Some of the teachers from inland towns were as much as a week in getting from their homes to their ports of embarkation, such are the difficulties of travel in inland Cuba. Some of the transports touched at four ports, others at but two. On one transport only women embarked; on another only men; on the other three came both men and women. The vessels, being intended for the transportation of troops and supplies, had to be especially fitted up for their new function, and even then they were far from providing the ordinary comforts of ocean liners. Fortunately, the sea was smooth, and the weather fine, though hot. Up to the last moment there was grave doubt how many teachers would actually sail on the five transports. A printed list prepared in Secretary Frye's office in Habana about the middle of June contained the names of 1,397 persons; but nobody felt sure that all these persons would actually embark. The first positive statement of the number of persons to be entertained at the university came by telegraph from General Wood as follows:

HABANA, *June 29, 1900—2.19 p. m.*

President ELIOT, *Harvard, Boston:*

Transports left Cuba as follows * * * June 25, *McPherson* from Gibara, 110 males, 96 females; total 206 * * * June 26, *Crook* from Matanzas, 295 males * * * June 26, *Buford* from Cienfuegos, 51 males, 67 females; total 118 * * * June 28, *Sedgwick* from Sagua la Grande, 428 females. Total 1,047 so far. *McClellan* leaves from Nuevitas. As soon as her departure is reported will wire you.

WOOD.

HABANA, *June 30, 1900—11.56 a. m.*

President ELIOT, *Harvard, Boston:*

In addition to my telegram of yesterday, *McClellan* left from Nuevitas 29th with 156 males, 70 females; total 226 * * * Total teachers sailed to date, 612 males, 661 females; total 1,273.

WOOD.

The expedition was, then, 177 persons short of the maximum number named by the university; but in a country where the means of communication are few and difficult it was a remarkable feat to get 1,273 teachers on board the transports within six weeks of the issuing of the first circular letter of instructions from Superintendent Frye's office.

THE ARRIVAL AT CAMBRIDGE.

The first transport reached Boston rather earlier than was expected, on the afternoon of June 30, and the last arrived on Wednesday, July 4. The transports landed their passengers at the navy-yard, where excellent arrangements were made to prevent the intrusion of any inconvenient public. With the aid of two Spanish-speaking guides in each car, the transportation of the teachers to Memorial Hall in Cambridge

was managed rapidly and safely. Other guides had charge of the transportation of the baggage and its distribution in Cambridge. At Memorial Hall each teacher received a pin bearing a number, by which number the teacher was thereafter to be recognized as a member of the expedition. At the same time each teacher received a map on which were marked all the college buildings and all the houses in which any Cuban teachers were to live. An excellent map of the vicinity of Boston, furnished by the Appalachian Mountain Club, was also placed in each teacher's hands, and, finally, a table in Spanish of all the lessons, lectures, and excursions of the first half week, arranged by days and hours. By the employment of thirty or forty messengers and guides, most of whom could speak some Spanish, the distribution of the teachers to their several quarters was accomplished with reasonable dispatch. At first it was necessary to conduct the teachers—especially the women—from their rooms to the dining halls and to Sanders Theater, but in a day or two they learned the way.

HOSPITALITIES AND EXCURSIONS.

The first lesson was given on the morning of Thursday, July 5, when the division of the whole body into 40 sections was made at Memorial Hall, and each section was guided from the hall to the recitation room which that section was to occupy throughout the six weeks. The first excursion, which started on Thursday afternoon, labored of course under some difficulties, because the meeting places were unfamiliar and most of the teachers knew nothing about electric cars, but in two days the whole machinery of the Cuban school was in operation, and thereafter it ran with remarkable smoothness. The excursions were of three kinds: The geographical excursions, which formed a portion of the instruction in geography; the excursions to several characteristic manufacturing establishments, and the excursions of a social nature. Only one of these last was provided by the university, but there were many others that were arranged by private persons.

The Catholic societies of Boston and Cambridge had made arrangements, with the cooperation of the university, to offer to the Cuban teachers facilities for reading and writing in rooms provided by the university within the college yard. For the men, Harvard 1 was devoted to this purpose; for the women, rooms in Phillips Brooks House. In both places the Catholic societies kept their representatives throughout the day and evening, and were enabled to show the Cubans very acceptable hospitality. The Catholic societies also gave two concert dances each week for the Cuban teachers in the Hemenway Gymnasium and took all the responsibility for the management of these entertainments. Three concerts, which were very largely attended and were much enjoyed, were given in Sanders Theater—one by the Baptist societies of Cambridge, one by the Catholic societies, and one by the Cubans themselves. Each week a programme in Spanish was issued, in which all the lessons or lectures and all the excursions were carefully described, and the numbers assigned to each excursion were given (see pp. 1386-87).

At the Catholic church on Holyoke street, St. Paul's, special services were held for the benefit of the Cuban visitors throughout their stay, and these services were well attended. Through the good offices of Archbishop Williams, Father Fidelis, a graduate of Harvard College in 1861, who had become familiar with the Spanish language through long residence in South America, was brought to Cambridge for the express purpose of attending to the religious wants of the visiting Catholics.

The attendance at the English lessons was excellent, hundreds of the teachers being very regular in their attendance. At the lectures in Spanish in Sanders Theater the attendance was not so good, and yet it was creditable, particularly at the lectures on physiography, which were handsomely illustrated by means of lantern slides. The lessons in sloyd were followed eagerly; and the kindergarten lessons were well attended, considering that hours could not be found for all of them which were altogether free from other appointments. The attendance at the excursions

was about 60 per cent of the whole number of teachers. The weather was hot much of the time, and the Cubans were not accustomed to walking any distance. Those excursions which demanded much walking were not pleasurable for them, and were attended as a matter of duty.

PHYSIQUE OF THE VISITORS.

The physique of the visitors necessarily attracted the immediate attention of those who were responsible for their welfare. The ages of the Cuban teachers ranged from 16 to 60, but the extremes were not numerously represented. The selecting bodies in Cuba had selected too many elderly people, who were, of course, incapable of learning English, or indeed of absorbing readily new ideas. About 10 per cent of the men were over 44 years of age, and about 10 per cent of the women were over 38. To the Cuban authorities, however, it may have seemed expedient to select for the excursion some persons of influence or high standing in their several communities, whose presence would be a safeguard for the younger members, and who would be able to impress their views on their own people after the return of the expedition. There at first seemed to be too large a proportion of delicate and feeble persons, but the very favorable physical experience of the expedition shows that this feebleness was more apparent than real. It was obvious at first sight that the Cuban men were decidedly shorter than the American men, and Dr. Sargent subsequently confirmed this general observation by the measuring of 479 of the Cuban men. He found that the medium height of the Cuban male teachers was 64.3 inches—a height surpassed by over 90 per cent of American male students. The Cuban women were also decidedly shorter than American women; thus, only 20 per cent of the Cuban women attained a stature of 62.2 inches—a stature which is surpassed by 50 per cent of American women students. As to weight, although the Cuban teachers were older than American students, more than 90 per cent of American male students surpass in weight the 114 pounds attained by only 50 per cent of the Cuban teachers. The medium weight of the American female student is 114.6 pounds, and the medium weight of the Cuban female teacher was 102 pounds. Eighty per cent of American female students surpass the medium weight of the Cuban female teachers. Physically the Cuban women seemed decidedly superior as women to the Cuban men as men; and this appearance was borne out by the measurements taken by Dr. Sargent, the Cuban women comparing more favorably with the American women than the Cuban men with the American men. Most of the Cuban teachers gained steadily in weight while they were in Cambridge, and many returned to Cuba in a better condition of health than when they came thence. This gain of weight may have been due to the fact that they were much more active while in Cambridge than they are habitually in Cuba. The men had to walk to and from all their meals and to their language lessons and their lectures, and there was some walking on the excursions. The women walked from their rooms to luncheon and dinner and to their daily lessons and lectures, and many of them went on from two to three excursions per week. Going up and down stairs was also an unwonted exercise for most of the visiting teachers, rural Cuban houses being in general only one story in height.

HEALTH AND CONDUCT.

Of the 1,273 members of the expedition, not one died during the entire absence of the expedition from Cuba; and when the transports landed their passengers at the 14 ports from which they had taken them every person was able to walk ashore. There was no serious accident to any member of the expedition. The health and safety record is certainly remarkable, considering the strong climatic change which the whole expedition had undergone, and the unwonted fatigues and exposures of their life in Cambridge and during the fortnight of travel which succeeded their stay in Cambridge.

With the rarest exceptions the Cuban teachers were habitually gentle and polite to each other and to all the Americans who were brought in contact with them. The men gave no trouble whatever in the College dormitories, and both men and women were neat in their persons and tidy in the dining halls. The men smoked incessantly. Only very few of the women smoked at all, and those in private.

WHAT THE CUBANS LEARNED.

The chief result of the expedition was the opening of the minds of these 1,300 intelligent people to a flood of new observations and new ideas. There was a great diversity among them as regards education and capacity. As General Wood said in a letter written from Habana on the 24th of February to Maj. Henry L. Higginson, "You will find all classes among them, from the highly educated to those of very limited education, but they are all enthusiastically interested in educational matters, and to these people and to the children they are teaching we must look for the Cuba we hope to build up. These men and women will come back to Cuba with very many new ideas and very much better fitted to teach." A fair proportion of them learned much English and got a new conception of science teaching and history teaching, but many of them were too old to learn a new language, or, indeed, to acquire much intellectual training of any sort, yet all saw with their eyes the American ways of living and the outside, at least, of many American institutions, such as schools, hospitals, asylums, libraries, churches, and theaters. They made two voyages on the ocean; they had a hasty view of New York, Philadelphia, and Washington; they caught a glimpse of the country on their rides through New Jersey, Pennsylvania, and Maryland, and they became well acquainted with Cambridge and the neighborhood of Boston, from Marblehead on the one side to Point Allerton and Nantasket on the other. They came in contact with a considerable number of American educated young people and found them serviceable, cordial, and friendly. When the expedition was about to leave Cambridge for the fortnight's journey, the Cubans wished to have the young men who had worked for them and with them in Cambridge accompany them on their journey, and Superintendent Frye so arranged it; and it was with real regret that the guides and the guided parted at Philadelphia, whence the transports sailed for Cuba.

It is to be observed that the men and women who did the real work for the Cubans in Cambridge were for the most part decidedly young in years—most of them were from 19 to 24 years of age. These young people worked with zeal and energy in a long-sustained, alert care taking. On some occasions the clerks and guides worked all night without relaxing the labors of the day, and this in unusually hot weather.

THE EXPENSE ACCOUNT.

The expedition spent six weeks and a half in Cambridge; and the total cost, including instruction, entertainments, board and lodging, transportation on excursions, medical care, and the cost of clerks, guides, chaperons, and interpreters, was \$68,105. A balance of about \$3,000 still remains of the money raised by subscription. If, however, the full number of 1,450 had reached Cambridge, the money raised would hardly have sufficed. The details of the expense account include some curious particulars. Thus, the women in Memorial Hall, with their chaperons, cost fully 25 per cent more than the men in Randall Hall, although they took but two meals in Memorial Hall while the men took three in Randall. The numbers in the two halls were about 700 in Memorial and 600 in Randall. The medical care cost over a thousand dollars, although there was no case of very serious illness, and in spite of the fact that three Cuban physicians accompanied the expedition, whose services were always at the disposition of the sick. For the better treatment of slight indispositions it was found desirable, before half the stay of the expedition in Cambridge was over, to hire a house as an infirmary, and to provide the patients with a resident woman

physician and a trained nurse. The lodging of the women in private houses cost more than twice as much as the lodging of the men in the college dormitories, because the students gave the use of their rooms, whereas the Cuban women's rooms had all to be paid for.

One month's salary was paid to the Cuban public school-teachers while they were in Cambridge. There were 1,181 of them, the remaining 92 being teachers in the University of Habana and the institutes, private school-teachers, and Cuban chaperons and interpreters, together with three physicians and two priests. The bursar paid with perfect precision these 1,181 persons \$60,257.70 in a little over two hours. In order to offer safe-keeping for the moneys which might be in the possession of the Cuban teachers, the university proposed to receive temporary deposits of money, to be returned to the depositor on demand. This offer was an expedient one; but the Cuban teachers did not avail themselves of it, only \$485.50 being deposited by them during their stay in Cambridge. The Cuban teachers paid for the two books which were used in the English courses, and for their own laundry work; they rode to and from Boston on their own errands at their own cost; but all their other expenses were paid from the subscription so long as they were in Cambridge.

The visitors expressed very warmly, both in public and in private, their sense of obligation for the hospitality they enjoyed at the university, and for the educational and social privileges which had been provided for them. In general, they seemed interested and light hearted. The dining halls resounded with their rapid and lively talk during all the meals, and every evening after dinner the women lingered long in the vestibule of Memorial Hall, to which men were admitted. Nevertheless, there was a very pathetic side to the whole experience. Many of the members of the expedition had gone through severe sufferings and anxieties; they had lost friends and members of their own families in the long-continued fighting; they had been sick and half starved, and in all sorts of peril; and they were wholly uncertain concerning their means of livelihood, their appointments as teachers being but temporary, and expiring soon. The contrast between these experiences and their situation at Cambridge was sharp and profound; and then they were to return to their impoverished island, where both the industrial and the political situation are full of grave anxiety. None of them were sure of reappointment to their places as teachers; all were to be examined anew not later than December. In short, though the present was enjoyable, the future was anxious. It was natural that they should bid good-bye to prosperous and friendly Cambridge with mingled sentiments of gratitude, pleasure, and sadness.

The expedition fulfilled to a remarkable degree the enthusiastic expectation of good expressed in the letter of February 6 from Messrs. Conant and Frye, and the good bids fair to be abiding.

Harvard University—Cuban summer school, 1900—Programa de instrucción para la semana.

	8.30-9.15.	9.30-10.15.	10.30-11.15.	11.30-12.
Julio 9 Lunes	Inglés Sever Hall University Hall	Geografía Sanders Theater		Inglés Sever Hall University Hall
Julio 10 Martes	Inglés Sever Hall University Hall	Geografía Sanders Theater	Kindergarten Lower Mass. Maestras solamente Núm. 1 á 190	Inglés Sever Hall University Hall Kindergarten Lower Mass. Maestras solamente Núm. 381 á 1896
Julio 11 Miércoles	Inglés Sever Hall University Hall	Historia de las Colonias Españolas Sanders Theater	Kindergarten Lower Mass. Maestras solamente Núm. 191 á 380	Inglés Sever Hall University Hall Kindergarten Lower Mass. Maestras solamente Núm. 1037 á 1999
Julio 12 Jueves	Inglés Sever Hall University Hall	Geografía Sanders Theater	Kindergarten Lower Mass. Maestras solamente Núm. 381 á 1036	Inglés Sever Hall University Hall Kindergarten Lower Mass. Maestras solamente Núm. 1 á 190
Julio 13 Viernes	Inglés Sever Hall University Hall	Geografía Sanders Theater	Kindergarten Lower Mass. Maestras solamente Núm. 1037 á 1999	Inglés Sever Hall University Hall Kindergarten Lower Mass. Maestras solamente Núm. 191 á 380
Julio 14 Sábado	Inglés Sever Hall University Hall	Historia de las Colonias Españolas Sanders Theater		Inglés Sever Hall University Hall

Harvard University—Cuban summer school, 1900—Programa de instrucción para la semana—Continued.

	Tarde.		
	<i>Beaver Brook.</i>	<i>Medford.</i>	<i>Ginn & Co.</i>
Julio 9 Lunes	A. Números 1 á 240 Salida Y.	D. Números 720 á 960 X.	E. Números 961 á 1200 Z.
	Salida 2.35 Vuelta 6.25	Salida 2.20 Vuelta 5.55	Salida 961-1000 1.15 1001-1040 1.30 1041-1080 1.45 1081-1120 2.00 1121-1160 2.15 1161-1200 2.30
Julio 10 Martes	B. Números 241 á 480 Salida Y.	E. Números 961 á 1200 X.	F. Números 1201 á 1999 Z.
	Salida 2.35 Vuelta 6.25	Salida 2.20 Vuelta 5.55	Salida 1201-1240 1.15 1241-1280 1.30 1281-1320 1.45 1321-1360 2.00 1361-1400 2.15 1401-1999 2.30
Julio 11 Miércoles	C. Números 481 á 720 Salida Y.	F. Números 1201 á 1999 X.	Ginn & Co. A. Números 1 á 240 Z.
	Salida 2.35 Vuelta 6.25	Salida 2.20 Vuelta 5.55	Salida 1-40 1.15 41-80 1.30 81-120 1.45 121-160 2.00 161-200 2.15 201-240 2.30
Julio 12 Jueves	D. Números 721 á 960 Salida Y.	A. Números 1 á 240 X.	B. Números 241 á 480 Z.
	Salida 1.35 Vuelta 7.01	Salida 3.00 Vuelta 6.14	Salida 241-280 1.15 281-320 1.30 321-360 1.45 361-400 2.00 401-440 2.15 441-480 2.30
Julio 13 Viérnes	E. Números 961 á 1200 Salida Y.	B. Números 241 á 480 X.	
	Salida 1.35 Vuelta 7.01	Salida 3.00 Vuelta 6.14	
Julio 14 Sábado	F. Números 1201 á 1999 Salida Y.	C. Números 481 á 720 X.	
	Salida 1.35 Vuelta 7.01	Salida 3.00 Vuelta 6.14	

Es de absoluta necesidad el reunirse en los lugares de salida para las excursiones á la hora designada. Los carros saldrán exactamente á la hora señalada en el itinerario ó tabla de horas.

En caso de lluvia no habrá excursiones.

Si se cambiase ó transfiriese el día de la excursión se colocará á la hora del almuerzo un aviso en un tablero colocado en el Memorial y Randall Hall.

Se suplica á los maestros que al reunirse en los lugares de salida para las excursiones, se coloquen alineados en compañías de á cinco en fondo y en orden numérico.

X, Calle de Cambridge en frente del Memorial Hall.

Y, Cruce de la calle Broadway y Cambridge.

Z, Harvard Square enfrente de la Sociedad Cooperativa de Harvard.

Véase el mapa.

CHAPTER XXVI.

EDUCATIONAL MATTERS OF INTEREST IN VARIOUS STATES.

ALABAMA.

ADDRESS OF HON. J. L. M. CURRY, LL. D.

Before the Alabama Polytechnic Institute, Auburn, Ala., June 14, 1899.

* * * Education is a vague and indefinite term. As a panacea, it has been too partial as to the number reached, too exclusively intellectual, too little adapted to the varied needs of our population. Ethical and practical culture should be allied to mental; a due acquaintance with a wider knowledge of civic affairs is indispensable if we would restore respect for authority, obedience to law, prevent gigantic frauds, political corruption, oppression of the poor, extortions of corporate wealth, governmental fostering of beggary and mendicancy, and save the Republic. To develop the whole man education must have a moral and industrial basis. As ranks of habitual criminals are recruited from the young, it is manifest that an active force of social corruption must be at work, nullifying the influence of education in diminishing crime.

On the 20th of June, 1837, Victoria ascended the throne as Queen of Great Britain and Ireland. Ten days afterwards the royal assent was given by commission to bills which were the first to become laws in a reign which marks an era of wonderful development. It was an auspicious and prophetic beginning that among the bills was one abolishing the pillory. * * * Sidney Smith, the witty but liberal dean, preached a sermon in which the duty of educating her people was enforced on the young sovereign. National education was postponed in England until 1870. The Government has at last recognized the man in man and the civil obligation to enable every subject to attain high development. Education is the paramount obligation of a republican representative government, the first duty, the only wise policy of a democracy. There is no other agency through which democracy—may I not say civilization and Christianity—can work out rational, logical, and beneficent results. Plato said a man not sufficiently or properly trained was the most savage animal on earth. This education should be free, universal, State controlled, State supported, reaching all classes and every child, and kept scrupulously apart from political partisanship and religious sectarianism. While this rudimentary education for all can not safely be neglected or postponed, it would be a criminal and dangerous error to limit it to primary forces. Higher education is intimately associated with and indispensable to a country's glory.

Great reforms in politics, in science, in invention, in sociology have generally come from bold speculators, from radical thinkers, departing from the beaten paths—from men whose intellects have been broadened and quickened by thorough culture. Illustrations in theology may be found in Paul, in Augustine, Aquinas, Calvin,

Luther; in science, in Galileo, Volta, Tyndall, Carpenter, Spencer, Darwin, Newcomb; in politics, in Burke, Jefferson, Hamilton, Calhoun, Stein, Bismarck, Cavour, Gladstone. These men of thought have directed the course of civilization, have decided for the world its destiny. The light thrown upon questions from the workshop of the scholar has made the world richer and nobler; the cool-headed students control results, but they, as well as the world, are often benefited by those who have boldly propounded theories "at the risk of seeing them adjudged fallacious or even chimerical." To eliminate false, inadequate hypotheses is often the main step to sound discoveries. It would be interesting to trace or describe the great transforming influence of advanced education upon the thought and institutions of the world. The attitude of minds, critical, comparative, inquisitive, projective, often converts knowledge into wisdom, adjusts old truths to new situations. In the *Cyclopedia of American Biography* is a list of 15,000 names, over one-third of whom were college men. Lawyers, doctors, engineers, preachers, teachers, authors, artists, scientists, inventors were the directive power over their fellow-men. Dr. Harris has wisely said that the commonplace intellect has no adaptability, small power of readjustment in view of new circumstances, and furnishes that large restless and discontented class of people who mistake revolution for reform. Their isolated scraps of information, immature and imperfect knowledge, of which they are so boastful, fail of application in important human affairs. "A hobby or a fad is some fragmentary view of the world set up for the central principle of all things." We have in the immediate future gigantic problems, the solution of which presses heavily upon the best culture of our country, and our educated young men, instead of shirking the calls of patriotism, must be leaders in "the battles of the future." Taking an active share in human affairs is the highest earthly desire of the refined mind. "We are brought into contact with alien nationalities and alien forms of civilization in remote islands." There are home problems, social and political, requiring for their study the best intellect of the best men and the best women. Problems of material development, of the proper settlement of social, political, financial, racial questions appeal with crushing responsibility to patriotism and culture. * * *

Talleyrand, in a report in favor of uniformity in weights and measures, made 30th of April, 1790, to the French National Assembly, suggested national commissions from the Academy of Science in Paris and the Royal Society in London to fix on some natural unity for measure and weight applicable to England and France, and added: "Perhaps even we may be permitted to foresee in this cooperation of two nations, together interrogating nature to obtain from her an important solution, the principle of a political union, brought about by the intervention of the sciences." We have lived to see international conferences at Paris, Geneva, Berlin, and The Hague negotiating on disarmament and arbitration, and peoples kindred in language, law, institutions, religion drawn into alliance stronger than treaties. Lord Bacon, no less a statesman than a man of science or philosopher, claimed as the attribute of men of science or letters that when they do give themselves up to public affairs they carry thereunto a spirit more lofty and comprehensive than that which animates the mere politician. The gravest social problems have been solved by the eager and sympathetic utterances of the poet, who may raise himself to heights which the reflections of sociologists do not attain. Mrs. Browning's Cry of the Children for compassion, humanity, and justice and to forbid employment of children and young girls in mines and factories was heard at least in civil and penal codes.

Perhaps the most gratifying aspect of our higher institutions of learning, of the new education in its broader scope and greater thoroughness, is the admission of girls to their advantages. Twenty-five years ago woman's ability to master ordinary college or university studies was disputed. The "female" mind was condemned as unable to master pure mathematics and metaphysics, or follow the inductions of scientific investigation. To-day, there is a truer conception of women's

possibilities and rights, and eight-tenths of the colleges and universities are open to women students. In my boyhood sewing and knitting were almost the sole means of livelihood for women, and now increasing avenues of industrial labor are open to them.

Like good Samaritans, or angels of the Red Cross, our women are seen defying hardships and carrying to sick and wounded ministrations of comfort and health. He who gazes into the eyes of both young men and young women engaged in coeducative work, with the best facilities and the most improved methods, is looking far forward into the future and realizing the significant fact that these universities and colleges, as well as our public schools, are the glory of American democracy. Who can contemplate what centers of culture, of power, of high influences, the homes of our land will be when presided over by women of purity and cultivated intellects?

A correlative and equally advantageous reform in modern education is the larger introduction of science and its application to the affairs of everyday life, to useful arts and comforts. The scientific schools with elective or graduate courses are largely multiplied. In 1872, in the United States, there were 198 students engaged in post graduate courses; in 1897, 4,919. These graduates, through scientific studies, have a greater command over the powers of nature. By discipline, by original investigation, they push their researches into new fields and make new and practical discoveries. If in the laboratories men had not worked out the truths of physical science, or studied the theory of infinitesimals, if idle stargazers had not watched long and carefully the motions of the heavenly bodies, our modern astronomy would have been impossible and our courses of navigation would have been far inferior to the present. Ages of thinking people have brought the modern world into being, and modern science is the product of the thought-dreamers, of those stigmatized as worthless doctrinaires. The whole art of sanitation is modern and confined in the highest and most useful forms to a few cities and countries. The want of it, breeding disease, pestilence, contagion, is painfully discoverable, even to-day, in the cities and towns of our newly-conquered territories. Typhoid germs have not been banished from the best families, not even from palaces.

This institution, of comparatively modern origin, is a striking illustration of improved education and of the study of the laws of nature. The study of science requires appliances both for instruction and research, and a basis of liberal studies as a means of mental discipline and for better understanding of the main work of the institution. In the twenty-seven years of the life of the college there have been nearly 4,000 students and 552 graduates and 90 post graduates, who are leaders in productive industries, in directive thought, and energies. How much these young men have contributed to the wealth of the State and to higher civilization it is impossible to estimate. The catalogue of a sister agricultural and mechanical college shows that of 84 alumni in the last five years, 68 have secured honorable and remunerative positions, and the technical institutes in Boston and Worcester show a larger per cent. The Nashville American says: "The South has mills and factories to be built, railroads to be surveyed, machinery to be manufactured and put in shape, knowledge of steam, electricity, and engineering to be applied in the opening of its mines, the cultivation of its fields, the building of its cities, and the extending of its commerce. There must be trained heads to do this work. Will they be imported from the North and Europe, or shall we develop them here from among our own people?"

It is an entire perversion of the object and end of technological education to infer that because it is of the highest practical value it does not require thorough discipline of the mental powers and accurate acquaintance with the studies of the literary and classical course. Every scheme of education may have two distinct points of view: First, to qualify the student for the particular work of life which he has to do and the special

business he proposes to follow. In this materialistic, breadwinning age, how to make a living is of supreme importance. Secondly, the general educational results, at which a sound educational system must aim. The broader aspect, which every kind of education should include, is the development of the general faculties, the whole being, so as to make a man or woman a complete citizen, with all faculties developed to the highest possible degree. The technical side is to awaken the creative spirit in work and secure intelligent skill for the profession or pursuit in life the student has chosen, or which *angusta res domi* has forced upon him. Some one has said there are but three ways of living; by working, by begging, or by stealing. Education should help to work to find food, clothes, shelter for ourselves and families. Lord Brougham would have every peasant a student of Lord Bacon; Cobbett thought it more important to have bacon for dinner. Information should go along with practice, for as man becomes wiser, when what he knows becomes a part of himself, his work will be more productive and remunerative. The science which the workman masters will make him not only "a wiser man but a better workman, and will often lift him, if he is ambitious, to a higher plane, or make him more intelligent and valuable if he remains where he is." The acquisition of technical skill, blended with conscience and character, has great practical advantages, but, in addition to that knowledge, a student should carry away something of more importance. He should carry away "a broadened knowledge of the laws of nature and of the progress of science, which is not less liberalizing and of not less value in the highest sense of education than the most accurate knowledge of the grammar of a dead language, or the work of an ancient civilization." Quoting further the language of Dr. Broun, the distinguished president, "Our contention is that for all that gives an educated man power in practical life, that gives self-reliance arising from a consciousness of trained executive ability, that gives true manhood, that looks to life in its wider aspects and not to self for culture's sake, that the education given by the scientific and technical schools holds no inferior, but for many vocations a superior rank." The achievements of science during this century have been marvelous. The possibilities of electricity no imagination can compass. Almost every morning journal tells of discoveries of the Roentgen rays, of the liquefaction of air or hydrogen, of the automobile, of wireless telegraphy, and of other valuable discoveries. Each new discovery opens the door for yet more wonderful disclosures, and all demanding a new activity of mind and increasing the necessity of its culture. Mr. Balfour, who turns aside from his official duties to discourse on science and scientific education, notes that only in the latter half of the nineteenth century the absolute necessity of thorough scientific grounding in connection with industrial enterprises has been recognized. Every advance in theoretic science has, in late years, been reflected in a corresponding advance of industrial enterprise and is followed by growth in some industry dependent on that science. The practical application of science results in new scientific conceptions and in new improvements. It is almost an axiom that the study of pure science goes before and produces some new industry. Sir Isaac Newton's great advance in the methods of mathematical investigation, in discoveries in physics, had little practical bearing upon the industries. On the contrary, the discoveries of Kelvin, Dewar, Pasteur, Edison, Newcomb, and others, have found immediate echo in some practical advantage to the industrial world. Extraordinary additions in the spheres of theoretic knowledge have had applications of incalculable value in commercial production, in navigation, medicine, agriculture, home comforts, expanse of knowledge. Barriers seemingly interposed for hostile separation have been converted into easily traveled highways. An English statesman once gave as a reason why a closer union with the colonies was impossible, that Canada, the nearest of them, was divided from the mother country by a waste of rolling water, and that what God had placed asunder it was vain for man to try to join. Distance has been annihilated by steam and electricity. The most delicate machinery determines rapidly and accurately in the bank

of England the weight of a feather and of a ton of gold. The incomparable president of the Johns Hopkins says that in a battle ship—how she is designed, constructed, propelled, armed, equipped, navigated, carried into action, and brought out of the terrific fire unscathed and victorious, how her range is determined with consummate accuracy, the guns are sighted, projectiles are hurled—you will see the results of applied science more impressive than in any of the seven wonders of the world. A printing press is one of the greatest achievements of mechanical invention as the newspaper is one of the greatest civilizing forces of the times. A New York daily in an hour will use up 50 miles of paper of the ordinary page; print, fold, cut, and count 90,000 copies of an eight-page paper in an hour, 1,500 in a minute, and 25 for every second ticked off by a watch. The discoveries of Watt, Stephenson, and Morse have altered the relations of every country not only with the neighbors, but with the most distant portions of the globe. Inventions have decided battles and the fate of nations. Our Union was consolidated thereby. Germany obliterated the dividing line of centuries and conquered a unity for its people—the military strength and prestige of France, claimed to be invincible, being crushed under blows quick and concentrated, to which modern discoveries and contrivances had exposed them. It was by a triumph of naval and military science that our thrilling victories were won at Manila and Santiago, and that Kitchener defeated the dervishes at Omdurman and Khartoum, rescued the Soudan from the Khalifa's black flag, and made possible an early railway from Cairo to Cape Town.

The mere enumeration of discoveries of science in the last fifty years taxes credulity, but they do not surpass the progress in the art and science of teaching, in the study of child nature, of psychology as related to pedagogy. In the teaching of arithmetic, geography, grammar, the methods and the philosophy have been revolutionized. Oh, how tedious and tasteless the hours when the pupil groaned in agony over Murray and Kirkham, over Daboll and Smiley! What school board or parent would have then tolerated the idea that arithmetic could be illustrated by concrete objects, that vulgar and decimal fractions and percentage were but different forms of ratio which could be made intelligible and fascinating by means of simple solids or cardboard surface?

You will comprehend, young gentlemen, that education is not an end, but a means, an instrument for doing good, and that you are to care for manifestations and meanings of life, not simply in the aggregate, but in the individual soul, which is a witness to the Divine. "Precious is the soul of man to man," the personal soul, not measured in terms of property, in the bank book, but in noblest manhood and womanhood, in the spiritual life. This would not be if man were a mere machine. You are heirs of all the ages—citizens of the whole world. As German universities conquered at Sedan, so you are to win victories on broader and more useful spheres. There are heroes, prophets, seers, martyrs of learning and science as well as of war and religion. Questions of incalculable value and importance, grave problems of finance and economics, corporate wealth and power, social and labor and race problems, immigration, municipal government, demand men and women of the most advanced scholarship, researches of the most varied and comprehensive character. To lift the masses to higher intellectual and moral altitudes, nearer to ideal citizenship, demands an advanced intellectual and moral life. * * *

It is needful to elevate in human eyes the conception of the state and exalt the methods and maxims of government, to increase homage for the law and respect for the judiciary, to raise citizenship to be a partnership in every virtue, in justice and right and veraciousness, in equality, in laws and opportunities. Obedience to law, respect for authority, the dignity of the magistracy are fundamental to our security and welfare and if incorporated into life and thought would stop the 10,000 annual murders, the 38,572 suicides, and the 118 lynchings. The epidemic of crime, the insecurity of life, the ready resort to lawlessness, the substitute of passion for reason,

are poor evidences of a high civilization. The State of Alabama needs, and all our Southland needs, that young men should be taught "not so much dogma as deed, not so much creed as conduct, correct conduct, pure morality, right living, with all the sweetness and light that shed their radiance about the teachings of the gospel of Christ." * * *

Reference has been made to the influence of the poet upon human laws, and so the poet interprets human life and deduces lessons of practical wisdom from human experience. Moore shows that one may pursue a fleeing form, delightfully fair and attractive, and yet find, although so eager to embrace the tempter, that on lifting the veil a hideous, grinning skeleton disgusts him. Another poet makes voices from sirens come from a smiling island, white arms and golden harps seducing from the weary oar, but on landing the tempted and unwary discovers the fair enchantress to be a slimy fish which slays and then gnaws his bones. Preserve, then, a clean heart and an honest purpose, habits of industry, integrity, and independence, and let no lust of pleasure, fortune, place, or power, no unholy ambition, cause you to swerve one hair's breadth from the strictest rule of honor and right and truth. Cultivate a courageous obstinacy that will not be bribed nor coaxed nor bullied out of the road in which you know you should walk. Forget the things which are behind. Convert dreams into realities. A great preacher said, "Visions and task must go together." The power of education, capacity, is to be utilized in a large and noble way. Knowledge is to be transmuted into character. High aims, ideals, enthusiasms, are to be embodied into achievement. Knowing and doing crystallize into being. Let not the sharp stones in the path stay you in the race. More men fail from want of moral character than from mental deficiency. Parnell, with masterful party leadership, was a dominant figure for ten years in English politics, and then fell disastrously under the impulse of illicit passion. So fell Arnold and Burr. Shrinking from duty relaxes the moral nature. "The forces in the long run go with the virtues." As to such as you is intrusted our country's weal, see to it that that country grows in culture, refinement, honor, freedom, and let it never be forgotten that "freedom consists in keeping willingly within the limits God has traced, and anything except that is not freedom but license, and, at bottom, servitude of the most abject type." Your capacity and spirit for the work laid on your shoulders, to be done not for love of gain, nor hope of praise or selfishness, but for the joy of doing good, of successful accomplishment, are shared by thousands of colaborers from other colleges, striving earnestly for building up the true and the right. As Kipling said:

Go to your work and be strong, halting not in your ways,
Balking the end half won for an instant dole of praise,
Stand to your work and be wise, certain of sword and pen,
Who are neither children nor gods, but men in a world of men.

As an eminent college president has said, "Whatever the task to which you are appointed, take large views of it. Whatever the duty that awaits you, make it noble by the spirit in which you go to meet it."

Forenoon and afternoon and night,
Forenoon and afternoon and night,
Forenoon, and what? The empty song repeats itself.
No more? Yea, that is life. Make this forenoon sublime,
This afternoon a psalm, this night a prayer,
And time is conquered and thy crown is won.

DISTRICT OF COLUMBIA.

SERMON BY THE RIGHT REV. MGR. THOMAS J. CONATY, D. D.,

Rector of the Catholic University, at the dedication of Trinity College, Washington, D. C., November 22, 1900.¹

"With thy comeliness and thy beauty set out, proceed prosperously, and reign. Because of truth and meekness and justice; and thy right hand shall conduct thee wonderfully."—Psalm, xliv, 5.

It is no ordinary occasion which could gather here the most eminent ecclesiastics of our country, the accredited representatives of many nations, men and women from the highest ranks of life, all to unite in begging God to bless these walls dedicated to religion and science under the invocation of the Holy Trinity and the instruction of the Sisters of Notre Dame. To establish a Catholic college for young women is of the utmost importance to church and state, for it means not only additional opportunities for liberal culture, but what is of more vital import, it emphasizes that liberal culture to be of value must find its soul, its informing and vivifying principle, in religion as made known to us by Jesus Christ through the church which He established among us.

In an age when intellectualism is being unjustly and rudely divorced from the supernatural, when religion is asserted on so many sides to be a vague, indeterminate, unessential quality in advanced knowledge, it is important that Christian schools of higher study should be established for the training of women along the lines of an intellectual development, which is strengthened and safeguarded by the piety and simplicity of intelligent Christian faith.

Intellect has been given to men and women for the same purpose, to be cultivated, that both may acquire that knowledge which is necessary for the attainment of perfection in one's station in life. Human nature, whether in man or woman, demands instruction, enlightenment, and development. God's gifts are not to be hid in the napkin, but to be used, and woman, as well as man, has a duty to cultivate them. There can be no question as to the necessity of a cultured womanhood. St. Augustine so well says: "No creature to whom God has confided the lamp of intelligence has a right to behave like a foolish virgin, letting the oil become exhausted because she had neglected to renew it; letting that light die out that was to have enlightened her path and that of others, even though the latter be her husband and child only." God has given to woman great responsibilities; on her largely depends the future of society. She is the molding force of character; she indeed educates. Her views of life should be sound, as well as broad and deep. True, she should have the best there is in education. Domestic duties are hers, but home and childhood

¹There have been recently located in the northern suburbs of the city of Washington, in more or less close proximity to the Catholic University of America, a number of educational and other organizations of the church, the latest of which to go into operation is Trinity College, an institution for the higher education of women, founded by the Sisters of Notre Dame.

The following statement regarding the opening of this college is taken from the Catholic Mirror of November 24, 1900. Through the courtesy of Monsignor Conaty the Bureau is enabled to print the sermon delivered by him upon that occasion:

"Trinity College opened its doors to students November 6, and began work with 20 students in the freshman class. It is the intention of the college authorities to do no other than freshman work this year, and to build up the other classes from this first freshman one. While Trinity College is an organization independent of the university, yet it naturally looks to the university for encouragement, direction, and instruction. The Sisters of Notre Dame are prepared to give all the regular instruction in the different class work of the college, and great hopes have been formed of the success which will attend their efforts.

"The solemn dedication of the college took place St. Cecilia Day, November 22. His Eminence Cardinal Gibbons blessed the college building at 9.45 a. m. His Excellency Archbishop Martinelli sang the pontifical mass, and during the mass Right Rev. Mgr. Thomas J. Conaty, D. D., preached the sermon. In the afternoon the ladies' auxiliary board held a reception in the new buildings."

have obligations to education, and these obligations fall upon the mother as well as on the father. She owes to education the union of her intellectual and moral life, that she may do her whole duty to childhood. Intellectual culture, conducted on right lines, should not lead to the neglect of practical duties, but should aid to better improvement of them. Intelligence and piety lead to true culture; they lead to good judgment, strong virtue, true happiness. As Fénelon says: "A judicious woman, pious and earnest, is the soul of a great house. No public man can reach to effective good so well as the man who has the aid of a good woman. The world is not a phantom; it is a gathering of families; and is not intelligence needed in that one in whose care are placed the destinies of the homes of the land?" Woman should have the best there is in education that she may fulfill her duty to the home and to society. Educated intelligence is not alone for the woman of leisure, nor for the higher grades of society, but for all according to their opportunities and the sphere of intelligence in which God has placed them. Who will question the advantages which the college offers to women. Knowledge rather than ignorance is the guardian of piety and home training. The broadening of life, the clearer perception of the relations of things, the more intelligent knowledge of religion, the more general insight into the history of nations, the close familiarity with the cultured minds of antiquity, the sound philosophy which leads to God, the discipline of mind and body tending to develop the will according to the laws of God—all these produce the trained, cultured woman, who, as daughter, sister, wife, mother, is intelligent, companionable, and competent to direct and lead in home education; the woman of intellect and piety, who is trained to see that the study of nature does not obscure the vision of God, but rather reveals the footprints of a great Creator whose loves and laws are fully made known by the revealed word. The college woman, the Catholic college-bred woman, must be a force for truth and life and light. She must be an influence for virtue in all spheres of endeavor. While keeping pace with the demands of an intellectual womanhood, she should be trained according to the principles of a philosophy which believes in God, and a psychology which builds itself upon belief in an immortal soul. We need women of culture, but in them should be found the goodness which comes from practical virtue.

We need cultured women, but women whose culture is built upon and permeated with religion, and finds its fragrance in virtue. Religion is the soul of all true culture, illumines and ennobles natural refinement and advanced scholarship, infusing into both the sap of supernatural life which makes our lives like unto God. My thought on this occasion is not so much to discuss woman's education, nor even what woman in general has on her part done for education; I wish rather for the present to limit the scope of these questions, so as to consider what the Catholic Church has done for the higher education of women and what Catholic women themselves have done for education.

Our study is a purely scholastic one and limits itself to that phase of woman's power which manifests itself in instruction, either as teacher or pupil. The Old Testament loves to dwell upon the names of women prominent in the instruction of the people—Anna, the mother of Samuel, and Miriam, the sister of Moses; Judith at Bethulia, Esther at the court of Assuerus; Ruth in the fields, and the mother of the Maccabees at the altar of martyrdom. These are a few of the great characters which influenced the Jewish people. The deeds of three of them were of sufficient glory to merit a record in special books of the Testament. In the Christian dispensation Anna taught Mary the law, and Mary unfolded to the youthful Savior the lessons of religion. Anna the Prophetess foretold His greatness, and Elizabeth prepared the Baptist for his life work. St. Paul constantly refers to the women associated with him in apostolic work. He reminds us that St. Timothy, his disciple, learned the Scriptures from his grandmother Lois and his mother Eunice. Priscilla, with her husband, Aquila, accompanied St. Paul to Ephesus, and "there found Apollo, an

eloquent and fervent man, and expounded to him the way of the Lord most diligently." St. John wrote his Second Epistle to Electa, a lady eminent for piety and charity.

The first centuries of the church are full of examples of noble women recognized as a force in instruction. St. Methodius, in his Banquet of the Ten Virgins, records an old tradition that the famous St. Thecla, a disciple of St. Paul, was skilled in secular philosophy and in polite literature. One of the famous paintings in the Munich gallery commemorates the preaching of the faith in Alexandria by St. Apollonia. A woman, St. Catherine, of Alexandria, has long been revered as the patroness of Christian philosophers, and many significant legends have grown up about her name. Another ancient legend says that St. Barbara was instructed by the great Origen. As a matter of fact, two of the most illustrious Greek fathers, St. Basil and St. Gregory, of Nyssa, were instructed by their sister, St. Macrina. In the legends of the Christian physicians Cosmos and Demian they are said to have been educated by a woman, Theodora. St. Fulgentius, an African father, tells us that he was educated by his mother, who made him learn Homer and Menander by heart before he studied his Latin rudiments. St. Paula inspired St. Jerome to write his most important works; she was as well acquainted, he said, with Hebrew as with Latin and Greek. In letters written by him on the education of St. Paula's daughter we may see the estimate placed by St. Jerome on the higher theological education of women. "When old enough let her read the works of St. Cyprian, the epistles of St. Athanasius, and the writings of St. Hilary." One can readily imagine what study this demanded. He said that he would be more honored by teaching the spouse of Christ than the philosopher Aristotle in being preceptor to the Macedonian king. St. Marcella, whom St. Jerome calls the greatest glory of the city of Rome, was often consulted by bishops and priests on biblical questions, after St. Jerome, who had taught her, had left Rome. Paula, Laeta, Fabiola, Marcella, all Roman ladies, were students of Scripture in St. Jerome's school. St. Melania was of great assistance to St. Augustine in his struggles with the Pelagians and the Nestorians, entering often into open controversy with them. St. Eustochium, according to St. Jerome, wrote and spoke Hebrew without any adulteration of Latin. Much might be said of the women who were in constant correspondence with St. Ambrose, St. Augustine, and St. Fulgentius, both with regard to the programme of studies, as also to the system of studies. Valeria, Proba, Eudoxia, and Paula are names of Christian women associated with the establishment of educational systems for the training of young women. These are a few of the many facts which have come down to us from the Græco-Roman period of Christianity.

Volumes have been written upon the work of female monasteries in the history of mediæval education. The monasteries and convents which sprang up throughout Europe following the development of Christianity, were usually nurseries of learning. Intellectual activity was often the test of a convent. St. Brigid, at Kildare, in Ireland; Hilda, at Whitby, in England; Ebba, at Coldingham; Lioba, with Boniface, in Germany; Gertrude, at Nivelles, in Brabant, were the originators of great centers of knowledge which aided in keeping alive portions of the ancient learning and culture which otherwise would have surely perished. Mabillon recognizes that one of the glories of the Benedictine order was the learning of its nuns, and he recalls the names of learned religious women in the monasteries, which then took on, in a way, the functions of normal schools. He adds that there was often emulation for study between the monks and the nuns. St. Hildegard of Bingen, known as the Sibyl of the Rhine, wrote curious miscellaneous treatises, anticipating, it is said, some truths of modern science. St. Gertrude, in the time of Dagobert, learned the Holy Scriptures by heart and translated them from the Greek. She sent to Ireland for masters to teach music, poetry, and Greek to the cloistered nuns at Nivelles. Montalembert tells us that literary studies were cultivated in the monasteries for women in England during the seventh and eighth centuries, perhaps with more enthusiasm than in the communities

of men. The Fathers of the Church, Latin, Greek, poetry, and grammar were in the schedule of studies, while many were devoted to the study of the Pentateuch, the Prophets, and the New Testament.

Hrotswitha, a Saxon nun of Gandersheim, poet, dramatist, and historian, wrote Latin poems and stanzas, "which prove," says Bishop Spalding, "that in the institutes of learning of that day classical literature was extensively and successfully cultivated by women as well as men." Hrotswitha gave the greatest reputation to Gandersheim, and her literary work has of late become the object of admiration among critics, as she by her dramas is thought to furnish the link between the comedies of classic times and the miracle plays of the Middle Ages. In this convent of Gandersheim the course of studies included Latin, Greek, the philosophy of Aristotle, and the liberal arts. In the twelfth century the Abbess Herrade wrote an encyclopedia which contained, says Dupanloup, all the sciences known in her day. St. Catherine of Sienna was privileged to address the Sacred College of Cardinals, and Padre Ventura says: "This showed the power of eloquence and depth of wisdom of this young Christian heroine." Ozanam writes of her: "She shares the glory of the great writers." St. Teresa wielded as strong a pen as any writer in Spain. Quedlinburg, in Germany, like Gandersheim, attained to a high standard of education. Both were called colleges, because they were centers of learning and teaching bodies. Religious and classical writers were studied, and even law was taught.

St. Elizabeth of Schönau, an adviser of Emperor and Pope, was a Benedictine nun in the monastery of Schönau in the twelfth century. The Abbess Gertrude, known as St. Gertrude the Great, in her convent at Helfta, Germany, in the thirteenth century, was one of the great mystics, and she maintained that the girls should be instructed in the liberal arts, for she said that if the pursuit of knowledge were to perish they would no longer be able to understand Holy Writ, and religion, together with devotion, would disappear.

The Catholic nun as an educational force is not a result of modern civilization, nor of modern educational demands; she is rather one of the forces which have made modern civilization possible, as she is also one of the sources of strength and grace working for the salvation of modern society. She has what Fénelon calls "that divinest characteristic of love, the forgetfulness of self, which spends itself without measure and gives itself without reserve." "Si vis amari, ama"—love is only won by love.

But it was not in the convents only that the intellectual work of women in the Church found expression. Learned women are frequently met with in the ranks of public life, among royal families, and in the quiet of the home circle. Editha, the wife of Edward the Confessor, taught grammar and logic. Queen Matilda, daughter of Margaret of Scotland, in her correspondence with St. Anselm showed wonderful knowledge of Latin and an acquaintance with Cicero and Quintilian, with St. Jerome and St. Gregory. Queen Radegonde, wife of King Clotaire I, was learned in Latin, Greek, and the Fathers, and established at Portiers the first great Christian school for women. She engaged Venantius Fortunatus, the last of the classical Latin poets, to train the nuns. Queen Mathilde, wife of Clovis II, was zealous for science and religion, and established a monastery at Corbie, in France, which became famous because of its able masters. In Italy of the fifteenth and sixteenth centuries women held a high place in culture. Vittoria Colonna, for example, was a woman of broad culture, whose poetical gifts entitle her to high rank in the literary world. The daughters of Sir Thomas More, in England, and Anna Binns, in Flanders, are a few of the many women who in their day attained intellectual greatness. Anne of France, Blanche of Castile, Isabella of Castile, Elizabeth of Hungary, Margaret of Scotland, and many other royal personages might be cited to show the anxiety for higher education which was often rewarded by great literary excellence. It is well to bear in mind that

among Catholic women this desire for education was at a time when war and rapine and worldly ambitions were more usual than concern for intellectual development.

If we cast a glance at the history of universities we will find Catholic women associated with them, not merely as students but as teachers. The *Chronicles of Richard of Poitiers*, speaking of Manegoldus, remarks that his wife and daughters were highly educated and taught sacred Scripture at the school of Salerno. The seventeenth and eighteenth centuries have some remarkable illustrations of the position held by women in university life in Bologna, Padua, and Pavia, world-famed universities of the church. Among the teachers of Bologna we find the names of Prospera de Rossi, who taught Scripture; Marietta Tintoretto, daughter of the first Tintoretto, who taught painting; Elizabeth Serani, a famous painter, who taught painting; Novello d'Andrea, who took her father's place in class and taught canon law for ten years; Anna Manzolina was professor of anatomy; a woman succeeded Mezzoranti, at Bologna, as teacher of Greek. Statues are erected to two women who taught botany in Bologna and Genoa. Maria Amoretti taught at Pavia. One of the famous teachers of the University of Padua was Helen Cornelia Biscopio, who proved herself worthy of the title of doctor of philosophy, which she received publicly in the Cathedral of Padua in 1678. Maria Agnesi, of Milan, who has given her name to the mathematical curve known as the witch of Agnesi, was elected to the Bologna Academy of Sciences; Pope Benedict XIV declared that she was without question among the very first professors of analytics. The Pope, in 1750, named her professor of mathematics at the University of Bologna, and when she demurred he assured her that Bologna had often heard, in its chairs, persons of her sex. Mlle. Legardiere wrote a work which Guizot says is the most instructive now extant on ancient French law. Plautilla Brizio, a woman architect, built the chapel of St. Benedict in Rome. In the eighteenth century women took degrees in jurisprudence and philosophy in the papal universities. Laura Bassi received the doctor's degree at Bologna and was appointed professor in the philosophical college, where for twenty-eight years she delivered public lectures on experimental philosophy, until her death, in 1778. Vittoria Dolphina, Christina Roccatti, Veronica Cambera, and Tarquinia Molza are a few of the many women honored by university degrees.

These are but a few names selected at random from the long list of noted women whose learning was equaled by their sanctity of life, and whose inspiration was in their Catholic faith. The story is interesting when we consider some of the deeds of women in the encouragement given to education by their interest and generosity. St. Elizabeth, of Portugal, induced her husband to found a university at Coimbra. The first regular professorship at Cambridge, the chair of divinity, was founded in 1502 by Lady Margaret, Countess of Richmond, mother of Henry VII, and of the Tudor line. She founded St. John's College, and also Christ's College. Pembroke College was endowed in the fourteenth century by the widow of the Earl of Pembroke. Clare College was endowed and named by the Countess of Clare in 1338. Queen's College was founded in 1448 by Margaret of Anjou, Queen of Henry VI, who had founded King's College in 1441. Elizabeth Woodville, Queen of Edward IV, and a friend of Margaret, completed her work. Under the patronage and inspiration of the German princess Matilda, daughter of Crown Palatine Louis III, the University of Freiburg, in Breslau, was founded by her husband, Albert of Austria, and that of Tübingen by her son, Eberhard von Wirtemberg. Apropos of those deeds of generosity, it may not be amiss to recall that the first founder of the Catholic University of America, and the donor of Caldwell Hall, was Mary Gwendolin Caldwell, whose magnificent gift made the University possible. Trinity College is a monument to the generous deeds of the noble-hearted Catholic women of America.

For fifteen centuries, therefore, we find a glorious record of Catholic women in education. It is true that most of it has gone unrecorded. The world will never know how beneficent has been the simple, self-forgetful service of consecrated lives

to the glory of God and the salvation of souls. Yet their works speak louder than words. We must not forget, moreover, the social and economic conditions which often precluded the possibility of a more general education of woman in the last few centuries.

I pass on to another interesting phase of this history of female education. It is impossible at this moment to more than refer to the establishment of those religious institutes of women, which for two centuries have taken so great a part in the education of women. When the times demanded a more widespread education of the people, the Catholic Church gave inspiration and encouragement to Catholic women to aid in its revival and general diffusion.

The student of education and educational methods will find abundant food for study in the annals that tell the history of the founders of those great religious institutes for women which have sent forth into the educational life of the Church consecrated virgins whose one ideal is Christ, and whose one aim in education is to make Christ rule in the mind and in the heart of the people. As we know them in our own American life we see Dominicans and Franciscans, Benedictines and Augustinians, Ursulines, Celestines, and Visitandines, and Sisters of Charity, Sisters of St. Joseph, and Sisters of St. Anne, Sisters of the Holy Childhood, the School Sisters of Notre Dame and of the Sacred Hearts of Jesus and Mary, the Ladies of the Sacred Heart, Sisters of Mercy and Loretines, of the Presentation and of Providence, of the Holy Cross and the Assumption, the Grey Nuns, and the Sisters of Notre Dame of Namur. Their name is legion and their work is known best by the God whom they reverently serve. A Catherine of Sienna, a Gertrude, an Angela Merici, a Jeanne Francis de Chantal, a Madame Barat, a Mother Seton, a Mother McAuley, a Madame Le Gras, a Nano Nagle, a Mother Clark, a Mother Ross, a Mother Angela, a Mother Lalor, a Sœur Bourgeois, a Mary Hatlahan, a Mary Aikenhead, a Julie Billiart—these are a few names of noble women, full of faith and character, who have done wonders in the work of Christian education among Catholic women. From their history may be seen not only the desire for intellectual culture among Catholic women of the highest sanctity, but also the Church appears encouraging and rewarding them with most distinguished honors.

The Church in this country at this moment is rejoicing with the daughters of Madame Barat, who are thanking God for the Institute of the Sacred Heart, founded by her a hundred years ago for the education of women. It is not a mere coincidence that, at the same time, the Sisters of Notre Dame crown their work in the education of girls by the dedication of Trinity College. Madame Barat, of the Sacred Heart, and Sister Julie Billiart, of Notre Dame, were intimate friends, began their religious work together, and remained united in the bonds of Christian charity, seeking the glory of God in the education of women.

It is indeed refreshing to see Trinity College, for women, rise side by side with our great university in the very capital of our nation to assert before the whole world that true education, true learning, true development is the one which leads to a better knowledge of God, and that Christian womanliness and Christian scholarship may go hand in hand to make the cultured Christian woman the glory of the church and the salvation of the state. A hundred years ago in this capital of our nation the Nuns of the Visitation laid the foundation of the first great Catholic academic establishment in this country. It is a story of courage which deserves well of all lovers of education. The disadvantages under which the great body of Catholics in America has labored during the last hundred years has made the century one of mission work, of church and school building. Academies for girls, colleges for men, crowned by the university, have come as latter-day development. Now dawns the day when our Catholic women seek for post-academic instruction, and Trinity answers the demand. Notre Dame crowns her work of sixty years in America by this beautiful and classical college.

The Church has always favored education. It has always been the nursing mother of scholars. While it has had positive views as to woman's place in life, it has never barred the doors to the highest intellectual development of women. The Church recognizes that the world needs the Christian woman of faith and virtue, the well-equipped companion of man, the intelligent guardian of home—the woman intellectual, refined, scholarly, and withal filled with reverence for God, expressing herself in a life of virtue and beneficence. Such a woman is, indeed, the sweetest of all human loves and the proudest boast of humanity.

In the midst of these solemn ceremonies our thoughts naturally turn to that good and great woman to whom, in common with many others, God in His providence gave a special mission for the education of Catholic girls. Candlemas Day, 1804, was fraught with great blessings for educational work when Julie Billiard and her two companions in the chapel of the Rue Neuve, Amiens, made their vows of charity and devotion to the Christian education of girls at the mass said by Father Varin. Three years later, on another Candlemas Day, they assumed the name of Sisters of Notre Dame. Subsequent vows of poverty and obedience were made by them, and their providential work in education began. France, Belgium, England, Scotland, the Kongo, and the United States were destined to reap the benefits of their devotion to education. Namur, in Belgium, became their mother house, whence issued heroic bands of devoted teachers to build training colleges for teachers at Mount Pleasant, in Liverpool, and Dowan Hill, in Glasgow, the mother house at Cincinnati, and the normal college at Waltham, in Massachusetts. Julie Billiard passed to her reward in 1817, but the impress of her character was left upon the Sisterhood of Notre Dame. The institute founded by her, like all institutions devoted to education under the guidance of the Catholic Church, believes that God is the Alpha and Omega of all education, as He is the beginning and end of all things. There is no avenue of human intelligence at the end of which God does not appear as the Sun, illumining every foot of the way.

Duty and morality are the two great thoughts which confront life; but these thoughts demand God, for His gospel is the only lasting force that determines and makes morality. There is but one true morality and that is the morality of Jesus Christ. There can be no true education unless it be permeated with His spirit. In the Christian idea the school is but an aid to the Church in the development of the character which makes the good citizen. The same principle which underlies the Church underlies the school, and that is the development of the kingdom of God in the lives and hearts of men. This is as necessary for the twentieth as for the first century. It is an essential principle in Christian education, and we are Christians. Agnostic scholarship or agnostic ideals will not satisfy us. This principle influenced St. Mark's School at Alexandria; it inspired St. Augustine and St. Thomas Aquinas; it inflamed Brigid at Kildare, Hilda at Whitby, Gertrude at Neville, and Hrotswitha at Gandersheim. It gave its profound power to the love for learning in the monastic system and developed the great medieval universities. It is the corner stone of that mighty army of religious institutes which have sent teachers into every land to train minds and hearts in the wisdom of God's knowledge and the sweetness of God's love. It led Julie Billiard to teach the catechism at Cuvilly; it vivifies and brightens the work of the 1,200 Sisters of Notre Dame in America in their parochial and academic work, as it ennobles the work of their sister institutes throughout the world. The kingdom of God in the hearts and minds of women is the cry that has spurred our own beloved Sister Julie and her faithful nuns in crowning a lifetime of devotion to the education of girls by the establishment of Trinity College for women.

In this holy year, with the blessings of the illustrious Leo XIII, on the threshold of the twentieth century, Trinity enters upon its life work, determined to follow the word of our great pontiff and be a leader and not a follower in education. The Catholic womanhood of America is proud of this day and hopeful of the years to come.

To the Sisters of Notre Dame, in the joy of the dedication of Trinity, we offer sincere congratulations. We can not avoid the feeling that to them may be said the words of the gospel, "Well done, good and faithful servants; because you have been faithful over a few things I have placed you over many." Faithful you have been to the Catholic girl in the school and academy, faithful you will be to the Catholic women in collegiate development. Twenty-five years of my priestly life have been spent in close contact with your educational life, and in justice I am forced to say that you have never attempted what you could not do, and what you have done has been done thoroughly. To the pioneer women of Trinity, who have come from academic schools to enter upon their collegiate work, we say, Have confidence, loyalty, and courage. On you Trinity looks with anxious care. You are Trinity's first children, and will be one day its pride. To the ladies' auxiliary board, who have so nobly seconded the work which has made Trinity a fact, the highest praise is due. To Trinity the university gives greetings as to a younger sister. It bids her enter upon the work, trusting in God for the blessings that will bring success. "Vivat, floreat, crescat." May it live, grow, and flourish with the life of faith until, as under a mighty tree, thousands shall gather beneath its branches seeking for knowledge. In comeliness and beauty may she proceed prosperously and reign! Within her walls truth, meekness, and justice will rule; a genuine righteousness will lead her into these wonderful realms of knowledge where God dwells. The home of wisdom, the pride of our Church, and the honor of our country, Trinity College will stand as a bulwark of religion and morality, the nourishing mother of true Christian womanhood.

LOUISIANA.

WILLIAM PRESTON JOHNSTON.

Extracts from a character sketch prepared for the class of 1852 in Yale University, by Rev. Jacob Cooper.

* * * William Preston Johnston was born January 5, 1831, at Louisville, Ky. He was the son of Col. Albert Sidney Johnston of the United States Army, afterwards general in the Confederate forces, and Henrietta Preston, daughter of Gen. William Preston. His father was at that time in active service in the Regular Army, and as such liable to constant removals through the exigencies of his military life. His mother died when he was 4 years old. With the exception of this time, his childhood and youth were passed under the care of his maternal relatives; first, with his aunt, Mrs. Rogers, and afterwards with his uncle, Gen. William Preston. He attended the schools of Louisville; the Academy of S. V. Womack, at Shelbyville, Ky.; the Western Military Academy, at Georgetown, Ky., and, for about a year, Centre College, at Danville. * * *

During this period—that is, until he was 20—he made many changes, and seems to have had little, if any, real home life. The loss of his mother when he was at a tender age, and the consequent lack of home influence—since his father's army service precluded a settled household—was a sad experience to a man of his intense family affection. But this strong characteristic was manifested despite his unsettled home, and remained one of his marked traits through life. And his educational course was during this period equally unsettled. But he had a substratum of character strong enough to retain its individuality amid so many vicissitudes—nay, rather, in his case, this seeming irregularity proved to be the proper educational process for a thoroughly diversified discipline to fit him for his future work. For thus he gained power by every kind of experience, so as to be able to impress every sort of men to work submissively under his guidance.

This unsettled course of training, which he had the assimilative force to make a

factor of strength rather than, as with weaker characters, a dissipation of native energy, came to an end when he entered the junior class at Yale, late in the winter of 1850. Here he found a system of education the most steady and conservative in the whole country, presided over by a man who possessed the very highest scholarship, and was at the same time an executive the most energetic, pushing, and progressive. Yale was then a college where all that was best in the way of high scholarship, permeated with Puritanic severity of discipline and orthodoxy of religious faith, was working out its fairest results. This, moreover, was the time when the old college curriculum, with its fixed routine of studies, was yielding to the demands of the elective system, and thus expanding to give entrance to the real university. The influences of this transition period at Yale wrought powerfully on Mr. Johnston and others associated with him in study, who were destined to effect the most far-reaching influence in the university systems of our country. * * *

Mr. Johnston joined a class which contained many men of marked intellectual force and executive ability, such as Crapo, Gilman, McCormick, not to mention others. There were many who had had the careful training of the best New England preparatory schools, and by their two years of college work together had acquired a class spirit and unity of action which was of a permanent type, and to which those who entered, as he did, upon advanced standing, were compelled in some degree to conform. But he had enough of the personal equation to assimilate what was good, and resist whatever could give a wrong trend to one who sought only that which is best in everything. He found at Yale a rigid discipline, administered by an unbending will in President Woolsey, a man who had so much goodness and wisdom that his course of action, if inflexible, was nearly, if not always, right. And the impress which this prince among educators left on his pupils was not lost on Mr. Johnston, and was a new factor in his preparation for his life work. * * *

Mr. Johnston's course was marked from the start. When students join an advanced class in an institution where the requirements are rigorous, the newcomer is likely to be somewhat hampered by an inadequate, or at least unequal, preparation. Though this was his case, he quickly rose superior to all handicaps. His power as a writer was assured at once, and was maintained with increased reputation until the end, as shown by prizes for writing and speaking. There was an inimitable grace and smoothness, embodying at the same time clearness, of diction, which could not be misunderstood, and a vigor in style which forestalled opposition. His scholarship, which had been somewhat inaccurate, owing to his frequent change of schools, now became more thorough under such sticklers for accuracy as Woolsey, Thatcher, and Hadley; and his range of study, which had already been wide, was much extended during his residence at Yale. While he was not a hard reader, a pole, to use the college slang, he did what is far better; he mastered the spirit of the authors he studied, making their thoughts his own and assimilating their substance, to be digested by his native powers. * * * Despite the considerable time spent by Mr. Johnston in social life and his somewhat desultory preparation, he was able to master all his college work with gratifying success, for he won a high grade among his many able and ambitious competitors—as high a grade as was permitted by the strict usages of Yale in the case of those who enter as late as the middle of junior year. * * *

Mr. Johnston left college with the reputation of a highly talented and cultured man, of whom the world was soon to hear a good account. Immediately after graduation he began the study of law at Louisville, Ky., which was his home more than any other place, and where he proposed to fix his residence for the future. In less than a year after his graduation at Yale—that is, from the end of July, 1852, to the end of March, 1853, which time he devoted to professional study—he was graduated from the law school of Louisville University and admitted to the bar. At once he began the practice of this profession, for which he had a manifest adaptation. His

mind was eminently judicial. Calm, self-possessed, of clear judgment and native eloquence, he had all the qualities fitting a man for success as an attorney, a counsellor, or a judge. He was a graceful and fluent speaker, and his transparent honesty carried conviction to the mind of judge and jury alike; hence the fact of his being retained in a case went far toward securing a decision in his favor. His large and influential connection in Kentucky, and, we may say, in all the South, secured for him a clientage; and, this being backed up by elegant culture, he had every encouragement in his chosen work. A career of the most honorable sort was inviting him to enter in and occupy. Either legal practice, politics, or the bench offered him assured success. He did not cease to study law when admitted to the bar. And this certainly was necessary, if he expected to master the wide field before him, for his professional novitiate had been very short—too short, we think, for his best interests; certainly too brief for those less gifted than himself. But such was the usage at this time in Kentucky and most of the Southwestern States. A student could gallop through Blackstone, glance at Kent's Commentaries, put a half dozen State codes on his shelves, and go to pettifogging—if any client would hazard a case in his hands. But Mr. Johnston was wise enough to know that he had but just begun the study of a profession which demanded patient industry continued through a lifetime, and acted accordingly. * * *

Mr. Johnston remained at Louisville from 1852 till 1861, with frequent business visits of greater or less length to New York City, where the legal interests as well as the commerce of our nation centers. No doubt, had the country remained at peace, he would have gravitated to this city, unless he had been elevated to the bench, for which he had the requisites in an eminent degree.

But the mutterings of sectional discord were increasing in intensity, presaging the earthquake which must come to spend the forces which had been gathering since the Union was formed. For there was a disturbing element which could not be quieted, nor allow the different sections to be at peace. * * * Mr. Johnston, who had interests and affiliations of blood both North and South, deemed it his duty to ally his fortunes with that section where he was born and had lived. Though the reasons and motives which led to this step were never discussed between us—no doubt from a mutual desire to avoid a possible breach—still we feel assured that he did not take this momentous step without a careful consideration, and a conscientious regard for duty owed to God and man. One thing we do know, that after his dread appeal to the arbitrament of the sword had been taken, and the case was decided adversely to his views, he accepted the situation with frank and full acquiescence, and became once more, in heart and action, a citizen of the reunited, the whole, country.

Amid the wreckage caused by the civil war to the South, Colonel Johnston fell, but he lit on his feet. He had lost his property, his business, his health, and his bodily constitution. He had lost everything but his integrity, his courage, and his friends. He secured, through one of his classmates of influence at Washington, much legal work there; and his clients at Louisville had not forgotten him. His prospects were of the best for securing a lucrative legal practice, but his health could not endure the strain which comes upon a successful lawyer. Hence, when his friend, Gen. Robert E. Lee, became president of Washington and Lee University, and urged him to join the work of building up that institution, the real trend of his character asserted itself. He now accepted the chair of history and English literature, for which he was, both by culture and inclination, preeminently fitted. He went to Lexington, Va., in 1867, and this brings us to the third period, that of his grand life work, for which all his previous studies and experiences were simply preparatory. * * *

Mr. Johnston had already gathered around himself elements of strength which made him a leading factor in the education of our whole country. The best things were not only hoped, but confidently expected of him. He was known, loved, and

honored, was welcomed wherever he went, with as much heartiness in the North, against which he had fought, as in the South, for which he had jeopardized his life and lost all that a noble man could lose. At this time Mr. Paul Tulane (whose name will stand out forever in the brilliant galaxy which includes Yale, Harvard, Dartmouth, Brown, Rutgers, Cornell, Johns Hopkins, Rockefeller, Stanford, . . . ") was meditating the founding of a great university in the extreme South. He chose as the proper locality the commercial capital of the South, where he had made his fortune; a place near the mouth of the greatest river system in the world, and in the midst of a country whose fertility exceeds that of the delta of Egypt. His selection of locality was preeminently wise, characteristic of the singularly cool and clear judgment for which this merchant prince was noted. He foresaw that New Orleans would more and more give direction to the movements of education for the whole of the Gulf States, which contain greater possibilities in the way of undeveloped wealth than any other equal area in the world. Besides, this city, as the educational center for this section, as it has always been that of commerce, would be sought by students from Mexico, Central and South America, with the West Indies, because of its cosmopolitan population and interests. But Mr. Tulane was wise, not only in the location of his projected university, but equally so in the selection of a man to organize the splendid foundation made possible by his munificence. After careful reflection upon many possible administrators of his bounty, he settled upon Mr. Johnston, whom he knew already, and who was strongly indorsed by the board he had named as the one who combined all the requisites for the organizer of a literary institution of the first order. He had already, in 1880, become president of the Louisiana State Agricultural and Mechanical College, at Baton Rouge, which was doing a good work, though within narrow limits, but now, through his wise management, was coming forward rapidly in importance, when Mr. Tulane's gift for the establishment of a university was received in 1883. Then the institution at Baton Rouge and the old State university at New Orleans were incorporated together. Out of these different elements, united with Mr. Tulane's foundation, an entirely new organization was perfected, so different in methods and so much wider in scope that it must be considered a wholly different enterprise. For it had all the features of an original plan, and was henceforth to take on such a form as the genius of a president chose to give it.

Mr. Johnston was now 52 years old, in the full vigor of his intellect, and with a more varied experience, we dare say, than could be found in any other citizen of our country. He had been tried in many forms of administrative activity, legal, military, educational. He knew, from much service, both to command and to obey, to lead and to follow, to plan and to execute. His reputation for literature, for teaching, for delicate administration, was as marked as were his characteristics for dignity, grace, intellectual force, and unselfishness. His information on every subject of culture was truly encyclopedic and could not fail of being known wherever he might be. * * *

He now appears in a new rôle, that of the founder and organizer of a great university. Here all the qualities of his philanthropic, executive, mental, and moral nature are brought into requisition. His work required more wisdom than the mere art of founding. But his exquisite tact and calmness of judgment were fully equal to the duties demanded of him, not only in disarming opposition, but also in winning the cordial support of those interests which were to be merged into the new enterprise. These qualities being recognized by Mr. Tulane, and his judgment in all matters pertaining to his work being approved by the administrative board, he was invested by the donor with plenary powers in the management of his munificent gift. Hence President Johnston was in reality, as well as in name, the creator of Tulane University. Here his real life work began in earnest; and this institution is the monument which will remain, no doubt, for all time as the tangible expression

of his genius and labors. Henceforth Mr. Johnston lived, wrought, prayed, and suffered for Tulane. But it must not be understood that he took any less interest in the general work of education, for he was constantly engaged in writing, in lecturing, and participating in all sorts of movements for the advancement of culture. As a regent of the Smithsonian Institute he was brought in touch with and helped to direct the most important forces at work in behalf of the higher education. The Sophia Newcomb College for Women, which is, popularly speaking, a female annex of Tulane, owes to him its foundation and assured success. From Mr. Johnston's wide relationships by blood, and his knowledge of all the leading factors in the movements of philanthropy and culture North and South, he was peculiarly fitted for advancing both male and female education. He thoroughly understood the wants of his twin institutions, because of his wide and hearty sympathy with their patrons, and knew where to apply for assistance. He was in close touch with the leading men of New Orleans, such as Dr. Palmer, T. G. Richardson, Senator Gibson, a near relative of his own, Judge Fenner, Justice White, and James McConnell, and could count on their energetic aid and wise judgment in carrying out his cherished purposes. Moreover, such was his hold upon the general community, growing out of his transparent honesty, singleness of purpose, and unselfishness, that he could count on the full cooperation of the State authorities, no matter which political party might be in the ascendancy. For his reputation for integrity and clearness of judgment on all matters which claimed his attention were so well established that, no matter what might be the ill temper growing out of political excitement, he could carry a measure through any deliberative body, provided he was permitted to engineer it alone. For all who heard a statement and knew the man who made it were impressed with his thoroughgoing honesty and convinced by the lucid arguments with which he advocated a measure. Thus he had practically *carte blanche* for the realizing of his views in founding Tulane, so that this university is perhaps more emphatically his exclusive creation than any other of our numerous colleges and universities are of those great organizers whose names they bear.

Hence it was felt by all who knew the real facts involved that Mr. Johnston's life was a necessity to Tulane during its formative period. And therefore the uncertain tenure by which he held to life, and the extreme weakness from which he suffered, kept his intimate friends in constant anxiety. To say that he lived for fifteen years by force of will alone may seem extravagant to those who did not know his actual condition. Yet to such as witnessed the struggles through which his weak frame carried the burden of each university term this will be recognized as a true statement. He was never free from pain a single hour during that long period. * * *

The cares and labors of Mr. Johnston after he went to New Orleans were incessant. Not merely the organization of the complicated scheme of a university in all its far-reaching and constantly expanding activities, but the details of the daily routine must be carefully scrutinized. The letter of inquiry from anxious parents; the cases of discipline which must arise in any literary institution; the selection of a corps of professors; the supervision and friendly advice in the case of those called from abroad and who were strange to the *genius loci*—for each university has its own usages, and each community where one is located its peculiar temper and traditions—to give quiet suggestions to young and inexperienced instructors, all these things constitute a weight of labor and harassing details, enough for the strongest and most elastic physique. How he did all this is certainly marvelous. For he attended to the minutest details belonging to his office himself. He had, it is true, the good sense to enlist a large body of able colleagues to carry out his views. All great organizers have this distinctive faculty of working through other minds and of so impressing their own lines of policy upon those with whom they cooperate that the force of the driving wheel is distributed so appropriately that each cog and shaft seems to be acting by its individual behest. But though not present and seemingly not

interfering, yet in reality the head examined every item of detail and weighed its ultimate effects on the whole system. * * *

Thus it continued with him from the time of his dreadful sickness in 1862 till his death; but more especially during the twenty years preceding that event. For a stranger, to meet with him casually, and particularly if this occurred during one of his paroxysms of coughing, would think that that weak and tired frame would soon rest in its long sleep, instead of being the guiding power in founding a great university and identified in an efficacious way with nearly every interest dear to Christian culture.

During his last year at Tulane (1898-99) he grew much weaker even than he had been previously. Such was now his prostration that he was compelled to remain in bed nearly all of this time. But he did not cease to work. From that couch of pain still issued directions for the management of Tulane, and wise directions in regard to each of the numerous interests with which he was identified, besides long autograph letters to friends who had no other claim on his attention than that they loved him. He struggled through the year, presided at the commencement exercises in June, concluded his work in all departments, for this which was to be his last year, in his usual methodical manner. Then he set out for a retreat from the oppressing climate of New Orleans in summer, came North to visit his daughter in Pennsylvania, where he hoped by the high altitude and bracing air to recuperate, as he had often done before. But this time the hoped-for relief did not come. He grew still weaker, and with difficulty was removed to his beloved Lexington, Va., where he had spent so many happy years amid the exquisite scenery of this charming spot. He came to the home of another daughter, and for a short time seemed stronger. He was uncomplaining, cheerful, and even witty, as was his wont. The end came without premonition to himself or to those who watched beside his bed; and in the early morning of July 16, as the sun was peeping over the mountains and flooding the valley with light, he ceased to suffer. * * *

Mr. Johnston was so thoroughly honest, so wholly free from crooked ways, that whatever he undertook secured favor from those who did not take the pains to investigate his methods, or had not the ability to comprehend them. In this way a noble character lays all men under contribution. It utilizes the forces of ignorant though strong characters, and enlists the cooperation of those who are bad at heart, but who wish the reputation for integrity to effect ulterior aims. The good are willing to follow a leader who always strives to do right, and the bad are shamed into acquiescence by the force of public opinion; and thus a noble character draws all influences into the wake of its pilotage.

A second factor of his influence was his courtesy in speech and action. This indeed seemed native, springing from the goodness and elevation of his heart. He was popular in every age and position during life. In truth his character did not seem to be affected by considerations of time or place. He had the vivacity of youth and the wisdom of age at every period. This made him a favorite with young people, over whom he exercised a perfect witchery, without effort and, of course, unstudied. In his student days he was admired and loved by the humblest as warmly as by his own special coterie. This irresistible attractiveness was conspicuous in his management of students both at Lexington and New Orleans. A notable example was when there was a formidable rebellion at Tulane, which, for a time, threatened peril to the whole institution. But he met the angry and desperate body of rebels with no sign of trepidation, and by a few firm but gentle words calmed all into cheerful obedience. He was not afraid of discipline, and those young men who were incorrigible—fortunately very few in any of our literary institutions—were dealt with summarily. For any good officer of the law knows that punishment, in order to effect its best results, must be summary in its execution and thorough in its reach. But sympathy with young men and whole-hearted devotion to their welfare prove such a potent factor in their control that punishment is rarely necessary. * * *

MASSACHUSETTS.

THE EDUCATED MAN AND THE STATE.

By HENRY SMITH PRITCHETT.¹

I should fail to do justice to my own feeling did I not pause for one moment to acknowledge the kindly greeting which has just been extended to me at the beginning of my life among you. For the words of encouragement which have been spoken, for the assurance of cooperation and support, for the cordial personal welcome, I am more grateful than I can say. The response to such words and to such welcome is not to be made at this time and in this place. It can be given only in the years of service which lie before us.

It was my fortune some years ago to pass from a university place to that of an executive office of the General Government, to go from the work of training students to a corps of men who were recruited almost wholly from the ranks of college graduates. In the attempt to secure for the Government service men of the best training, the relation of the educated man to the Government, whether as an employee or as a citizen, has been a matter of immediate practical consideration. In such a position one studies the output, if one may use that term, of our universities and of our colleges from a different point of view from that which the teacher occupies. He measures the college man in comparison with other men, from the standpoint of his ability to do things, and not from the standpoint of his knowing how to do things.

The two points of view are very different, and for this reason I have deemed it not entirely without interest to say a word to you at this time concerning higher education in relation to the Government, and more particularly to consider the part which educated men are to-day taking, and ought to take, in government; the obligations of the higher institutions of learning to the State; and, finally, to discuss briefly the question whether these obligations are being fairly and honestly and intelligently met.

There is a saying which is current in the student talk of German universities to the effect that of those who enter the university doors one-third breaks down and one-third goes to the devil, but that the remaining third governs Europe. Such expressions are oftentimes more apt than true; yet, on the other hand, they sometimes represent a popular conviction more correctly than formal tables of statistics, just as a bit of floating straw shows the direction of the current more truthfully than the powerful cruiser. Unfortunately, it is not easy to subject such a statement to accurate examination. The statistics of the unsuccessful are necessarily far more incomplete than the statistics of those who attain prominence. The devil keeps no books; or, if he does, they are not open to the examination of the student. But it requires only a limited study to show that the last part of the statement is certainly true, at least so far as Germany is concerned. The educated man, trained either in the university or the polytechnic, governs Europe to-day.

No one connected with the Government of the United States in any executive capacity can fail to see that the Government of this country is also passing rapidly into the hands of educated men. The population of the country at this time is approximately 76,000,000 people. The number of college-trained men is perhaps less than 1 per cent of the population. From this small percentage, however, are filled a majority of those legislative, executive, and judicial places of the General Government which have to do in any large way with shaping its policy and determining its character. Not only in the ordinary positions of the Government service is this true, but the Government is calling more and more frequently upon the educated man for

¹ Address delivered on the occasion of Mr. Pritchett's inauguration as president of the Massachusetts Institute of Technology, October 24, 1900.

the expert service for which his training is supposed to fit him, and this not only in the relation of scientific experts, but in all other directions in which the Government seeks the advice and the assistance of trained men.

On the other side of the Pacific a commission of five American citizens has undertaken the most delicate, the most difficult, doubtless the most thankless task in the establishment of civil government to which any group of our citizens has ever devoted its unselfish efforts. It is a significant fact that a majority of that commission are college professors.

The presence, in constantly growing numbers, of educated men in government service means also the displacement of an increasing number of poorly trained men. It is the old story of the untrained against the trained man, and to-day the world recognizes that the day of the untrained man has gone by. In the service of the Government, as in all other fields where intelligence and skill are factors, the educated man is displacing from the higher places the one who has no training or who has a poor training. Whether wisely or unwisely, whether for good or ill, it may be accepted as a fact that the Government of this country is passing rapidly into the hands of the educated man. It is a matter of the highest practical importance to inquire whether the man who is coming into this power is worthy of it, and whether the training which he has received in the college or in the technical school is given with any purpose of fitting him for this trust.

Before approaching this question it may be well to call to mind the attitude of the Government of the United States and of the State governments toward higher education and toward scientific investigation.

Notwithstanding the crudeness of our legislation, it is still a fact that Congress and the State governments of the United States have been generous in gifts to higher education and to scientific work. The gifts of the General Government have come from the sale of public lands. To the separate States has been left, heretofore, the power to lay taxes for the support of institutions of higher training. It is difficult to bring together the data for a trustworthy statement of the value of all these gifts, but they aggregate an enormous amount. At the present time the Federal Government is devoting more than ten millions annually to the work of the scientific departments of the Government. At the very beginning of organized government in this Commonwealth the question of education was one of the first with which the State concerned itself. The principle of State aid to higher education, then recognized, has been since that time accepted by the General Government and by every State government. In New England, Harvard and Yale and other foundations of higher learning are now dependent upon private endowments, yet almost every one of these has at one time or another received State aid. Harvard was in reality a State institution, having received from John Harvard only £800 and 320 books. And while the more generous gifts to New England colleges have come from private sources they have never hesitated, in time of emergency, to come before the representatives of the people and ask for assistance. These petitions have never been disregarded by the State. The American Republic may fairly claim to have adopted and to have followed out Macaulay's motto, "The first business of a State is the education of its citizens." In no land and in no time has the State responded so quickly and so generously to the demand for higher education as in the United States of America during the last half century.

If this aid had been rendered by an individual, if one could imagine the spirit of the whole people, both State and national, incarnated in a personal intelligence which should take cognizance of the obligations of those whom the State had befriended, I can imagine that one of the most direct questions which such an intelligence would address to those who direct the education of the youth would be, "I, representing the whole people, have given you freely of my national domain, the heritage of the whole people. I have founded and supported colleges and universities and technical

institutions. What direct return has been made to me for this assistance, and have those who control the training of the youth kept in view their obligation to me and the dignity and the needs of my service?"

The question is a perfectly legitimate and a perfectly fair one. And, while it is easy to answer it in generalities, it is not so easy to give a reply of that definite sort which shall lead somewhither. The subject is too large and has too many ramifications to be discussed on this occasion in full. Perhaps the best I can do is to call attention to the importance of the inquiry itself and to the obligation which exists for a definite, full, and, most of all, an honest answer. In addition, I shall endeavor to point out certain directions in which, to my thinking, the ends of the Government have been well served in our system of education, and certain others in which, it seems to me, we need improvement.

It seems to me that it may be stated as a general result that the State (using that term to characterize both the General Government and the State governments) has been well served by the institutions of higher learning. It can be shown satisfactorily that in the main these institutions have not only served the general purpose of the diffusion of knowledge among men, that they have trained men in such a way as to make them more effective in the pursuit of their own fortunes, but also that they have given back to the State men well trained to serve it. There can be no question that, judging by the general result attained, the expenditures of the State for higher education are justified by the result, and that the harvest which the State is to reap from its investment has only begun.

Notwithstanding this general outcome, there are certain directions in which the State may reasonably demand additional results. The State represents, as does no other agency, the whole people; and, in considering the obligations due the State and the best method of discharging them, we must remember that the institutions of learning are attempting to serve, in the most direct and at the same time in the broadest way, the whole body of citizens.

One thing which the Government has a right to expect of those educated in the higher institutions of learning is a decent respect for the service of the State.

I am sure I express the sentiment of all men of serious purpose who have stood in executive places in Washington when I say that there is no greater source of discouragement to those who are honestly striving for good administration than the facility with which good and honest and intelligent men will ascribe the worst motives to those in Government office.

There is a feeling—and it finds expression perhaps more often in our institutions of learning than elsewhere—that, although a man may be perfectly honest the day before he goes to Washington, he is to be suspected of any crime the day after; and the discouraging part is that the record of a whole life of consistent devotion to duty is no defense whatever against the most sensational accusation. Again and again a man of pure life and of high purpose, who has accepted a post under the Government, discovers with infinite pain and surprise that the silliest charge against him is accepted, not only among the idle and the curious, but by those upon whose support he had most counted. This tendency is not peculiar to our time or to our nation. It is part of "that touch of nature which makes the whole world kin"—a kinship as universal as it is detestable. One can not think of the failure to discriminate between the dishonest few and the honest many, of the courage brought to failure by well-nigh universal suspicion, of the unmerited pain, from Washington's day to this, inflicted by the careless judgment of men's motives, without recalling the words of Edmund Burke, "It is very rare indeed for men to be wrong in their feelings concerning public misconduct—as rare to be right in their speculation upon the cause of it. I have constantly observed that the generality of people are at least fifty years behind in their politics. There are very few men who are capable of comparing and digesting what passes before their eyes at different times and occasions so as to form

the whole into a distinct system. But in books everything is settled for them without the exertion of any considerable diligence or sagacity. For which reason men are wise with but little reflection and good with little self-denial in the business of all times except their own."

Let me say that no man can be brought into contact with the actual machinery of our Government, can mingle with the men who make our laws, who interpret them, without gaining not only a wholesome respect for the service of the State, but also a reasonable hopefulness for the future of our institutions.

So far as my judgment goes there are few conventions of men brought together for any purpose in which the average of intelligence and of honesty is higher than in the American Congress. It goes without saying that its members are influenced by personal considerations, by social ties, by all the things which move men—in other words, they are human—but it is a gathering of men who honestly desire to do the right thing. It is the fashion to speak of the honesty and the intelligence of the good old days when the Republic was young and when statesmen were pure, and to deprecate the decadence of the present day. Such talk is the purest nonsense. The general intelligence of the body of Congress is higher to-day than it ever was, and its conscience is quite as acute. Unfortunately, the work of quiet and serious men receives little attention from the public, although these men count enormously in the actual work of legislation.

Let me illustrate with a single example. Two of the most important committees in the House and in the Senate are the Committees on Appropriations. Imagine for an instant the enormous number of objects for which a government spends its money. Consider the wide range of subjects which the demands for money cover. Imagine, if you can, the patience and the judgment and the honesty which are involved in holding the purse strings of the richest nation on earth, and the difficulty of deciding upon the wisdom of requests which range from the demands of abstract science to the promotion of the interests of some small neighborhood. Think for a moment what an opportunity for men who are disposed, even in the remotest way, to dishonest practices, and, having considered all these, take into account the following facts: The chairmanships of these two committees have for ten years past been practically in the hands of four men, two Republicans and two Democrats. During that time these committees have had in their hands the allotment of a larger sum of money than was ever controlled by any body of men in any nation at any time of the world's history. These men are to-day either poor men or in the possession of modest incomes made from their own exertions, and so honestly and so carefully have their duties been performed that not the slightest insinuation of wrong-doing has ever been made.

In the executive branches of the Government, as well, one will find a quality of service to command respect. There are incompetents in greater numbers than one could wish, but, since the civil-service law has made it possible for men of education and of energy to find a career in Government service, the quality of men entering it has steadily improved. And, notwithstanding the half-hearted service of the few, it is true that the Government receives quite as much of devotion and of unselfish service as one can find in the ranks of those engaged in private business. It is the presence of this large number of devoted and intelligent men which makes the machinery of government run smoothly and which brings out the results. That this class is growing relatively larger in the service of the General Government, and that the ideals of duty which are held up before them are becoming higher year by year, no one can doubt.

The Government of the United States is honestly conducted. Its condition furnishes to those who know it best the basis of a rational optimism as to the future of democratic institutions. In its service men of education should find, in increasing numbers, careers of the highest usefulness and of the highest dignity.

Another quality of the education given to the youth upon which the State has a right to insist is its catholicity. In the matter of education the State makes no distinction. It aims to make its highest training accessible to the humblest as well as to the most aristocratic. No system of education is a good one for a free State in which the students and graduates of its institutions of learning get out of touch with the great body of their fellow-citizens. Such a lack of contact between the men of education and those who lack education brings about a feeling of distrust as between men of two distinct classes. Under such circumstances the educated man is likely to lose the perspective concerning social facts and tendencies, and to become suspicious and narrow, to feel that the country is fast going to the bad, and that the advice and service of the educated man are not properly appreciated.

One of the practical results of this feeling has been that the college man has not always realized that he was to take his place side by side with the man who had no college education. He has been inclined to forget that he must expect to begin where the uneducated man begins, and that his education is not a mark to distinguish him from other men, but a training which ought to enable him to do his part of the world's work better than the man who lacked this training; in short he ignores the fact that he is not one whit better and is to receive not the slightest consideration because of his better opportunity.

It is the protest against this feeling of superiority, whether real or imagined, which is at the basis of most of the objections now offered to a college education as a practical preparation for the active work of life. The feeling is expressed in the following words from the late Collis P. Huntington. In a magazine article published just before his death, entitled "Why young men should not go to college," he says: "Somehow or other our schools, which teach young people how to talk, do not teach them how to live. It seems to me," he writes, "that slowly, but surely, there is growing up a stronger and stronger wall of caste, with good honest labor on one side and frivolous gentility on the other."

In so far as this charge is true—that a college training tends to make those who receive it a class apart, and prompts them to make extravagant demands—in just that proportion is it a fair criticism of our system of instruction. We have a right to expect that the college-trained man, more than any other, shall be tolerant and patient; that he shall understand, as no one else can, that truth and honesty and virtue belong to no age and to no nation, that they are the property of no party, of no sect, and of no class. And we have a right to expect that, realizing this, he shall have healthy views regarding human nature. If the college atmosphere does not encourage all this, then the college atmosphere needs quickening.

How far this criticism has been justified in the past I do not feel able to say. I do believe, however, that the college spirit of to-day is wholesome and catholic, that the men in the higher institutions of learning are in closer touch with the great body of mankind than ever before, and that men who go through college and take their places in the world do so in accordance with the rules of common sense.

But beyond all such questions, and including them all, is another in which the State is vitally interested; and this concerns itself with the quality of citizenship which our system of education is adapted to produce. This I hesitate to approach, since to discuss it is to open the whole question as to what the object of education is and what subjects should be taught to accomplish that object.

It is the old question which has been discussed for twenty-five hundred years, and never more vigorously than during the past decade. However we may have improved the methods we have certainly never been able to state the questions involved more clearly than the Greeks. Listen to Aristotle. He writes: "What, then, is education, and how are we to educate? As yet there is no agreement on these points. Men are not agreed as to what the young should learn, either with a view to perfect training or to the best life. It is not agreed whether education is to aim at the development of the intellect or of the moral character. Nor is it clear

whether, in order to bring about these results, we are to train in what leads to virtue, in what is useful for ordinary life, or in abstract science."

These are the questions which have formed the basis of discussion during the last quarter century among those interested in education, except that education for the development of character has been less talked about. Could any modern writer state the questions more aptly or in fewer words than Aristotle?

Is education to have for its object the training of the intellect, or is it to aim at the development of character, or is it to undertake both objects? And, if the character is to be developed, what are the formal means which are to be used in this development?

These questions have been asked anxiously since systems of education had their beginning. In our day they seem to have settled themselves, so far as the practical efforts of the universities and colleges are concerned, by a process of exclusion. It is tacitly assumed at present that education—like all other training—has for its end the acquisition of power. In order to acquire power quickly the whole effort in modern education is directed toward the training of the intellect.

There is no disputing the fact that the educated man has in the world, by reason of his education, a higher potential. Is it equally true that he has, on the average, a stronger and higher type of character? Is the college man broader in his sympathies, more tolerant, more courageous, more patriotic, more unselfish, by reason of his life within the walls of a university or a technical school? Are the men who come each year, in ever-increasing thousands, from the college doors prepared to shoulder more than their proportionate share of the burdens of the State and of the country, or are they provided with a training which will enable them more easily to escape its obligations?

It is, of course, not easy to compare the relative moral worth of men and say that one class is, on the whole, more useful than another. But, whatever our system of education is doing or is leaving undone in the development of character among its students, the State is saying, in terms which are becoming every day more emphatic, this: "However desirable it is to train the mind, when it comes to the service of the State (if, indeed, the same is not true in all service), character is above intellect. It is vastly important to the State that her servants shall be quick, keen-witted, efficient; but it is absolutely necessary that they shall be honest, patriotic, unselfish, that they should have before them some conception of civic duty and proper ideals of civic virtue. Give me men, intellectual men, learned men, skilled men, if possible, but give me men."

This is the old story. It is the lesson which every age preaches anew to the age about to follow. Shall we ever learn it? Will it ever come to pass that in our system of education the development of character will go hand in hand with the development of intellect, when to be an educated man shall mean also to be a good man? Probably no one looks upon Plato's ideal republic as the basis for any effort in practical politics. Nevertheless it ought to be true that civic virtue should be a part of the life and of the environment of our seats of learning, and that men, along with the training of their minds, should grow into some sort of appreciation of their duties to the State, and come to know that courage and patriotism and devotion rank higher in this world's service than scholarly finish or brilliant intellectual power.

When we look back on our own history as a nation we can but realize that in the crises of our national life this truth has been forced home to us. In the darkest hours of the Revolution it was the courage, the never-failing patience, the unselfish devotion—in a word, the civic virtue—of George Washington that was the real power upon which the people leaned. In the agony of our civil war, when the fate of the nation trembled in the balance, the character of Abraham Lincoln—his devotion, his hopefulness, above all his knowledge of the plain people and his faith in them—counted more than all else in the decision. Neither of these men was the product of university training, nor did he grow up in an academic environment; but each had

the training of a school where devotion to the State was the cardinal virtue. When next a great crisis comes, no doubt there will be a Washington or a Lincoln to meet it; but will he come from a university?

When Washington came toward the close of his life he thought deeply over the dangers of the new State and the necessity for the cultivation of a spirit of intelligent patriotism. As a best means for inculcating this spirit he conceived the idea of a great national university. One of the main objects of this university was to afford to the youth of the country the opportunity for "acquiring knowledge in the principles of politics and good government." The idea was a splendid one; and while, in my judgment, the need for a national university no longer exists (unless, indeed, one is needed to teach the principles of good politics), Washington's idea that the university is a place which should train not only the intellect but the character, that it is a place where the student should find an atmosphere adapted not only to the development of accurate thought but also to a wise and tolerant spirit, that in the university he should gain not only intellectual strength but also a just conception of his duty to the State was a right view. And until this is recognized—until we bring into our college life and into our college training such influences as will strengthen the character as well as the intellect, until the time shall come that the educated man shall by reason of his training be not only more able than his untrained neighbor, but also more patriotic, more courageous, better informed concerning the service of the State, and more ready to take up its service—until such a spirit is a part of our system of higher education, that system will not have served the ends which education should serve in a free State and for a free people.

And in this connection I can not refrain from a reference to the aim of those who founded the Institute of Technology, and to the conception of duty which they have impressed upon the institution. The recognition of the value of exact science as a means for the training of the mind came slowly. Even after it did come men were slow to recognize the value to the race of the results of science. The spiritual side of scientific research is a matter which even to this day men are slow to comprehend, notwithstanding the powerful effect which it has had during the last generation upon the thought and upon the conscience of the world. "Newton was a great man," writes Coleridge, "but you must excuse me if I think it would take many Newtons to make one Milton." That was the attitude of his age. Even forty years ago there were few men in this Republic who appreciated in any clear way the value of science in the training of men. To William Barton Rogers, and to those who labored with him, belongs the credit of anticipating the value of this training and the demand for it. But, outside and beyond all these considerations of fitness and of practical results attained, they also impressed upon the institution certain principles which are dominant in its life to-day. One of these concerns itself with the very situation and environment of the institute. The Institute of Technology has its roots in the same soil which supports the industrial life of the city and of the nation. Its contact with the practical side of life is immediate and real. It not only draws its strength thence, but expresses as only that can which has a real and vital connection the aspiration of those who labor in science for the upbuilding and the improvement of civilization. The Institute of Technology not only aims to serve the people, it is itself of the people.

One of the lessons which the study of exact science leaves with the student is the necessity not only for exact work, but for a high ideal. Science is satisfied with nothing short of perfection; and this principle, when it pervades a body of men, comes to govern and control the spirit in which their work is done. No better heritage can be left to any institution than that which has been faithfully handed down to you—that in education it is not sufficient to be merely accurate, it is necessary to hold fast to the highest ideal. Once this ideal gains control of a student's life that

student will undertake faithfully and courageously whatever duties lie before him, whether they concern his professional life, his social life, or his country's service.

Let me add, in conclusion, a word of personal greeting, speaking as one may when he addresses those who have come together, drawn by a common interest.

In the name of the corporation and of the faculty and of the students of the Institute of Technology I thank those who represent here other institutions for your presence on this occasion. Your coming is a source not only of pleasure but of encouragement to us, and helps to emphasize that spirit of common interest and of common helpfulness which ought ever to mark the relations of those who have to do with education. The Institute of Technology extends to you, and through you to the institutions which you represent, the assurance of its cordial good feeling.

Two of those who sit upon this platform, the president of Lehigh University and the president of Harvard University, came from the faculty of the institute. This fact gives to your presence here an additional element of interest, and we extend to you a special greeting. To Lehigh University, in the sturdy work which she has done and is doing, for the courage with which she has not hesitated to face difficulties, we extend our warm congratulations. To our near neighbor, the oldest and greatest of American universities, we offer a most hearty greeting. We rejoice in the growth and in the strength of Harvard University, and take courage in the thought that we join hands with her to-day—as an elder sister—in a work not only for this city and for this Commonwealth, but for humanity.

Gentlemen of the corporation, in accepting the responsibility which you have this day invited me to share with you, I do so hopefully and with full confidence in you, in this community, and in the future. There is no greater work committed to men's hands than that to which we are called. As I think of those who have preceded me in this place, and call to mind their splendid services to the institute, to the Commonwealth, and to the country, I accept this work with a feeling of great humility, but with the earnest hope that through our common effort the institution may grow not only in strength but in usefulness; not only in facilities for work but in the better understanding of what work means; and that it may ever seek to lead in all that concerns the rational and helpful teaching of applied science.

Gentlemen of the instructing staff, for the cordial welcome to your number I am most grateful. I come to you with no new message and as the herald of no new gospel. The same spirit of work and of devotion which has been the glory of your body in the past must be our source of strength for the future. In all that leads to the uplifting of technical education, in the development and extension of the work of the institution, in the suggestion of new means by which it can minister more directly to the work of education upon the one side and to the promotion of scientific research upon the other, I ask your hearty cooperation and assistance. An institution, like an individual, if it is to minister to a growing civilization, must grow in its experience, in its appreciation of truth, in comprehension of the meaning of art and of science and of life. The inspiration which shall stand behind this growth must rest, in large measure, upon your zeal and your effort.

Alumni of the institute, to each of you has been sent an invitation to this gathering. These missives have gone to every country and to every climate. Some are at this moment being borne on the backs of men or on snow sledges to the interior of Alaska, to be read months hence amid the winter snows. Some will be read in the tropics, under the glare of a summer sun. Your alma mater would gladly have welcomed each one of you this day to her fireside, though the fare be frugal and the feast modest. Since this can not be, let her invitation carry at least this suggestion: How far soever from her halls your path may lead, it can never take you beyond the circle of her affection. The institute is proud of the men she has sent forth, and she counts upon their loyalty and their devotion. She invites your counsel, your suggestion, your friendly criticism, your help. And, while she listens with willing ear

to every voice which rings true, she asks you to remember that no greeting so thrills her as that which comes up from one of her own children who is doing a man's work in the world.

Students of the institute, in a more real sense than any other body you are the Institute of Technology. As such I salute you to-day, and assure you not only of my earnest wish for your advancement and your success, but also of my desire for your friendship and for your help. I prefer to think of such an institution as that in which we work together not as an empire governed by the few, but as a republic in which faculty and students alike are charged with the government of the whole body.

I congratulate you in taking up the study of engineering, using that term in the broadest sense. There was never a more opportune time to enter such work, nor was there ever a period in the history of our country when the trained engineer found open before him so attractive a field. This is the day of the trained man, and to him the responsibilities and the rewards will go. To the American engineer a whole series of new problems of the highest interest has in recent years been presented. Railways are to be built, canals are to be cut, a whole empire of desert land is to blossom under his hand. The Pacific Ocean and the countries which border upon it are to be the theater of an enormous development. Cables will be laid, cities will be developed, the tropics will be subdued. In all this development the trained engineer is to play a rôle that he has never yet played since civilization began. The next quarter century is to belong preeminently to him, and in all these world problems and world enterprises you are to share. May I hope that in your preparation you may bear in mind as your ideal of an engineer, not only one who works in steel and brick and timber, but one who by the quality of his manliness works also in the hearts of men; one who is great enough to appreciate his duty to his profession, but likewise, and in a larger and deeper sense, his duty to a common country and to a common civilization.

OHIO.

JOHN BERNARD STALLO, AMERICAN CITIZEN, JURIST, AND PHILOSOPHER.¹

By THOMAS J. MCCORMACK.

On January 6, 1900, there died at Florence, Italy, in the person of John Bernard Stallo, a distinctive type of our best American citizen—a man who, despite signal achievements in professional and public life and in the domain of philosophic thought, has, either from his own inherent modesty or from our inveterate national lack of appreciation for such talents, not yet attained to the reputation which is his due.

John Bernard Stallo passed the years of his early manhood, as well as those of his maturest activity, in America; and we may, without disparaging in the least either the impulse which his sound youthful education in Germany gave him or the extraordinary advantages which his acquaintance with the German language and with German intellectual traditions lent him over most of his contemporaries, still characterize him as essentially a product of American conditions. At 17, a poor teacher in a private school in Cincinnati; at 21, professor of mathematics, physics, and chemistry in St. John's College, Fordham; at 24, a member of the bar of Cincinnati; at 31, a judge of the court of common pleas of Hamilton County, Ohio, he successively rose to positions of increasing eminence in his city and country, culminating in 1885 in his appointment by President Cleveland as United States minister

¹ From The Open Court.

to Italy. In addition to this, he is the author of the profoundest and most original work in the philosophy of science that has appeared in this country—a work which is on a par with anything that has been produced in Europe—and which showed a firm and independent grasp of what are now acknowledged principles of scientific criticism at a time when these were not in the possession of the majority of scientists. And all this varied activity is rounded off by the picture of the life of a man of sterling culture wielding an unobtrusive but persistent influence for the social and intellectual good of the community of which he was a part, and which has since borne a distinctive impress of that influence.

John B. Stallo was born in Sierhausen, Oldenburg, Germany, on March 16, 1823. He came of sturdy Frisian stock, which had produced a long line of schoolmasters, and himself received at Vechta his official education for that career. He was precocious, and at 16 was sufficiently conversant with elementary mathematics, the ancient and the modern languages, to fit him for entrance into the university. Waiving this career, he emigrated in 1839 to America and settled in Cincinnati, where he found occupation as a teacher and published the first offspring of his genius in the shape of a spelling and reading book of the German language, afterwards characterized by him as his most brilliant literary success. We soon find him at St. John's College, Fordham, where he first was a teacher of German and the classics, and in 1843 was made professor of mathematics, physics, and chemistry, a position which he held until 1847, when he returned to Cincinnati and studied law, being admitted to the bar in 1849.

It was in this period, by his comprehensive studies in mathematics and the sciences, that he laid the foundation of his philosophical career, to which he remained true amid all the preoccupations of his professional life. Even here, through the unaided insight of his natural genius, it was the works of the great masters only to which his energies were directed, and to this rare economy and selective judgment which he exercised in all his labors are, in our opinion, due not only the great range and variety of his humanistic accomplishments but also the historical breadth and critical acumen which so eminently distinguished his philosophical researches.

His first philosophical work, which, like Hume, he subsequently repudiated as "one of the unavoidable disorders of intellectual infancy," and which will doubtless also have the same fate as Hume's philosophical firstling, of being regarded by subsequent historians of American philosophy as the true and original expression of his views, was a book entitled *General Principles of the Philosophy of Nature*, with an *Outline of its Recent Developments among the Germans*, embracing the Philosophical Systems of Schelling and Hegel, and Oken's *System of Nature*, published in Boston in 1848. Be the merit of this work what it may, it did not altogether fail of an influence upon American thought. There were here recorded a digest of the views of many German philosophers who were at that time a sealed book to most American readers, and even that part of it of which its author by his own implicit expression was "ashamed" may have possessed an import of which he was totally unaware. To his great philosophical work, *The Concepts and Theories of Modern Physics*, the fruit of a lifetime of thought, we shall refer in more detail at the end of this notice.

We now turn to his career as a citizen, professional man, and publicist, proper, which exhibits traits that are more likely to endear him to our national consciousness. His life in this regard has been too well characterized by the late ex-Governor Körner in his book, *The German Element in America*, to require much supererogatory comment on our part. Ex-Governor Körner, too, was a signal embodiment of German traditions and European culture in the West. Judge Stallo and he were congenial spirits; both were chosen as types of our so-called German-American citizens for representing America at foreign courts; and for an appreciation of this phase of Stallo's career we can do no better than to call attention to Körner's work, which is distinguished alike by its humanitarian breadth and by its literary qualities.

"Judge" Stallo, for such he became in 1853, enjoyed for upward of thirty years a very lucrative law practice in Cincinnati, and his home was one of the social, intellectual, and artistic centers of that city. He was a lover of music and belles-lettres and a wide reader of history and political science. He rarely entered the arena of practical politics, but in great national and local crises his pen and his voice were always enlisted in the service of high, liberal, and progressive ideals. It was thus in 1865, thus in 1876, in 1880, and in 1892; and thus with the tariff, civil service, and political reform generally on many other occasions. We have in his latest work, *Reden, Abhandlungen und Briefe* (New York, E. Steiger & Co., 1893), a charming picture of this side of his career.

The essay on Thomas Jefferson in this volume breathes an air of unwavering confidence in the future of our country at a time when many were despondent (1855), and it also exhibits a grasp and appreciation of our political institutions that was, and even still is, rare. The same breadth and profundity marked his utterances on such questions as the future of the English language in America, the reading of the Bible in the public schools, Know-Nothingism in the public schools, and instruction in German in public schools. On all these burning issues Stallo appealed to the reason of his hearers, not to their prejudices, and so lifted his discussion to the planes of national dignity and the intrinsic forcefulness of truth. So confident was he of the cultural mission of German thought and sentiment in the United States that the steadily increasing predominance of the English language never so much as even threatened that mission, in his estimation. He referred to the famous utterance, "I had rather make a nation's songs than its laws," and added, "Whatever language our children shall speak in the centuries to come, they and the descendants of the Anglo-Americans shall sing the melodies of our fathers, the light of German science shall beam from their eyes, and the glow of German sentiment incarnadine their cheeks. * * * The lyre is a more glorious symbol of national happiness than the steam engine * * * and it is as magnificent a calling to keep the hearts of a free people responsive to the quickening lessons of genuine poetry as it is to gather and to hoard the golden fruits of industry."

This breadth and independence of view marked all his actions and was the source of his great influence. He was never led by fixed social opinions, and changed his politics several times in life, in conformity with his own purely rational convictions. He was the champion of freedom of thought and action in all its forms, and his main juridic laurels were won in connection with cases where liberal issues were concerned. This trait, says a writer in the *Popular Science Monthly* for February, 1889, "was strikingly manifested in his presiding over a public meeting addressed by Wendell Phillips, when the orator was made a mark for missiles, and Judge Stallo stood by his side and bore the brunt of the assault with him. This was in 1862, when Mr. Phillips was invited to speak in Cincinnati in favor of emancipation. A bitter prejudice existed against him because he had been a disunionist. Judge Stallo had been invited to introduce him, but declined, because, his sympathies never having been with Mr. Phillips, he was not the proper man to perform that office. But when he was informed that other men whom he had mentioned as more suitable had declined, because they were afraid of a mob, he consented, saying, 'That is enough, gentlemen; I will be there.' Mr. Phillips, after being introduced, was at once assailed with a shower of disagreeable and dangerous missiles. One of them hit Judge Stallo. 'During the turmoil and uproar,' said Judge Stallo, telling the story several years afterwards, 'Mrs. Stallo, with Mrs. Schneider, sat behind a fellow who had risen and aimed a big stone at the speaker. As he threw his hand back to fire the stone Mrs. Stallo, who entered heart and soul into the spirit of the hour, and had no thought but to stand by her friends in the stormy crisis, reached over and hit the fellow's wrist a hard blow, making him drop the stone and howl with pain. He

looked around to see his assailant, and Mrs. Stallo was up and ready for him, but gentlemen hastened to her side, and the fellow moved away."

Judge Stallo took a pronounced stand in the political movement of 1884, and was sent in the following year as United States minister to the court of Rome. After the expiration of his official term he took up his residence in Florence. Surrounded with the art, the learning, and the culture which had been the dream of his youth, and in correspondence with eminent thinkers of Europe on topics that had formed the subject of his philosophical contemplations, his life drew fittingly to a close in an ideal atmosphere and with ideal tasks done. He left a widow and two children, Miss Hulda Stallo, of Florence, Italy, and Mr. Edmund K. Stallo, of Cincinnati. His great work, *The Concepts and Theories of Modern Physics*, constitutes his most enduring title to fame, and we shall therefore devote a few brief paragraphs to its characterization.

Judge Stallo did not claim for his work the significance of "a new theory of the universe, a novel system of philosophy." "I have undertaken," he says, "not to solve all or any of the problems of cognition, but simply to show that some of them are in need of being stated anew so as to be rationalized, if not deepened. * * * The utter anarchy which notoriously prevails in the discussion of ultimate scientific questions, so called, indicates that a determination of the proper attitude of scientific inquiry toward its objects is the most pressing intellectual need of our time, as it is an indispensable prerequisite of real intellectual progress at all times."

The book is thus on the face of it a contribution to epistemology, or the theory of cognition, as based upon a careful study of the physical sciences. It controverts the belief that there has been a total breach of continuity in the philosophy of science from mediæval times to the present day; that "modern physical science has made its escape from the cloudy regions of metaphysical speculation, discarded its methods, and emancipated itself from the control of its fundamental assumptions." On the contrary, it holds that "the prevailing misconceptions in regard to the true logical and psychological premises of science are prolific of errors, whose reaction upon the character and tendencies of modern thought becomes more apparent from day to day."

But, while a book of philosophy, it is not a book of "metaphysics," in the old sense. Indeed, "its tendency is throughout to eliminate from science its latent metaphysical elements, to foster and not to repress the spirit of experimental investigation, and to accredit instead of discrediting the great endeavor of scientific research to gain a sure foothold on solid empirical ground, where the real data of experience may be reproduced without ontological prepossessions."

It begins with an attack upon that conception of modern physical science which "aims at a mechanical interpretation of the universe," and considers successively both the history and the principles of the mechanical philosophy in all the forms of its expression; the doctrines of mass, inertia, energy, the atomic constitution of matter, the kinetic theory of gases, etc.; interpolates several chapters on the development of a theory of knowledge, and ends with the critical application of the principles of that theory to the metaphysical assumptions involved in the mechanical philosophy and the mathematics of the metageometricians.

One is astonished in reading this work, not only that so vast a range of scientific and philosophical knowledge could be covered by a man actively and continuously engaged in the profession of the law, but also that so acute and original critical powers could be developed in an atmosphere so uncongenial to this species of inquiries. While Judge Stallo's book is well known in America, it has not had the notice it deserves in Europe. It has much in common with recent developments of thought there, and the coincidences of its general points of view with Professor Mach's philosophy are especially remarkable, as each system was developed independently of the other, and each thus offers a welcome corroboration of the other.

It is, in fine, safe to say not only that the influence of Stallo's work will be a permanent one, but that it will also steadily increase, despite the fact that many of the doctrines it attacks are being gradually abandoned.

Attention should be called, in closing, to the philosophical essays which Judge Stallo wrote in German, and which have been published in his collection of *Reden, Abhandlungen, etc.*, mentioned above. These essays, which treat of such subjects as "Materialism" and "The fundamental notions of physical science," are marked by the same qualities of thought as the author's principal work, but they are written in a lighter vein and are pervaded with a humor that will insure them a more permanent place in the affections of the German readers of America, and so render accessible to them also the more important side of the intellectual character of this unique figure of our national life.

DR. ISAAC M. WISE.

It was with deep regret that the citizens of Cincinnati and of the State of Ohio, as well as Israelites all over the world, heard of the death, early in 1900, of Dr. Isaac M. Wise, of Cincinnati. He was the nestor of Jewish rabbis in America, and as pastor of the B'ne Jeshurun congregation was for a great number of years the protagonist of reformed Judaism in the West. His activity, however, was not limited to the pulpit, for he was also the author of a number of books and pamphlets and was greatly interested in the theoretical problem of religion. He was a member of the city board of examiners in the schools of Cincinnati for many years and the staunchest supporter of the common schools. He was the founder of the Hebrew Union College and had been its president since 1875. He also founded, and was until his death president of, the Central Conference of American Rabbis. He founded the American Israelite and *The Deborah* and edited both to the last. Dr. Wise was within a few days of his eighty-first birthday.

TENNESSEE.

PLEA FOR THE HIGHER EDUCATION OF THE NEGRO.

From the *Inter-Ocean* (Chicago), May 27, 1900—Report of an interview with the Rev. Dr. J. G. Merrill, dean of Fisk University.

* * * In a speech at Washington two weeks ago Charles Dudley Warner took the ground that higher education is doing the negro more harm than good, and declared that increasing idleness and lawlessness among the negroes is due to false ideas of education. He also intimated that industrial training, with a knowledge of the elementary branches and moral instruction, are the only methods by which the masses of the negro race can be expected to improve in character and usefulness.

Mr. Warner's remarks have stirred up Southern educators in schools for colored people to vigorous protest. Dr. Merrill is the head of what is perhaps the most important advanced school for negroes in the South—Fisk University, at Nashville, Tenn. He has had a long experience in teaching negro people, and he dissents from all of Charles Dudley Warner's propositions, with one exception. He heartily indorses industrial education, but he holds that a negro has just as much need as a white man to go beyond the rudiments of learning.

"I think that Mr. Warner was talking without knowledge of his subject," said Dr. Merrill to a reporter for the *Sunday Inter-Ocean*. "There is nothing so convincing as figures, and I can give statistics from Fisk University which completely upset Mr. Warner's theory. Facts are a good deal better than theories, especially when you deal with the human equation."

GOOD RESULTS AT FISK UNIVERSITY.

"Fisk University has had 400 graduates, and out of that 400 I can locate to-day all but 32. Most of the unclassified 32 are not living. The list of 400 negro graduates, with their present occupations, is as follows:

College professors	8
Principals of high and normal schools	12
Principals of grammar schools	34
Teachers	165
Ministers	19
Doctors	17
Lawyers	9
In United States Government employ	9
In commercial pursuits	13
Students in professional schools	16
Wives at home	44
Living at home	13
Unclassified	9
Business and homes not registered by university	32

"Now, I challenge any Northern institution," said Dr. Merrill, "to show me a more creditable list than that. They are all pursuing work in accord with the course of instruction which they have received."

Dr. Merrill declares that it ill accords with the scientific spirit of the age that the negro should be denied the opportunity to cultivate his intellect, especially in view of the above record of the use which he makes of his education. He deprecates the formation of a caste in education. * * * The negroes of the future must have teachers, lawyers, doctors, and ministers, and certainly it is too late in the civilization of the world to hold that men who are to be leaders of society in these professions can be fitted by means of elemental and industrial training. Every year the Caucasian who is to enter any of these professions finds that the course of study which he must pursue is longer and more strenuous than in the past. Certainly a race with the heredity of fifty years of education needs an equipment no less inferior than the race which has had five hundred years of education in its past.

"That the people of our country believe in affording for professional life the best equipment is abundantly evident in the fact that in 1899 \$50,000,000 was given to endow Northern higher educational institutions. Certainly fair play, which is an attribute of American life, would make exceedingly fitting the equipment of educational institutions which are sending out into the dense mass of ignorance among the black people of the South young men and women of culture. Unless these people are led intelligently the direst future awaits our free institutions."

TEXAS.

MEMORABLE DECLARATIONS RELATING TO EDUCATION.

By President WILLIAM L. PRATHER, of the University of Texas.

In the Texas Declaration of Independence we find among the grievances stated against Mexico this language:

It has failed to establish any public system of education, although possessed of almost boundless resources (the public domain), and although it is an axiom in political science that unless a people are educated and enlightened it is idle to expect the continuance of civil liberty or the capacity for self-government.

This declaration concludes with these words:

Conscious of the rectitude of our intentions, we fearlessly and confidently commit the issue to the Supreme Arbiter of the destinies of nations.

Fifteen days after that declaration the first constitution of the Republic of Texas was signed, in which this language was used:

It shall be the duty of Congress, as soon as circumstances will permit, to provide by law for a general system of education.

At the third session (in 1839) of the Congress of the Republic of Texas, after independence had been achieved, Mr. Cullen, in a masterly report, urged that provision be made for an educational system embracing the common schools and institutions of higher learning, and after referring to the fact that the failure of the Mexican Government to make provision for the education of the children of Texas had been one of the grounds for breaking away from the Mexican Government, asked what the standing of Texans would be in the eyes of mankind if they did not redeem the duty implied in their Declaration of Independence.

President Lamar, in his great message to the Texas Congress in 1839, urging the establishment of a general system of education throughout the Republic, with a university at its head, used this language:

Cultivated mind is the guardian genius of democracy, and while guided and controlled by virtue is the noblest attribute of man. It is the only dictator that freemen acknowledge and the only security that freemen desire.

In response to this message the Congress of 1839 passed an act providing for a general system of education throughout the Republic, and providing for two colleges or universities, and set apart to each county then organized, or thereafter to be organized, 3 leagues of land, and 50 leagues for university purposes.

Senator Wigfall, in a splendid report to the legislature of Texas in 1853, urging the establishment of one university instead of two colleges or universities, used this language:

By establishing a university instead of a college great advantage will be offered to all—both the rich and the poor. No particular course of study will be prescribed, no Procrustean rule established; no impracticable efforts will be made to prepare all for every pursuit in life, but each may be fitted for any he may desire. * * *

To establish even one university which will be of any practical benefit to the people the outlay must be large. What is called economy is often extravagance in disguise. Parsimony is always so. * * * What is worth doing at all is worth doing well. Niggardliness is not good husbandry. State pride forbids the establishment of an institution not commensurate with the vast resources of the State. The lectures should be free to all citizens of the State. No monopoly of learning should be secured to wealth. The funds we are appropriating were purchased by the blood of the heroes of our revolution. Your committee would regret to see the descendants of one who perished at Goliad or in the Alamo excluded from an institution of learning founded by the State from the very fund furnished by his blood, into which the son of a fortunate land speculator could buy his way. Texas should be a unit. No friendships are as lasting as those formed in early youth, no ties so binding as those of college life. The chum is a brother, not of accident, but of choice.

Then let us bring our youth from the east and the west, from the north and the south, and, educating them at one common institution, teach them to feel that they are Texans. When their hearts are most susceptible to impressions, allow them to form friendships, which will last with life. When they meet upon the great theater of action let them meet like brothers. Texas came into the Union as an empire. Let her remain in it as an empire or go out of it as an empire. Virginia, when the empire State, furnished protection to her sisters of the South. She has been overshadowed by New York. Let Texas take her place. Under her guidance the South will be safe—the Union will be safe.

Free and universal education is the only foundation upon which “a government of the people, by the people, and for the people” can surely rest.

It is because it is “a government by the people and for the people” that the right exists to tax the rich for the education of the poor.

The protection of the life, liberty, and property of the rich as well as the poor is necessarily committed to the hands of the people in a government administered by the people.

CHAPTER XXVII.

CONSULAR REPORTS.¹

NOBEL PRIZES FOR SCIENTIFIC DISCOVERIES.

The State Department has received a note from the legation of Sweden and Norway, dated Washington, September 11, 1900, inclosing copy (in French) of the laws and regulations relating to the Nobel bequest. The first award will take place December 10, 1901. A summary of the inclosure (printed by L'Imprimerie Royale, P. A. Norstedt & Söner, Stockholm, from whom copies can doubtless be obtained) follows:

LAWS AND REGULATIONS.

The three corporations awarding the Nobel prizes are:

(1) The Royal Academy of Sciences, at Stockholm, founded in 1739. The King is the protector of the academy, which numbers 100 Swedish and Norwegian members and 75 foreign members.

(2) The Swedish Academy, at Stockholm, instituted in 1786. The King is the protector. The members, exclusively Swedish, are limited to 18.

(3) The Carolin Institute of Medicine and Surgery, at Stockholm, established in 1815. The number of professors is 22.

OBJECT OF THE ENDOWMENT.

The Nobel endowment is based on the will of Dr. Alfred Bernhard Nobel, engineer, drawn up November 27, 1895. The stipulations are as follows:

"The remainder of the fortune which I shall leave shall be disposed of in the following manner: The capital, converted into safe investments by the executors of my will, shall constitute a fund, the interest of which shall be distributed annually, as a reward to those who, in the course of the preceding year, shall have rendered the greatest services to humanity. The sum total shall be divided into five equal portions, assigned as follows:

"(1) To the person having made the most important discovery or invention in the department of physical science.

"(2) To the person having made the most important discovery or having produced the greatest improvement in chemistry.

"(3) To the author of the most important discovery in the department of physiology or of medicine.

"(4) To the author having produced the most notable literary work in the sense of idealism.

"(5) To the person having done the most, or the best, in the work of establishing the brotherhood of nations, for the suppression or the reduction of standing armies, as well as for the formation and the propagation of peace conferences.

"The prizes will be awarded as follows: For physical science and chemistry, by the Swedish Academy of Sciences; for works in physiology or medicine, by the Carolin Institute of Stockholm; for literature, by the Academy of Stockholm; finally, for the work of peace, by a committee of five members, elected by the Norwegian Storting. It is my expressed will that nationality shall not be considered, so that the prize may accrue to the most worthy, whether he be a Scandinavian or not."

The testamentary stipulations above cited serve as a basis for the regulations relating to the Nobel endowment, together with the explanations and the more detailed

¹This chapter contains items of interest regarding educational affairs in foreign countries taken from advance sheets of the reports of United States consuls abroad, published by the State Department.

provisions contained in the present law, as well as in the deed of compromise, amiably brought about June 5, 1898, with certain of the heirs of the testator, and according to which the said heirs after an agreement concluded on the subject of a less important portion of the property left by Dr. Nobel, declared that they accepted the will of Dr. Nobel and renounced in all contingencies, for themselves and for their descendants, all claim for the remainder of the succession of the said Dr. Nobel and all share in the administration of the legacy; they abandoned, also, all right to protest against the interpretations or additions to the will or other limitations relative to its execution, and to the employment of the capital which might be now, or in the future, made by decisions of the King or by competent authorities. The following reservations are, however, expressly stipulated:

(a) That the common law for all the authorities charged with the distribution of the prizes, and governing the manner and the conditions of the distribution, prescribed by the will, must be drawn up by common consent, with a representative delegated by the family of Robert Nobel, and submitted to the approval of the King.

(b) That the following principles can not be deviated from, viz:

(1) That each of the annual prizes established by the will must be awarded at least once in the course of every period of five years, commencing with the year immediately following that in which the Nobel endowment shall enter on its functions, and that the sum total of a prize thus awarded shall in no case be less than 60 per cent of the part of the yearly revenues, disposable for the distribution of the prizes; neither can it be divided into more than three prizes at the most.

(2) By the title "Academy of Stockholm" written in the will is understood the Swedish Academy.

By the word "literature" must be understood not only works purely literary, but also any other writing possessing by its form and its style a literary value. The limitation of the will declaring that the annual distribution of prizes must be directed to works executed "in the course of the preceding year" must be interpreted in this sense; that the objects of the rewards shall be the most recent results of research displayed in the departments indicated by the will; older works will be considered only in the event that their importance shall have been demonstrated in recent times.

(3) In order to be admitted to the competition, every written work must have been published by means of the press.

(4) The sum total of a prize may be divided equally between two works, if it be judged that each of them has merited the prize. If the work rewarded is the work of two or of several assistants, the prize can be awarded to them in common. Any work the author of which is deceased can not be the object of a prize; however, in case of death after the proposal for a reward has already been presented in the prescribed forms the prize may be awarded. Each one of the corporations having the conferring of prizes has the right to decide whether the prize may be adjudged to an institution or to a society.

(5) According to the plain intention of the will, a work can not be rewarded unless experience or a competent examination shall prove its preponderant importance. If none of the works submitted to the competition possess the quality desired, the sum total of the prize is reserved for the following year. If, then, the prize can not be distributed, the amount is deposited in the principal funds, unless three-fourths of the persons voting shall decide to establish with it a special fund for the section. The revenues of such a fund may, according to the decision of the corporation, be employed to encourage, otherwise than by the distribution of prizes, the tendencies aimed at in the first place by the donor. Each special fund will be administered with the principal fund.

(6) For each section of Swedish prize, the competent corporation shall designate a "Nobel committee," composed of three or five members, who shall give their advice upon the conferring of the prize. The necessary examination for the awarding of the peace prize shall be made by the committee of the Norwegian Storting mentioned in the will. In order to be named a member of a Nobel committee, it is not necessary to be a Swedish subject nor to belong to the corporation charged with the conferring of the prize. The members of a Nobel committee can receive a suitable fee for their work, which will be determined by the competent corporation. In a special case, if it is judged necessary, the corporation can designate a competent person to take part as a member in the deliberations and in the decision of the Nobel committee.

(7) For admission to the competition, it is necessary to be proposed in writing by a qualified person. No attention will be paid to requests addressed by persons desiring to obtain a prize themselves. It is explained further on who are considered qualified. The annual competition considers proposals which have been offered in the course of the year immediately preceding up to the date of February 1.

(8) Every proposal must be accompanied by the writings and other documents upon which it is founded. If the proposal is not drawn up in either one of the Scandinavian languages or in English, French, German, or Latin, or if, for the appreciation of the proposed work, the body having to award the prize finds itself, for the most part, obliged to take cognizance of a writing composed in a language whose interpretation would cause special difficulties or considerable expense—in either of these cases, the corporation will not be obliged to proceed to a detailed examination of the proposal.

(9) At the solemn reunion, which takes place on the anniversary of the death of the donor, December 10, the corporations will make known publicly their decisions and bestow upon each laureate a check for the value of the prize, a diploma, and a gold medal bearing the effigy of the donor with an appropriate legend. The laureate is obliged, unless prevented, to give during the six months following the reunion a public lecture on the subject of the work crowned. This lecture will be given in Stockholm, or for the peace prize, in Christiania.

(10) Decisions in regard to the awarding of prizes are without appeal. It is forbidden to insert a difference of opinion in the *procès verbal*, or to reveal it in any other manner.

(11) Corporations have the right to establish scientific institutions and other establishments, in order to secure assistance for the examination which must precede the distribution of the prizes, and to serve, from other points of view, the aim of the endowment. These institutes and establishments, which form part of the endowment shall be called "Nobel institutes."

(12) Every Nobel institute is placed under the direction of the body which founded it. They are independent as regards their exterior situation and their finances; consequently their revenues can not be utilized by the corporations awarding the prizes nor by any other institution to cover the expenses of their private budgets. Professors having a fixed salary in a Nobel institute can not hold a like position at the same time in any other institution, unless by special authorization of the King. Corporations may install Nobel institutes on a common site, giving them a uniform organization; they can attach foreigners, men and women, to the institute.

(13) One-fourth of the revenues of the principal fund, which each section disposes of annually, is reserved. After the payment of the immediate expenses for the distribution of the prizes, the rest of the amount reserved is employed in defraying the expenses of the Nobel institute in each section. The balance, after paying the expenses of the year, is set aside for the future needs of the institute.

MANAGEMENT OF THE ENDOWMENT FUND.

The board of administration is composed of five Swedish members, one of whom—the president—is named by the King; the others are chosen by representatives of the corporations. The managing director is chosen by the board from among its own members. Members and substitutes are elected for a term of two years, commencing May 1. The board of administration manages the endowment fund and all property common to the sections, pays the prizes and the expenses attendant on their distribution, the expenses of the Nobel institutes, engages all employees, determines the amount of their appointments and of their pensions, is empowered to appoint proxies, to prosecute and to answer, to plead and to act in the name of the endowment. The corporations awarding the prizes appoint fifteen representatives for two civil years. The Academy of Sciences chooses six and designates four substitutes; the other corporations each appoint three, with two substitutes. The representatives, called together by the oldest representative of the Academy of Sciences, elect one of their number as president. Nine votes, at least, are necessary to make a decision. A corporation failing to send representatives does not prevent the others from acting. The management and accounts of the board are examined every civil year by five examiners; each corporation appoints one, the King naming the fifth, who acts as president. The report upon the management must be given to the president before the end of February. The examiners must present their report to the representatives of the corporations before April 1. This report, giving a résumé of the employment of the different funds, will be published in the newspapers. The failure of any corporation to appoint an examiner, or of an examiner to act, does not prevent the other members from proceeding with the examination. Examiners, and also the head of the department of public instruction and worship, have free access to all books, accounts, and documents of the endowment.

All the investments of the fund must be examined and verified at least once a year. The representatives of the corporations have the right to decide, after the

report of the examiners, whether the board of administration or any one of its members shall be discharged, or any other action taken against them. The King determines the salary of the managing director. The tenth part of the yearly net income of the principal fund is added to the capital; the interest of the sum destined for the prizes is added to the same fund until the distribution in prizes or otherwise.

TRANSIENT PROVISIONS.

Immediately after the approval of the King of the statute of endowment, the corporations will designate the stipulated number of representatives, who will assemble at Stockholm and elect the members of the board of administration, who will have the management of the endowment fund at the beginning of the year 1901. The executors of the will will take appropriate measures to terminate the settlement of the succession. The first distribution of prizes for all sections will take place, if possible, in 1901. From the endowment resources will be deducted: First, a sum of 300,000 crowns (\$80,400) for each section—that is, 1,500,000 crowns (\$402,000) in all—which, with the interest commencing from the 1st of January, 1900, will be used to cover, in proportion, the expenses of the organization of the Nobel institutes in addition to the sum the board of administration shall judge necessary for the acquisition of a special site destined for the administration of the endowment and including a hall for its meetings.

SPECIAL RULE GOVERNING THE AWARDING OF THE NOBEL PRIZES BY THE ACADEMY OF SCIENCES, ETC.

The right of presenting proposals for prizes belongs to—

- (1) Native and foreign members of the Royal Academy of Sciences.
- (2) Members of the Nobel committees for natural philosophy and chemistry.
- (3) Professors who have received the Nobel prize of the Academy of Science.
- (4) Ordinary and extraordinary professors of natural sciences and chemistry in the universities of Upsal, Lund, Christiania, Copenhagen, and Helsingfors, in the Carolin Institute of Medicine and Surgery, the Royal Superior Technical School, as well as to the professors of the same sciences in the Stockholm University.
- (5) Incumbents of corresponding chairs of at least six universities, which the Academy of Science will select, taking care to divide them suitably between the different countries and their universities.
- (6) Learned men, to whom the academy shall judge proper to send an invitation to this effect.

The invitations shall be sent every year in the month of September. Proposals for the prize must be made before February 1 of the following year. They are classified by the Nobel committee and submitted to the college of professors. The Nobel committee decides which of the works presented shall be submitted to a special examination. The college of professors will pronounce definitely on the distribution of the prize in the course of the month of October. The vote is taken in secret; if necessary, the question may be decided by drawing lots.

SPECIAL RULE GOVERNING THE AWARDING OF THE NOBEL PRIZE BY THE SWEDISH ACADEMY, ETC.

The right to present candidates for the Nobel prize belongs to the members of the Swedish Academy, the French Academy, and the Spanish Academy, which resemble the Swedish Academy in their organization and aim; to the members of the literary departments of other academies, as well as to the members of literary institutions and societies analogous to academies; to professors of æsthetics of literature and of history in the universities. This order must be published at least every five years.

NOBEL PEACE PRIZE.

The department is informed by the Nobel committee, elected by the Norwegian Storting and charged with the bestowal of the Nobel prize destined for "the person having done the most, or the best, in the work of establishing the brotherhood of nations, for the suppression or the reduction of standing armies, as well as for the formation and the propagation of peace conferences," that presentation of candidates

for the prize must be made before the 1st of April next. According to the regulations, every proposal must be accompanied by the writings and other documents upon which it is founded. For admission to the competition, it is necessary to be proposed in writing by a qualified person. Letters of proposal should be addressed to the Norwegian Nobel Committee, Victoria Terrasse, 3, Christiania, Norway.

EDUCATIONAL PROGRESS IN EASTERN SIBERIA.

THE INSTITUTE FOR EASTERN LANGUAGES AT VLADIVOSTOCK.

On November 2 (October 21, 1899) the new Institute for Eastern Languages was dedicated with appropriate ceremonies. This institute is an important part of the programme which Russia is carrying forward in the East. The study of eastern languages—Chinese, Japanese, and Korean—is all important, and these are to be undertaken by the brightest pupils from the local gymnasiums, and even by those who are not graduates of any gymnasium.¹ Russians are proverbially talented as linguists, and there are few educated persons who can not converse fluently in French or German, generally in both. But Chinese, Japanese, and Korean are difficult in themselves, and these difficulties are enhanced by the divergence of provincial dialects.

Great care has been exercised in the selection of the institute head, and his corps of assistant professors; all are young men, except the director, Professor Pozdnioff, a gentleman of ripe experience and thoroughly informed as to the scope and magnitude of his work.

For the current year 30,000 rubles (\$15,390) are appropriated for the gymnasium, and 10,000 rubles (\$5,130) for furniture and educational appliances. For the Eastern Institute, the initial appropriation is 77,000 rubles (\$39,501) for all purposes; so that hereafter Vladivostock may look forward to an appropriation of from 100,000 to 120,000 rubles (\$51,500 to \$61,800) for higher educational work, a very creditable showing on the part of the Imperial Government.

The dedicatory exercises of the Eastern Institute were on the order of the usual beginning, or "commencement," of an American college. The large hall was decorated with plants, flags, flowers, banners, and streamers. The portraits of the Emperor and Empress occupied a conspicuous place above the head of Governor-General Grodekoff. The audience was the most brilliant I have seen in this city, and there was a marked absence of that formality so usual in Russian official gatherings. The archbishop of eastern Siberia, assisted by six priests and acolytes, first performed a solemn service by which the school was consecrated to the service of the Pravoslavian Church. Then the imperial decree authorizing the school was read, followed by an address on the languages of the East in Russia for the last three hundred years, by V. P. Margaritoff, and an address on the history of the Eastern Institute, by N. P. Taberio.

On November 1 the institute opened. The professor of English is an American citizen, Mr. Lugobil. He became an American citizen by choice when we acquired possession of Alaska, in 1867. He was for a time a resident of San Francisco, but has been here for ten years. He is also instructor in English in the local gymnasium. Professor Lugobil is an excellent linguist.

Considering the peculiar formation of this seaboard province, extending from 100° to 166° longitude east of Poulkof (140° to 170° east of Greenwich) and comprising the Amur district, the island of Sakhalin, the Kamchatka Peninsula, and the Anadyr and Commander islands, with only five cities, many mere settlements, and a varied

¹The author uses the term gymnasium in the sense in which it is applied in Europe, meaning a classical high school or preparatory school for university students.

population, the educational exhibit is very creditable, as the following official figures will illustrate:

The total number of public schools in 1897-98 was 116.

At Habarovsk.—Preparatory school for the Siberian cadet corps; technical school (railway); town school for boys, course two years; a school for girls; gymnasium for girls; parish or church school.

At Vladivostock.—Classical gymnasium for boys; gymnasium for girls; town school for boys, three years' course; first elementary school; second elementary school; school for the naval department; the Alexandrof School (military); the Russian Chinese school (city); parish church school.

At Nikolaefsk.—Town school for boys, three years; parish church school.

At Okhotsk.—Parish church school.

At Petrapaulofsk.—Town school for boys and girls.

In South Ussuri district.—Forty country and parish schools.

In the Habarovsk district.—Seven country and five missionary schools.

In the Oodsk district.—Seven country schools.

In the Okhotsk district.—One school for the Tungusees and one parish church school.

In the Petrapaulofsk district.—Eight church schools.

In the Gijinsk district.—One parish church school.

In the Anadyr district.—One parish church school.

On the Commander Islands.—Two country schools.

In 1897-98 the number of schools showed an increase of 10 and the number of pupils an increase of 755, as compared with the statistics of the previous year.

The following table shows the number of schools and the Russian population:

Towns and districts.	Population.	Number of schools.	Number of schools according to population in 1897-98.
Vladivostock	17,279	9	1,920
Habarovsk	11,227	7	1,604
Nikolaefsk	4,492	240	2,246
District of South Ussuri	88,493	40	2,212
District of Cossack Ussuri	17,756	23	772
District of Habarovsk	11,750	12	980
District of Oodsk	12,075	7	1,725
District of Petrapaulofsk	8,400	9	933
District of Gijinsk	7,571	1	7,571
District of Okhotsk	4,810	3	1,603
District of Anadyr	12,425	1	12,425
District of Commander Islands	652	2	326

The following shows the number of children of school age between the ages of 7 and 12 and 14 and 17. According to the statistics the number of children received into the schools equals 15 per cent of all the Russian population:

Towns and districts.	Number of pupils.		Percentage of children in schools in 1897-98.
	Between ages of 7 and 12.	Between ages of 14 and 17.	
Vladivostock	2,586	690	26.7
Habarovsk	1,745	590	33.8
Nikolaefsk	641	112	17.3
District of South Ussuri	12,156	1,388	11.4
District of Cossack Ussuri	1,901	653	34.3
District of Habarovsk	1,688	239	14.1
District of Oodsk	2,244	202	9
District of Okhotsk	711	48	6.7
District of Petrapaulofsk	1,331	155	11.8
District of Anadyr	1,845	53	2.8
District of Commander Islands	102	102	100

In Vladivostock evening classes were begun in the autumn of 1898 for the study of Chinese and English; they have been continued during the present winter and have met with reasonable success. The Chinese classes have been transferred to the Institute for Eastern Languages, but the English classes have remained under the patronage of the city. The charge for tuition is \$1 per month, three lessons of two hours and a half each per week. In the winter of 1898-99 more than 150 students were enrolled, about half being women. The Chinese department began with some 60 pupils. At the close of the session of 1898-99 only 50 pupils remained in the English department, and a much smaller proportion in the Chinese section. The instruction in both lines seemed to be of a very superior character. There is quite a rivalry among the young Chinese employed in the stores here in learning English. Some have entered the Russian Chinese schools, and others are asking the few Americans here to teach them. The Institute for Eastern Languages, whose opening was reported last year, is doing a good work, although not overburdened with pupils. There are now about 50 students—Chinese, Japanese, Korean, Manchus, and Mongolians.

SOCIETIES, LIBRARIES, AND MUSEUMS.

Most of the officials—military, naval, and civil—are men of education and professional training (many are not natives of Siberia), and the lines of the various literary, scientific, and philosophical societies of St. Petersburg are continued here. A vast amount of valuable data is available only to those who read Russian readily. Formerly, many books of science and research were accompanied with French or German translations, but this has been mainly abandoned.

In all the governments of western and eastern Siberia libraries, museums, and societies are found, patronized by most of the officials, while many important contributions have come from learned convicts. A branch of the Imperial Russian Geographical Society is located at Habarovsk, and a museum and library are connected with it. A subdivision of this branch—the Society for the Investigation of the Amur Province—is at Vladivostock. It has an excellent museum and a fairly good library, with, I regret to say, very few publications of the United States.

The best equipped library is the Amur branch of the Imperial Royal Geographical Society at Habarovsk, and next that of the Naval Club at Vladivostock, another institution which would gladly receive many of the valuable publications of the United States. Throughout the provinces there are small libraries in schools, regiment, and police departments. There is a quasi-public library at Nikolsk, in the south Ussuri district, and a small library in the city hall at Vladivostock, with a reading room attached. A circulating library occupies part of a printing office, and is well patronized. A publisher—Theodore Pavlenko—has lately given 100,000 rubles (\$51,500) to open 2,000 public libraries.

There is a medical association composed of the doctors of the naval and military branches of the imperial service in the Amur and Maritime provinces. It has a northern and southern branch, and will hold a session at Habarovsk next September. The southern branch opened at Pasteur Institute at Vladivostock last year.

NEWSPAPERS.

There are four newspapers published at Habarovsk, one the official organ of the Government and three published at intervals.

At Vladivostock there are four—*Dalny Vostok* (the Far East), *Vostochny Vestnik* (the Eastern Herald), Vladivostock, and *Listok Oblgavany* (the Advertiser)—published from two to four times per week, containing telegrams via St. Petersburg and Hongkong. There is supposed to be a censorship of the press in Siberia, as in European Russia, but its effects are scarcely noticeable to the foreigner. The same holds true of the mail matter received.

NOTES.

Last year a Japanese-Russian school was opened at Blagovestchensk, where a Japanese colony has been established, as also in Manchuria. Reports say the Japanese scholars are very diligent, make great progress, and learn easily to read and write Russian. The bishop of this diocese is my authority that the same holds good of the mass of Koreans now scattered in this region as laborers. Their children are bright scholars, and both parents and children readily become followers of the Russian church.

In the programme of reforms are plans for agricultural schools throughout the Empire.

A summer school for teachers will be held at Nikolsk during July or August. The project for a large mechanical school at Nikolsk, in connection with the Great Siberian Railroad, is completed, and the building will be proceeded with. The cost is estimated at 100,000 rubles (\$51,500).

A school for river navigation has just been opened at Irkutsk.

R. T. GREENER, *Commercial Agent.*

VLADIVOSTOCK, April 17, 1900.

INSTITUTE FOR EASTERN LANGUAGES IN VLADIVOSTOCK.

Extensive improvements have been made to the grounds and the interior of the institute building. The half-finished structure, which was entered a year ago, is now nearly completed. At present there are accommodations for 500 to 800 students in lecture rooms, library, seminaries, and music rooms, for their choir is as much a part of the school curriculum as it is of the church services. There is little accommodation for resident students, as with us; only a few students are allowed quarters in the building, the spare apartments being reserved for the director, his family, and his immediate staff, the major part of whom consists of pupils whose talents he has observed and judiciously guided in postgraduate study at home and abroad.

The annual appropriation for the school is 90,000 rubles (\$46,350). Professor Lugebil, born in Alaska, teaches English.

I may add here that Mr. C. J. Czechowicz, of Pennsylvania, has been appointed instructor of English in the town school evening classes.

Not more than forty-eight students are now enrolled in the institute proper. Twenty more, however, are expected—some from European Russia, others from Japan, China, and Korea.

A magazine, says the director, will soon be issued with Russian translations of English and French works on the Orient, its people, religions, and literature. The library embraces over 16,000 volumes and many rare idols, etc.

The plan of studies consists of lectures during the week from 9 a. m. to 2 p. m., as follows:

Course I:	Lectures.
English language	6
Chinese language	11
Theology	2
Oriental geography	3
Political and administrative organizations (civil government), Russia and other countries	2
Political economy	2
Total	26

Practical exercises daily, 4.30 to 6 p. m.:		Hours.
English.....		6
Chinese.....		6
Course II:		
Morning lectures—		
English language.....		4
Chinese language.....		9
Japanese language.....		10
Korean language.....		9
Mongolian language.....		6
Manchurian language.....		6
International law.....		2
Political and administrative organization of China.....		2
History of oriental countries.....		1
Total.....		49
Evening exercises—		
English language.....		3
Chinese language.....		6
Japanese language.....		6
Korean language.....		6
Mongolian language.....		3
Manchurian language.....		3
Total.....		27

All the studies are obligatory, with the exception of the Japanese, Korean, Mongolian, and Manchurian languages. In addition to Chinese and English, each student must select one other language.

RICHARD T. GREENER, *Commercial Agent*.

VLADIVOSTOCK, November 5, 1900.

COMMERCIAL EDUCATION IN SCOTLAND.

For some years educationists and business men in Scotland have been giving attention to the subject of commercial instruction in connection with the public schools and higher educational institutions. In January of this year the Edinburgh Merchant Company and Chamber of Commerce and the Leith Chamber of Commerce remitted to a joint subcommittee the consideration of how the present system of education should be altered so as to bring it in consonance with the needs of business men, with power to take such action as they might deem proper in support of the movement for rendering commercial instruction more efficient and extended. The committee has just issued a report. It is explained in the first few pages what steps were taken to procure information. Forty-three witnesses were examined, including prominent educators and representative men of affairs, and in the course of the investigation the committee collected printed matter relating to the subject, consisting of productions by the witnesses, prospectuses, etc., of schools, and official reports on commercial education in certain continental countries and in the United States.

The main conclusions arrived at by the committee are, briefly:

(1) That commercial subjects properly so called should not be taught in the public schools, but that the study of arithmetic, of history, and of geography should have a commercial application; the aim of the school course should be to give a sound general education fitting pupils for entering on a commercial career.

(2) The better teaching of modern languages is also a first necessity for the improvement of commercial education.

(3) Faculties of commerce should be established in the universities.

Omitting the introductory pages, the report is as follows:

I.—WHAT IS COMMERCIAL EDUCATION?

For the present purpose, it may be sufficient to say that the term is used to denote the whole course of educational training for a business career, whether it consists of general education or education of a specialized nature bearing on commerce. In the elementary stage, there need be no distinction in the training of a boy destined for business and of another who may look forward to a professional or literary calling. It is only after the foundation of general education or culture has been laid that questions arise as to teaching ordinary subjects so as to have a commercial application and introducing other branches which are necessary to the proper equipment of those intended for business. The nature and extent of such specialization will depend upon the description of business career aimed at and the length of time which the pupil can remain at school or give to the prosecution of study after leaving school.

II.—EXISTING EDUCATIONAL PROVISION.

For the great majority of boys and girls who leave school at the age of about 14 to enter business houses as clerks, shop assistants, etc., the only school education available is that of the elementary school, which, in Scotland, is provided in every burgh or parish by the school board, and in certain places also by voluntary effort. In some of these schools there are now advanced departments, in which the curriculum must make provision for adequate instruction in the ordinary English subjects, and, as a rule, drawing and such other of the following subjects as the Scotch education department may determine, viz, languages, mathematics, and science. There has also recently been established a limited number of higher grade schools having a "commercial" as well as a "science" course. In the former, it is declared that the education is "predominantly commercial," and pupils must, as a rule, take, in addition to the ordinary English subjects and drawing, "one or more modern languages, bookkeeping, shorthand, and knowledge of commercial products." Although this higher education is now placed within the reach of all who obtain the merit certificate in the elementary school, it has been found that the proportion of pupils who remain to take advantage of it has as yet been small. There are, however, evening continuation schools, at which those having the desire may, to some extent, revise or supplement their elementary education. One of the objects of these schools is to give "opportunities of learning the scientific principles which underlie the employment upon which they (the scholars) have entered."

On the other hand, to those whose parents are in a higher social position, or who themselves have gained bursaries, entitling them to higher education, the secondary school is available. In this type of school, there is not only the common elementary grounding, but also a superstructure of advanced education divided into classical and modern, the modern in some cases being subdivided into a commercial side and a science side. The commercial course usually extends over three or four sessions, and includes modern languages, commercial geography, and commercial correspondence, mathematics, and commercial arithmetic, bookkeeping, and shorthand. At schools of this class, the age on leaving is, of course, higher than at the elementary schools—from 16 to 18—and pupils are drawn for apprenticeships which may lead to the higher positions in commerce.

As connected with this branch of the report, it may be proper here to refer to the means adopted by the Scotch education department to put a "hall mark" upon the education given at the primary and secondary schools, respectively. In the former there is the merit certificate, which will be granted to any scholar over 12 years of age who, subject to certain conditions, "shows thorough proficiency in the three elementary subjects of reading, writing, and arithmetic." This certificate is regarded by the department "as marking in a fairly definite way the dividing line between a primary and secondary education;" is necessary as a passport to the advanced departments of elementary schools, or to the higher grade schools; and is also valuable as an official attestation of the attainments of pupils who require to leave school on the completion of the elementary course.

To those pupils who continue their education, either at a primary or secondary school, suitable tests are applied by means of leaving certificates, which, since 1888, have been granted annually by the department. These consist of different classes—lower grade, higher grade, and honors. The lower grade is usually taken at the age of about 15, the higher grade and honors at the close of a full secondary course.

The subjects having a commercial bearing in the examination, apart from English, are French and German—in which commercial, in addition to literary, questions are set—and bookkeeping and commercial arithmetic. It is understood that a large number of university and professional authorities have agreed to accept the leaving certificates in lieu of their own preliminary examinations, and in this way, as well as from their importance otherwise, these certificates, especially those of the higher grade and honors, are regarded as of great value.

In centers of population, there are usually to be found the means of continuing education on more or less specialized lines, and of obtaining instruction in the somewhat mechanical arts of shorthand and typewriting. In this respect the youth of Edinburgh, Leith, and surrounding districts are exceptionally fortunate in having the Heriot-Watt College, where students may obtain, at very moderate fees, courses of instruction suited to their special business requirements.

University education, to a limited extent, is also available to the commercial student. He may attend, e. g., the class of commercial and political economy and mercantile law, founded in the University of Edinburgh by the governors of two of the merchant company endowments, or the classes of French and German established under recent ordinances.

III.—DEFECTS OF THE PRESENT EDUCATIONAL ARRANGEMENTS.

There is a consensus of opinion among the business men who gave evidence that elementary education is so imperfect that many boys entering offices or warehouses write in a slovenly way; that their arithmetic is deficient; and that they are unable to compose a letter properly, and in some cases even to spell correctly; and these witnesses attribute this to the want of a thorough grounding in elementary education. The educational witnesses explain this failure by the fact that too many branches are taught in the elementary course, and state as their opinion that it would be more profitable to the great majority of pupils of all classes if the teaching of any language other than English were postponed until a later age than at present, so that attention might be concentrated on what is termed an English education. It may be assumed that the evil complained of is not likely to be so pronounced in future, as the new code and the merit certificate have been arranged to secure greater attention to the essential subjects of an elementary education. A further explanation is offered by educationists so far as handwriting is concerned, viz, that a careless habit is induced by the speed at which the pupils find it necessary to write in their numerous examinations.

While no general complaint has been made to the committee on the subject of secondary education, it has not escaped criticism in detail. Viewed from the standpoint of business men, it is considered that too much time and attention are still given to Latin and Greek and too little to French and German; that the modern languages are not so thoroughly taught or mastered as to be used with facility in business; that the teaching of history, geography, and arithmetic is too little adapted to the needs of a business career; that bookkeeping taught at school is of little or no value, and that there is not enough provision for the teaching of science. There is also the want of encouragement in the shape of bursaries set apart to pupils in the modern side of the secondary schools. On the other hand the educational witnesses state that their chief difficulty with boys intended for business is to get them to remain a sufficiently long period at school to take the advantage of a full course of instruction. They consider also that the classical side has its attractions for clever boys, even those who may be looking forward to a commercial career, and that the modern side is too much looked upon as the resort of the backward or less promising pupils.

The committee have been much impressed by the great stress laid upon the inefficient teaching of modern languages through the want of properly trained and qualified teachers. Under present arrangements the work is to a large extent intrusted to foreigners, who, as a rule, are not educated in the same way as the teachers of Latin and Greek and do not sufficiently realize or sympathize with the difficulties encountered by boys in learning foreign languages. The lack of sympathy between teacher and pupil naturally interferes seriously with influence and discipline.

Regarding the training of teachers generally, it appears that there is no provision at present in the normal schools for training teachers in commercial subjects, but that science is receiving special attention.

It has been suggested to the committee that, so far as commercial education is concerned, some of the text-books are not sufficiently practical, and that questions set by examiners are occasionally open to the same criticism. It is scarcely necessary to add that these are matters of great importance bearing directly on the state of commercial education.

In the second branch of this report the importance of the leaving-certificate examinations conducted by the Scotch education department has been alluded to. It may now be useful to give from Sir Henry Craik's report for this year, issued in August last, the following extracts showing the result of the test in the subjects of examination bearing on commercial education:

French, lower grade.—"The answers to the literary questions were creditable; those to the questions on commercial French were worthless."

French, higher grade.—"The philological answers were poor, in large measure owing to imperfect text-books, and those on commercial French were unsuccessful."

German, in both grades.—"The commercial questions were uniformly answered in a very satisfactory way."

Bookkeeping.—"The second part of the paper was not, however, so well done."

* * * The third part of the paper was also disappointing."

Commercial arithmetic.—"As in former years, many candidates were presented who were quite unprepared for an examination of this character; in other cases the work was hurried and incorrect."

Certain defects have been pointed out to the committee in connection with university education for business men. There is the disadvantage at which students of modern languages are placed as compared with students of Latin and Greek in the preliminary and the general bursary examinations at the universities. In these examinations, while the full marks for Latin and Greek are 100, those for French and German are only 50. The classes in French and German do not have the same academic standing as those for Latin and Greek, inasmuch as the former are merely lectureships—the lecturers not being members of the senatus—while the latter have all the privileges of full-equipped chairs. Lastly, there is no provision for obtaining a complete course of university education suited to the business man or a degree in commerce.

It may be remarked, further, that there is no general provision, as in the case of students training for the professions, for guiding and stimulating the education of young men aiming at following a business career. On leaving school they are left to the freedom of their own will in the matter of education, and may either refrain altogether from prosecuting their studies, or, if a sense of duty and a laudable ambition prompt them otherwise, may choose such courses of instruction and follow them with such measure of diligence as they think proper. Attempts have been made to supply this want by the institution of the examinations of the bankers' institute and to a limited extent, in Scotland, of such examinations as those which have for several years been conducted by chambers of commerce and other public bodies.

At this stage it may be proper to refer to the opinion held by some business men that the facilities which exist for mental improvement are not taken advantage of by youths during their apprenticeship to the extent they might be. It would seem that with many, once they are free from the restraint of school discipline, there is a disinclination to study and a want of the moral earnestness and the perseverance which have been understood to be characteristic of the Scottish race. Possibly the inordinate love of pleasure and the present-day rage for sport account largely for this unfortunate tendency. At least they form a serious obstacle in the way of the improvement of the commercial education of the country.

IV.—NECESSITY FOR IMPROVEMENT.

The need for improvement in commercial education is due mainly to three causes: (1) The extraordinary development of business by the introduction of railways, and the expansion of international commerce throughout the whole civilized world by the introduction of steamships and telegraphs, all of which has taken place within the last two generations; (2) the changing conditions and methods of conducting business, arising, to a large extent, out of this development and expansion—large corporations and limited liability companies steadily supplanting private firms in conducting existing businesses and in starting new businesses and trading concerns of all kinds; and (3) the commercial rivalry of continental nations and America, who have more thoroughly realized the necessity of, and made very complete provisions for, commercial education.

Taken cumulatively, these reasons demand, in the opinion of the committee, the early and earnest attention of all concerned to the task of improving commercial education. In the past not a little credit for the commercial position among the nations to which Scotland has attained is due to the education which was available; but if that position is to be maintained, it is imperative that advance must be made in education commensurate with the requirements of the present time. The committee believe that a sound and sensible education, both primary and secondary, is

the first requisite for the business man. Provision must also be made for producing men of high education and wide culture fitted to fill responsible positions in the large undertakings of the country and to take their place in the important and responsible work of public administration, which so largely devolves on members of the mercantile classes.

V.—CONCLUSIONS.

The committee beg leave to state the following as the conclusions at which they have arrived:

(1) That primary education only should be given to pupils under 12 years of age, and that secondary or higher subjects should not be commenced until the pupil has gained a merit certificate or passed an equivalent examination. If this method were followed, the committee believe that not only would the pupil be better grounded in a sound English education, but he would also be more likely to get the full benefit to be derived from a secondary course.

(2) That it is necessary to provide a more modern secondary education that would better appeal to a large proportion of the pupils. It is acknowledged that the study of Latin and Greek is an admirable mental training, and that some acquaintance with Latin is very helpful to the student of English. Much of the study of Latin and Greek, however, has the disadvantage of being altogether divorced from everyday life, and it is only natural that boys should take more interest in the languages and affairs of the world in which they live. The committee have no intention of decrying classical education while asserting that the study of English literature—of English and Scottish history, of the geography of the world and especially of the English-speaking world, of the elements and principles of science and mathematics—is real education likely to stimulate a boy's highest faculties.

(3) That commercial subjects properly so called should not be taught at school; but that, as provided for in the Scotch code with reference to higher grade commercial schools, "the study of arithmetic, of history, and of geography should have a commercial application." The committee consider that the aim of the school course should be to give a sound general education, fitting pupils for entering on a commercial career.

(4) That the better teaching of modern languages is also a first necessity for the improvement of commercial education. To enable this to be done, there is required, to begin with, an admission on the part of educational authorities that a man may be an educated and even a cultured gentleman although he has not seriously studied Latin or Greek; and, further, that both France and Germany possess invaluable literatures, with the advantage that they are in languages which are living and not dead. Three steps seem necessary to stimulate the study of modern languages.

(a) That the universities should show proper respect for modern languages by giving the teachers of French and German the same status as the professors of Latin and Greek and by approximating the value for these subjects in examinations.

(b) That students should be induced by bursaries and other means to master modern languages, so that there may be trained for the teaching of French and German Englishmen and Scotsmen of equal ability and culture to the men who now teach Latin and Greek. The committee are much impressed by the consensus of opinion among the educational authorities who gave evidence that modern languages can never be properly taught in this country until taught by Englishmen and Scotsmen who have had university training and have resided abroad.

(c) That secondary schools should also dignify the teaching of modern languages by placing them on a level with the dead languages in bursary competitions and in all other respects, and by offering proper remuneration to the teachers of modern languages.

(5) That boys should not leave school to enter on a business career until they attain the age of 16, those who can afford to do so being encouraged to remain till 17 or 18; and that employers should, as far as possible, require the production of and give due recognition to the leaving certificates by the Scotch education department as evidence of educational attainments. The committee would suggest that the department be approached with the view of instituting, in connection with school education, group certificates of different grades that would come to be universally known and recognized by business men in their selection of apprentices.

(6) That it is most necessary young men should continue their education, after they have begun business, during their leisure hours. In this way the defects of ordinary education may be remedied, and it is during the years of apprenticeship that young men may most profitably study commercial subjects. The committee agree with the witnesses that it is not natural for boys at school to take any interest in such subjects as bills of lading or foreign exchange, but that young men in offices

and factories may with advantage study the theories and laws regulating matters with which they are in constant touch in their daily work. Of course, if a young man is to derive benefit from the evening classes at the Heriot-Watt College or any similar institution, he must have set his heart on his work.

(7) That in view of the increased attention being given to strengthening and rendering more efficient the modern side in secondary schools, and of the tertiary schools which exist in large towns, such as the Heriot-Watt College in Edinburgh, the committee are not prepared to recommend the institution of a purely commercial school on the lines of the continental commercial schools at Antwerp, Leipzig, and other places, or of the London School of Economics and Political Science.

(8) The committee, while recognizing the good work being done by certain chambers of commerce and other mercantile bodies in Scotland, by means of examinations for commercial certificates, are of opinion that such work would be more efficiently accomplished on a uniform system by a national examining board. It is accordingly suggested that the proposal be brought before the Scotch education department.

(9) That to enable commercial education to take its proper place in the educational arrangements of the country and fully to meet the requirements of commerce, it is desirable that faculties of commerce should be established in our universities. It is the opinion of the committee that such faculties would have a very beneficial effect in raising the status and importance of the commercial side in the secondary schools by giving it, like the classical or science side, an opening to the university, by molding and regulating the course of study, and by inducing pupils of ability, who at present prefer another course, because it leads to the university, to study for a commercial career. Turning to the interests of commerce, the committee believe that a university education would be of the greatest service to the men who are to occupy the chief positions in large commercial undertakings. To discharge aright the important and delicate duties and responsibilities which devolve upon them, the development of mind and width of culture which are produced by university study are as essential as in the case of the professional man, and there is no reason why the possession of a university degree should not be placed within the reach of the one as well as the other.

The classes of modern languages, of political economy, and possibly one or more of the present history and law classes would form the nucleus of a faculty of commerce, and to these might gradually be added classes having more direct reference to the history and practice of commerce. The education to be provided by such a faculty would primarily be taken advantage of by young men having the means and leisure to attend as regular students; but others engaged in business might, as is the practice with lawyers' and accountants' apprentices, also take the classes if suitable hours were fixed. It would also be available for the training of those who might act as teachers of commercial subjects in schools.

Although the committee hold the opinions in regard to university education above expressed, they feel that the evidence given by the business men who came before them shows that the need for that education is not appreciated by the mercantile community, and they respectfully urge chambers of commerce and other mercantile bodies to consider this important subject and mature the opinion of business men in regard to it.

The committee have not thought it necessary to make any recommendation in regard to the education of girls as distinguished from that of boys. They hold that for the purpose of commercial education differentiation is not required, and that if their views above expressed were adopted, the increasing number of girls who look forward to clerkships, as well as the few who aspire to higher positions of trust in mercantile life, would, equally with boys, have the means of obtaining suitable education.

EDINBURGH, *October 12, 1900.*

RUFUS FLEMING, *Consul.*

CHEMICAL FOODS IN GERMANY.

In opposition to the determined vegetarians who condemn all animal food, there is a growing number of physiologists who insist that abstinence from meat, if continued for ages and generations, is responsible for the feebleness and low intellect of certain races. Chemists are becoming more and more anxious to find new sources of nitrogenous foods, and the artificial-food industry has developed widely in Germany, chiefly in the large works which supply dyestuffs, for which albumen is an important material.

The artificial foods are mostly mixtures of more or less secret composition. Thus, the tropion of Professor Finkler, of Bonn, whose works are at Mühlheim, consists of one-third of animal and two-thirds of vegetable albumen. Albumenose is a frequent constituent of those foods. By albumenose is understood a preparation which, as regards solubility, occupies a position intermediate between the original animal albumen and its peptone.

The managers of the Elberfeld color works have made a hit with their somatose, which is such an albumenose, and have quite recently brought out the more economical tannin and milk somatose, which may become a very important food for the masses. This latter preparation utilizes the casein of the milk.

The nutrose of the dye works at Höchst; the eukasin of Salkowsky; the sanato-gen of Bauer & Co., of Berlin, contain all the casein compounds with sodium or ammonium.

OLIVER J. D. HUGHES, *Consul*.

COBURG, May 17, 1900.

MANUAL TRAINING IN GERMANY.

There exist at present in Germany, distributed in 605 places, 861 schools and institutes wherein manual training is carried on in 1,514 workshops. Of this number, 836 schools and institutes conduct the training on a pedagogical basis. Prussia has 570 manual-training schools. The 1,514 pupils' workshops comprise 286 independent manual-training schools and 238 public schools, of which 16 are auxiliary schools where the work is obligatory, 17 are middle-class schools, 41 are high schools (made up of 8 gymnasiums, 6 technical gymnasiums, 12 lower and advanced technical high schools, and 15 boarding schools), 7 are preparatory institutes, 26 are teachers' seminaries, and 93 are boys' asylums; while the remainder consists of various kinds of private educational establishments.

Five hundred and thirty-five workshops are devoted to wood carving, 527 to working in cardboard, and 356 to the carpenter's bench. Of these, 68 are closely connected with wood carving, 77 with preparatory roughing-out work, 35 with metal work, 28 with country timbering, 11 with wood and metal turning, and 11 with modeling in clay.

Over 2,200 German teachers have been taught to become instructors in manual training. Of these, 954 were taught in Leipzig and 1,250 acquired training in 33 places in other parts of Germany.

RICHARD GUENTHER, *Consul-General*.

FRANKFORT, June 19, 1900.

METHOD OF RECKONING TIME IN SPAIN.

The Queen Regent has signed a decree establishing the method of accounting time in this Kingdom, viz:

(1) In all railway, mail (including telegraph), telephone, and steamship service in the Peninsula and the Balearic Islands, and in all the ministerial offices, the courts, and all public works, time shall be regulated by the time of the Greenwich Observatory, commonly known as western European time.

(2) The computation of the hours in the above-mentioned services will be made from the hour of midnight to the following midnight in hours from 1 to 24, omitting the words *tarde* (afternoon) and *noche* (night), heretofore in customary use.

(3) The hour of midnight will be designated as 24.

(4) The interval, for instance, between midnight (24) and 1 o'clock will be designated as 0.05, 0.10, 0.59. . .

These regulations are to take effect the 1st of January, 1901.

Government officials are directed to observe and carry out the decree in each and all of their respective departments and bureaus.

DWIGHT T. REED, *Vice-Consul*.

MADRID, August 4, 1900.

A GERMAN VIEW OF UNITED STATES DEVELOPMENT.

The German central bureau for the preparation of commercial treaties has just published a book written by its president, Dr. Vosberg-Rekow, who, as a German delegate, attended our last year's Philadelphia industrial exposition and spent months in investigating the industrial conditions in the United States. This book is remarkable for the candor and ability with which Dr. Rekow handles his important theme "The commercial treaties of 1903," in the treatment of which he reviews the economic conditions of the great industrial powers and their relations toward each other as competitors. With reference to education he says:

Germany's industrial advancement is principally due to the thoroughness of her technical education. It is strengthened by the continuous substituting of machinery and machine tools for hand labor. Still, in this respect the English industry in some branches is ahead of us. It is worthy of note that in this evolution, too, the United States has the foremost place and has made gigantic strides, not only in applying machine tools, but in inventing and manufacturing them; so that to-day she supplies us. This signalizes in an extraordinary degree American intelligence. Thus, the Americans, though wanting our superior technical education, thanks to their practical eye, improve upon our methods and apparatus. Theirs is rather the activity of an experimentalist than that of a trained craftsman, but a clever *faiseur*, if he but have assurance and luck, may distance the educated master. The Americans have no thorough education; nor do they possess a modern industrial system as we Europeans understand the terms. The American applies himself to a single branch or to a specialty, with utter disregard of European methods and their results. He devotes to his work an amount of energy which stupifies Europeans, and, for a while, he succeeds in driving us out of the line of articles on which he has centered his energy. Against such peculiar activity a general trade policy is quite ineffectual; we must put ourselves in condition to counteract this artificially forced growth of specialized industry.

SIMON W. HANAUER, *Vice-Consul-General*.

FRANKFORT, *October 13, 1900.*

MEDICAL DEGREES IN GERMANY.

Consul Hughes sends from Coburg, November 5, 1900, translation of the rules for conferring the degree of doctor of medicine which took effect October 1, as follows:

The degree of doctor of medicine can be conferred only after a thesis has been published and a verbal examination undergone. A "promotio in absentia" will not be allowed under any circumstances. By his thesis, the candidate must prove that he is able to work independently on scientific lines. The thesis must usually be written in German, though the use of another language may be allowed by the faculty. A biography of the candidate must be appended. The verbal examination consists either of a simple questioning or of an "Examen rigorosum." German subjects can not receive the degree before having obtained permission from the Government to practice as a physician within the Empire.

By a unanimous vote of the faculty and with the permission of the supervising board, deviations from this rule may be granted in particular cases, in which the candidate can not, for weighty reasons, be expected to comply with them. Foreigners who have received the Government permission to practice medicine within the German Empire are subject to the same regulations regarding their promotion to the degree of doctor of medicine as those laid down for German subjects. Foreigners who do not possess the permit for the German Empire and who wish to be promoted should lay before the faculty proofs of the following facts:

(1) That they have had the schooling required in their own country for passing the examination and receiving the degree; if in their own country fixed rules with regard to this matter do not exist, they will have to show certificates from home in which proof is given that their schooling is equal to that required for obtaining the matriculation certificate at a German "Realgymnasium."

(2) That they have passed through—

(a) Studies before a regularly organized medical faculty for as many semesters as are required in Germany for admittance to the regular medical examinations.

(b) That at least one of those semesters has been spent at the German university at which they wish to receive their degree.

This latter rule may be suspended if the candidate be well known to the faculty. The printed thesis, which must be produced before obtaining permission to appear for the degree examination, may, at the faculty's discretion, be replaced by a scientific work of the candidate which has already been printed and published.

COMMERCIAL EDUCATION IN SAXONY.

Nowhere in the world does commercial and technical education hold such a prominent place as in Germany, and of all the States which compose this Empire, Saxony takes the lead in this direction. This little Kingdom alone has about fifty commercial schools. These schools are in the first instance organized by the merchant unions, which exist in every little town in the country. The State exercises a supervising influence over each school. An inspector appointed by the Government visits the schools periodically. The merchant union supports the school; but if there is any deficit at the end of the year, this is made good by the State. The buildings, together with light and heat, are furnished by the town authorities. In many cities of Saxony, handsome buildings have been erected for the purpose of commercial schools alone.

The average salary of the principal and teachers depends upon their age and upon the size of the town. A principal in a large city will get from \$1,000 to \$1,500. In the smaller cities, however, the salaries range from \$600 to \$800 per annum. All these teachers have been prepared for their work by completing either what we term a classical education or some thorough course without the classics, where more attention is paid to modern languages and business methods. It is the general belief that the latter course secures greater practical results in the schools.

Although the State regards these commercial schools with a certain benevolence, it has thus far made no solid provision for the teachers. In every common village school throughout the German Empire the teachers know just what they have to expect. There is a staple system of promotion, together with a pension after so many years of service. This is not the case with teachers in the commercial schools, and this fact does much to deter the healthy development of the schools, inasmuch as it prevents many able teachers from entering them. However, teachers in the commercial schools of Saxony are pensioned after twenty-five years of service, while in Prussia no pensions are granted.

The students who attend these schools come from families of the middle class. They are apprenticed to merchants during their whole attendance at school. Their ages vary from fifteen to eighteen. The law governing the relations between master and apprentice is very strict, and while the pupils are in attendance at school the director takes the place of the master. A number of commercial schools in Saxony takes only students who devote their whole time to attendance; but the majority have apprentices who spend half the time in some business house. The latter plan has been found to be conducive to better results, owing to the opportunity of combining theory with practice.

There is some complaint made on account of the disposition of many merchants to employ clerks who have not completed the full course of two years. There is no doubt that the merchants could greatly assist these schools if they insisted on hiring only young men who had certificates or diplomas from commercial schools.

For a small city, the commercial school of Eibenstock is a model of its kind. It occupies spacious rooms in a large industrial school building and has a director and several teachers. As it is typical of all the other commercial schools in Saxony, I give the scheduled course in detail:

FORENOON.

Monday.—Calculation, bookkeeping, French, English.

Tuesday.—English, typewriting, French, calculation, commercial correspondence.

Wednesday.—Stenography, calculation, bookkeeping, commercial correspondence.

Thursday.—English, French, calculation.

Friday.—Geography, correspondence, French, English.

Saturday.—English, calculation, French.

AFTERNOON

Monday.—German, French.

Tuesday.—Geography, calculation.

Thursday.—Writing, French.

Friday.—German, commercial correspondence.

This plan speaks for itself. Noticeable, however, is the time devoted to English and French. Through the courtesy of the principal and board of trustees, I was permitted to attend the exercises for several days. It is astonishing with what rapidity and precision the young students dash off sentences in English and French. During the second year, the hours devoted to these languages are taken up entirely with conversation and readings, and not a word of German is heard. During the hours devoted to calculation, the currency, together with the measures and weights of every country in the world is taught, and the students are compelled to make rapid mental calculations in them all. Outside of school hours the apprentice is kept busy looking after the English and French correspondence of his chief and in learning that particular trade or business of the house to which he is apprenticed. After business hours and in the evenings he must prepare for the next day's school.

During the winter the principal of the Eibenstock commercial school delivers to his students a series of six lectures, to which the public is invited. These lectures deal entirely with questions relating to trade and the development of commerce. At each one of these meetings a student must prepare and deliver a short talk on some given topic.

In 1898 a commercial university was established in Leipzig. Only those are eligible to entrance who have completed the secondary school course or have passed the examination which admits to the one-year conscription service in the army. There is an attempt at present to make the diploma or certificate of the commercial school equivalent to the certificate of the one-year army service, but as yet nothing has come of it. Should this be carried through in time, the students of all the commercial schools would be eligible to the university.¹

Inasmuch as the Commercial University in Leipzig has excited a great deal of attention, and students from all parts of the world have gathered to hear the lectures, I give for the benefit of American students and others interested, the course of lectures given during the summer semester of 1900: Political economy; history of political economy, including socialism, money, banks, and the bourse; commercial law, introduction to the study of statistics, German colonial politics, insurance, development of German commerce, chemical technology, development of the foreign commerce of all nations, science of finance, international law, elementary lessons in Chinese grammar, lectures on China and Japan, lectures on the languages and customs of the people of Indo China, history of the papacy during the Middle Ages, introduction to philosophy and logic, history of German literature, history of England as a world power from 1500 to 1900; physical geography, natural philosophy, and physics; history of the development of education in Germany; state and church in the nineteenth century; comparative history of the colonies of the different European States; constitutional history; pedagogy; natural history, hygiene, etc.; lectures on travel.

¹ This is an error. The certificate of one year's military service entitles to nothing else. To enter the university, three or four more years in the secondary school are required.—L. R. K.

In addition to these lectures there are exercises in bookkeeping, correspondence, and office work, with commercial arithmetic. There are also Handelsseminarien, where professor and students meet once a week for the purpose of discussing questions relating to trade and commerce. Instruction with commercial correspondence is given in the following languages: English, French, Italian, Russian, and Spanish. In addition, arrangements are made for instruction in the German language and correspondence for foreigners.

Thus it will be seen that the student has a very broad field from which to choose those subjects which interest him most. It must be remembered that the Commercial University is connected with the university proper, and that a great many of the above-named lectures have long been established courses in the regular curriculum.

It is natural to suppose that the majority of future directors and teachers in the commercial schools will be chosen from the ranks of those who have completed a course in the Commercial University. But the practicability of this scheme is yet to be demonstrated, as most of the eligible students have had very little, if any, actual experience.

ERNEST L. HARRIS, *Consular Agent.*

EIBENSTOCK, *November 16, 1900.*

THE GROWTH OF GERMAN CITIES.¹

Under the system which prevails in Germany, a census of the population is taken on the 1st of December every five years, namely, each decennial year and the intermediate fifth year. The census which was taken on the 1st of the present month shows the following changes since December 1, 1895, in the population of the 32 principal cities, which have each more than 100,000 inhabitants:

City.	1900.	Increase since 1895.	
		Inhabitants.	Per cent.
Berlin	1,884,345	207,041	12.3
Hamburg	764,669	79,117	12.7
Munich	498,503	87,502	22.4
Leipzig	455,120	55,126	13.8
Breslau	422,415	49,246	13.2
Dresden	395,349	58,909	17.5
Cologne	370,685	49,121	15.2
Frankfort	287,813	58,584	25.5
Nuremberg	260,743	98,357	60.6
Hanover	234,986	24,451	12.1
Magdeburg	229,732	15,308	7.1
Dusseldorf	212,949	36,964	21
Stettin	209,988	69,264	49.2
Chemnitz	206,584	45,567	28.3
Charlottenburg	189,300	56,923	43
Königsberg	187,186	14,390	8.3
Stuttgart	176,318	17,997	11.4
Altona	160,885	11,941	8
Bremen	160,823	18,929	13.3
Halle	156,631	40,327	34.7
Elberfeld	156,503	17,166	12.3
Strasburg	150,268	14,660	17.5
Dortmund	142,418	31,180	28
Barmen	141,435	14,443	11.4
Mannheim	140,384	42,604	43.6
Danzig	138,108	12,503	10
Aix la Chapelle	135,287	24,736	22.2
Brunswick	126,052	10,914	9.5
Posen	116,151	42,912	58.6
Kiel	107,071	21,405	25
Crefeld	106,887	<i>a</i> 358	<i>a</i> 0.3
Cassel	105,055	23,703	29.1

a Decrease.

¹This report is inserted here to facilitate comparisons with American conditions regarding the growth of cities and their efforts in public education.

To these may be added Essen, the exact statistics of which have not yet been published, but which is known to have passed the 100,000 limit, its present population being reckoned at 110,000. Berlin naturally leads all German cities in the increased number of its people, but its percentage of increase falls far below those of Nuremberg, Frankfort, Halle, Mannheim, and Posen, all of which owe their rapid growth mainly to the development of manufacturing industries within their respective limits.

The significant decrease in the population of Crefeld is attributable to the fact that it is a city of textile industries—silks, velvets, woolen, and cotton goods—which were formerly largely exported to the United States, but which of late years have suffered from the competition of similar goods that are now produced at home for the supply of the American market.

One hundred years ago Berlin had 169,000 inhabitants, Hamburg 100,000, Munich 38,000, Leipzig 32,000, Breslau 40,000, and Dresden 54,000. The first census taken under the Empire, December 1, 1871, found Berlin with 825,389 inhabitants, so that its increase during the past thirty years has been 1,058,956, or considerably more than 100 per cent, and this does not include the population of Charlottenburg, Rixdorf, Friedenau, Wilmersdorf, Steglitz, Panckow, Schöneberg, and Halensee, all of which suburban cities are inhabited principally by people who do business exclusively in Berlin. Including these suburbs, Berlin would have a population of more than 2,500,000 souls.

Hamburg had, in 1871, 240,251 inhabitants, Breslau 208,251, Dresden 177,089, Munich 169,478, Cologne 129,233, Frankfort 90,922, Nuremberg 82,929, Mannheim 39,614, and Kiel 31,747. Charlottenberg, a suburb of Berlin, which properly belongs to the capital, had, in 1871, 15,518, so that it has increased in population more than tenfold during the past thirty years.

FRANK H. MASON, *Consul-General.*

BERLIN, *December 19, 1900.*

SCHOOL WORK IN GERMANY—SOME GENERAL OBSERVATIONS.¹

By H. W. HARRIS, United States consul, Mannheim, Germany.

In a recent editorial in the London Daily Mail reference is made to the remarkable progress of the German Empire in various lines during the past few years. The writer says, in accounting for this progress, that Germany cultivates the creed of efficiency; that she puts the right man in the right place, without regard to station. While the manifest purpose of the article is rather to prod England than to extol Germany, there is much truth in what is said of this busy Empire. The German is efficient. He seeks results. He may work with inferior tools and appliances, and may in some respects be behind in his methods, but he is thorough in what he does.

In German school work efficiency is the watchword. One hears more in this country than in the United States of education as a means to earn a livelihood, or as an essential to a professional career, and less of it as a mere ornament or as an aid to citizenship or a source of personal influence. The German believes thoroughly in compulsory education. Illiteracy is intolerable in his view; but whether the boy or girl shall go beyond the course required by the state depends upon what he or she is to do. I recently said to a teacher of large experience, "You have a boy 15 years of age. If he were to go to twenty-five of the leading business men of this city and ask them whether he had better complete the more advanced work of the city schools, what would these men say?" He replied, "Oh, that would depend upon what the boy is to do. Of course if he is to go into business or to learn a trade, they would not advise him to go through school." When I told him that our business men

¹ From the Ohio Educational Monthly.

would as a rule advise the completion of the high-school course, whatever the business calling of the boy was to be, and cited the case of a young graduate of my acquaintance who had gone from school into his father's barber shop, he seemed much surprised and said, "What good would his education do him in a barber shop?" The value of education as an aid to good citizenship and as a source of influence had not impressed itself on his mind as it would upon that of an American teacher.

School work with the German child is a serious business to which, while school is in session, he seems to devote his entire attention. It is next to impossible to obtain permission to visit a city school because of the unwillingness of those in charge to have the children in any way disturbed in their work. The demeanor of the pupils as they hurry to school these winter mornings while lanterns are yet moving on the streets has often recalled to my mind the wise words of Mr. Findley, once addressed with much emphasis to a body of teachers. Referring to the ever-recurring fad of making education a mere pleasant recreation, he said, "Fellow-teachers, school work isn't play, and you can't make it play."

Note a hundred German soldiers with their uniforms and their knapsacks, and a hundred German school boys with their colored caps and their school knapsacks, and you see that the two companies have much in common. The school boy feels that he is already under marching orders; that the state is watching each day's attendance at school and the work that he does. He eats plain food, is rarely out at evening entertainments, and less rarely hears the sentiment that all school work for a child is cruel or unhealthful.

As is well known, Germany excels any other nation in the number and variety of its technical schools. In these schools all branches of technical education are taught with special reference to actual utility in business. In a large manufacturing plant near this city are employed at all times as many as 150 expert chemists. These men are nearly all doctors of philosophy from German universities, men trained by the schools for the positions which they hold. This is but a single illustration of what one sees on every hand. This technical education has been an important factor in the marvelous industrial growth of the Empire within the past decade. The concern to which I have just referred sends to the United States more than \$20,000 worth of its product every week, and goes into every other great market of the world. In the Exposition of 1889 France easily carried off the laurels for the excellence of her electrical exhibits. In the Exposition of 1900 Germany was far in the lead of France. Her thorough technical training was everywhere in evidence. The plan to found a great technical school at Pittsburgh, just now taking shape, points to an educational awakening among our own people that is full of promise. Much has been done by the schools we have; but better equipment and a wider scope of training is yet to be desired.

The German is a specialist. He as early as possible chooses his career and devotes himself to it. Ask him as to processes of manufacture other than in his own line and he knows less than the average American of the same station. His ignorance of his neighbor's business surprises you. Ask him as to the processes of his own line of manufacturing and he can tell you every detail. He is trained in the mastery of details, and where that mastery counts for success the German succeeds.

The German is a linguist. He acquires language easily and is taught French, and generally English, early in his school course. It is not uncommon to meet young Germans who speak three languages quite fluently. Ask them where they acquired their English and they will tell you in the German schools. Just now there is a growing interest here in the study of modern languages, and especially in the study of English. It is safe to say that an industrial motive is mainly back of the movement that is relegating Greek and Latin to the rear. A marvelously widening commerce admonishes the German authorities that the schools must teach the languages of that commerce. There can be no question as to the view that is taken here. The

work of our own schools as touching the needs of that commerce will do well to guard the same point. It is a mere idle dream to suppose that in the near future Germany or France will lay aside their speech and adopt, even for business purposes, the English language. Rather will it continue to be as it is now, that those who would take an efficient part in the commercial and industrial intercourse between the great English, German, and French speaking peoples must know at least two of these languages. Germany realizes this and is adapting herself to conditions as they exist. In all of the large manufacturing concerns in this locality are to be found young men or young women who can read, write, and speak both German and English, and who can prepare business forms and advertising matter in both languages. Our own manufacturers are coming to see the importance of a similar equipment. Each year is emphasizing the necessity. The acquisition of our Spanish possessions adds a yet newer factor in our school work, as it shall touch the needs of commerce. The demand for those thoroughly trained in modern languages and with an aptitude for business is already here. Our schools must aid in satisfying this demand. Whether this is a work for the public school, as it is regarded in Germany, for the intermediate college, or for the technical school, or for a school created for the purpose, is a question not easy of answer. One or the other or all must set about its solution, or to our own shores, as already to England, will go the trained German ready to take the positions which the needs of a world-wide commerce have created and which the American manufacturer and exporter must find someone competent to fill.

CHILDREN'S GROWTH AT SCHOOL.

Some remarkable facts in regard to the influence of school life on the physical development of children have been gathered by Dr. Schmidt-Mounard, of Leipzig, who has spent several years in making the observations which have enabled him to arrive at certain definite conclusions. In the first place he maintains that exact information as to the manner in which attendance at school affects the growth and weight of children is hardly attainable, but on the other hand he says positively that during the first year at school the growth of children, both as regards height and weight, is less than it was during any preceding year. Thus he says that during this first year at school the average child gains only $2\frac{1}{2}$ pounds in weight, instead of 4 pounds as heretofore, and only increases 5 centimeters in height instead of 7.

Further, he claims that children who do not go to school until they are 7 years old become stronger, and are in all other respects better developed than those who go to school a year sooner.

According to Dr. Schmidt-Mounard, the physical well-being of children, and incidentally their growth, is in many instances injured by ill health which is very often caused by their long confinement in unhealthy schoolrooms. Imperfect sanitary conditions and inadequate supply of fresh air and light are in his opinion the main causes of such ill health. Chronic ailments, on the other hand, such as headaches, sleeplessness, and nervous troubles, are to be found far more frequently among pupils of the higher than those of the elementary schools. They afflict severely during the period of youth, and frequently as high as 50 per cent of the girl pupils suffer in some such way, while the number of boys who are similarly affected is never more than 35 per cent. Eight per cent of the children of this age, says the doctor, suffer from insomnia, the prime cause of which is undue excitement. In the higher boys' schools, in which the pupils are obliged to practice gymnastic exercises, and in which on such occasions no lessons are taught in the class rooms during the afternoon, the percentage of sufferers from some ailment varies from 20 to 35, whereas in those schools in which there are no compulsory gymnastic exercises, and in which the pupils are obliged to study every afternoon, the percentage is as high as 79.

In these latter schools 18 per cent of the boys complained that they could not sleep at night. In conclusion, the doctor says that there are two main causes of these evils. One is because too much labor is imposed on children—he cites, for instance, the number of children who are obliged to remain indoors studying music—and the other is because in too many schools no steps are being taken to improve the physical condition of the pupils.

OLIVER J. D. HUGHES, *United States Consul.*

COBURG, GERMANY, *January 10, 1901.*

RIGHT TO CONFER DEGREES GIVEN TO TECHNOLOGICAL SCHOOLS.

I have the honor to report that the Royal Bavarian School of Technology at Munich, one of the most frequented institutions of its kind in Germany, wholly independent of the University of Munich, has been granted by royal decree—

(1) The right to confer hereafter the diploma of civil engineer (Diplom-Ingenieur), which will entitle its holder to sign himself as Diplom-Ingenieur, and afford him recognition everywhere in Germany as a graduate in engineering.

(2) The degree of doctor, and doctor honoris causa, of technical sciences (Doktor und Ehrendoktor der technischen Wissenschaften) upon those whose attainments in the domain of civil engineering, mechanical engineering, architecture, and chemistry should be held as entitled to the honor of "Doctor Ingenieur."

The festivities held on January 16, 1901, at the Royal Bavarian School of Technology, in honor of the great recognition given this high school of scientific learning, were specially marked by the conferment upon Prince Ludwig, the eldest son of His Royal Highness the Prince Regent, of the honorary doctorate, the first of its kind conferred here.

JAMES H. WORMAN, *U. S. Consul.*

MUNICH, GERMANY, *January 17, 1901.*

INDUSTRIAL SCHOOL AT SONNEBERG, GERMANY.

A new industrial school has been opened at Sonneberg, the home of the Thuringian doll and toy trade. Private donations and government aid on the part of the dukedom of Saxe Meiningen have provided the means necessary for the establishment of this institution.

The massive stone building in which the school is located is 45 meters (147.6 feet) long and 15 meters (49.2 feet) deep, and stands quite isolated, so that light and fresh air are freely admitted to the large rooms in which drawing and molding lessons are given. Turning, wood carving, modeling of gypsum figures, and the preparation of the various kinds of clay for molding purposes are also taught. Space is provided for the exhibition of gypsum models, drawing patterns, etc. One room is principally used for modeling animals in life size, this being a specialty of the town of Sonneberg. Deserving of particular mention is the practical arrangement of the rooms in which the models and patterns are exhibited. They are separated from the large corridors only by glass and wood partitions instead of by heavy walls, so that not only plenty of light is admitted into the passages, but the visitor is shown at a glance the extent of the work in which the pupils are engaged. The building contains two rooms for the "Handelsfachschule" (a school in which commercial apprentices, in addition to the work they learn in the respective offices, are taught foreign languages, the theory of bookkeeping, commercial geography, etc.). The office of the Sonneberg Chamber of Commerce is also located here.

The exhibition of Sonneberg toys at the World's Fair in Chicago was the subject of general admiration, and at the Paris Exposition it was awarded the grand prize. This remarkable success, it is generally admitted, is to a great extent due to the work of the industrial school, although this has had quarters entirely inadequate for the purpose.

The following table shows the number of pupils during the last ten years.

Year.	Pupils from—		Total.
	Sonneberg and its neighborhood.	Other parts of German Empire.	
1889-90.....	34	5	29
1890-91.....	34	8	42
1891-92.....	38	4	42
1892-93.....	39	4	43
1893-94.....	33	8	41
1894-95.....	32	9	41
1895-96.....	35	8	43
1896-97.....	47	10	57
1897-98.....	47	9	56
1898-99.....	43	8	51
1899-1900.....	46	8	54

Better accommodations being offered in the new home, the number of pupils is expected to increase considerably.

German exports of toys in 1900 amounted to 50,000,000 marks (\$11,900,000), and more than half thereof was produced in the Coburg-Sonneberg consular district. These figures speak in eloquent language of the importance of the toy trade here. In the training of juvenile workers, the bringing up of capable manufacturers, and the creation of new models the school will be of great value.

OLIVER J. D. HUGHES, *Consul*.

COBURG, *February 28, 1901.*

CRIME IN CANADA.

The Dominion statistician has prepared a statement giving the statistics of crime in Canada for the period 1887-1899. For the thirteen years there was an average of 37,250 convictions for offenses of all kinds. In 1899 the convictions were 38,710. Both absolutely and relatively to population, punished crime in 1899 was higher than in 1898, as in 1898 it was higher than in 1897. Of the total number of 484,268 convictions for thirteen years 60,981 were for indictable offenses, the charges numbering 88,523, so that convictions formed 68.9 per cent of the charges. According to occupations, the statistics warrant the following conclusions:

(1) That, compared with their numbers, the agricultural class contribute a very small percentage to the criminal class.

(2) That the commercial class commit more than their proportionate numbers in the body politic warrant in the way of crimes under the head of offenses against the currency.

(3) That the domestic class commit crimes just about in proportion to their numbers.

(4) That the industrial class have less than their proportion in all the six divisions of crime, except in offenses against property with violence, where they slightly exceed their proportion.

(5) That the professional class provide a low percentage of criminals.

(6) That laborers contribute more than their share to every class of crime, their percentage being: Crime, 30 per cent; population, 12 per cent.

About 60 per cent of the convicted were born in Canada. As the Canadian-born population is $86\frac{1}{2}$ per cent of the whole population, the criminals in the Dominion born outside of Canada are more numerous relatively than the Canadian born, forming but $13\frac{1}{2}$ per cent of the population and supplying 40 per cent of the criminals.

Those unable to read and write formed about 13.8 per cent of the convicted in 1897-1899 period, against 14.9 per cent in the 1887-1889 period. Those possessed of an elementary education were 74.5 per cent of the whole in 1897-1899, against 76.6 per cent in 1887-1889 period. Those having a superior education formed in both periods somewhat over 1 per cent of the convicted.

Cities and towns furnish 76 per cent of the criminal class of Canada, and the urban population is about 30 per cent of the whole population.

Superintendent Wood, commanding the mounted police in the Yukon, in his report for 1900 points out that crime of a serious nature has been on the increase. Five murders and one case of manslaughter occurred during the year. One of the murderers has paid the death penalty, one is under sentence of death, two are awaiting trial, and the man found guilty of manslaughter is under sentence.

JOHN L. BITTINGER,
Consul-General.

MONTREAL, CANADA, *April 3, 1901.*

SCHOOL GARDENS IN SWEDEN.

The largest nursery in Sweden is the so-called experiment ground near Stockholm, belonging to the Royal Academy of Agriculture. There are many others, however, in the southern and central provinces; also in the northern part of the Kingdom, as far north, indeed, as Luleå (nearly 66° north latitude). The methods employed in propagating trees and shrubbery are the same as in other countries.

The process of development which gardening in Sweden has undergone of late years is to be attributed in a large measure to the encouraging example of a number of large estate owners and to the interest taken in the subject by the Government, agricultural societies, and private associations.

Besides the two important botanical gardens at Upsala and Lund, which are more especially intended for academic tuition, there are the experiment grounds of the Royal Academy of Agriculture, where many park and fruit trees and ornamental shrubs are raised.

The school for gardeners at the experiment grounds of the Royal Academy of Agriculture and the school of the Swedish Horticultural Society are the chief educational institutions relating to agriculture in the Kingdom. Instruction in gardening is also imparted at the Bergius Gardens, near Stockholm; at the agricultural high schools of Ultuna and Alnarp, and at the schools of agriculture distributed over the whole Kingdom, all these institutions being under the control of the Royal Academy of Agriculture.

The firmest basis for this branch of culture lies, however, in its being made a subject of national education. Gardening is taught at the seminaries for national school-teachers and at the national schools in the Kingdom. School gardens have been established. The different parishes must grant the necessary ground for these gardens, which contain the usual culinary herbs, a few medical plants, an arboretum, etc. The children are taught the best methods of gardening, and each year they receive trees and shrubs to plant at their own homes.

The agricultural societies employ so-called "master gardeners of the province," who aid the public with advice and information. Horticultural societies, to the number of about twenty, spread all over the Kingdom, and are active in promoting

exhibits, printing and distributing publications, imparting instruction, and supplying plants and seeds.

I give herewith a list of the different school districts, with their respective school gardens, and in conclusion would add that there are no available statistics showing the growth of this system.

District.	Number.	District.	Number.
Hagunda, etc	71	Kinna:	
Westra Roslag	11	For children	57
Gestrikland	50	For teachers	129
Helsingland	24	Asby	115
Norrköping:	21	Torna	79
For children	27	Göteborg	48
For teachers	36	Stranda:	
Gullbergs	42	For children	12
Bergslags	35	For teachers	18
Wäna	101	Ängermanland	3
Väna	23	Öland	17
Willällinge	153	Kils	72
Örebro	45	Westernorrland	14
Munktorp	82	Jernland	4
Norrärke	37	Gellivare	43
Kinneval	9	Visby	33

AXEL GEORGI,
Vice-Consul-General.

STOCKHOLM, March 26, 1901.

STATISTICS OF CRIME IN GERMANY.

The Imperial German Reichs-Anzeiger publishes interesting figures regarding state prisons in Germany during the last years. Their total number of prisoners amounted to 23,486 in 1900, against 23,464 in the preceding year—i. e., it has remained about stationary (only an increase of 22) in spite of the increase of the population by 1 per cent. And what is most important is that the year 1899 has been the most favorable one in reduction of crime since 1869. The daily average of the two years compares even more favorably. The same amounted to 15,680 in 1900, against 16,511 in 1899, so that it has not only not increased but even diminished. It is only since the year 1877-78 that a record has been kept of the average number of state prisoners. During these twenty-two years it has never been so low as during the last year. In 1882-83 it had still figured as high as 21,754. The incoming prisoners give us the means of making a general survey of the serious crimes of recent dates. They numbered 5,324 in 1900, against 5,826 in 1899. Only persons over 18 years of age can be sent to state prison in Germany.

It is a surprising fact that the number of those who have been more than once in state prison is increasing. Amongst 100 newly brought in male prisoners, 87.3 had already been committed three times to state prison, against 85.2 in 1892-93 and 83.8 in 1889-90. The state prisons in Germany, according to these figures, have by no means had an improving effect on the morals of their inmates. They seem to become more and more debased, and as a last resource must be sent to establishments where criminals are committed for life.

A comparison of the favorable and unfavorable moments in the Prussian state prison statistics leads to the following conclusion: The general improvement in the literary and moral education of the people has brought about a diminution of serious crimes, and not an increase, as some pessimists would have it, but the state prisons have not had even the slightest share in this improvement. Therefore it is suggested by some good people that those who really want to improve morals ought not to strive for an augmentation of punishments to be inflicted at the prisons, but they ought to

work toward an increase of the means of educating the common people, and in that way prevent crime.

I have the honor to be, sir, yours most respectfully,

OLIVER J. D. HUGHES,
Consul of the United States of America.

ILLITERACY IN PRUSSIA.

The number of persons in the Kingdom of Prussia unable to read and write is decreasing constantly.

From the statistics of marriages it appears that in 1882, the first year in which such statistics were collected, 8,414 men and 12,776 women could not sign their names on the marriage contract, or 3.87 per cent of the men and 5.88 per cent of the women contracting marriage.

In 1892 the number of men was only 3,742, and that of the women 6,077; in 1899, men 2,009, women 3,428; that is, 0.70 of the former and 1.19 per cent of the latter.

RICHARD GUENTHER,
Consul-General.

FRANKFORT, GERMANY, *April 17, 1901.*

Commercial university for Cologne.—Mr. Harris, consular agent at Eibenstock, September 1, 1900, reports that a commercial university similar to the one in Leipzig is shortly to be founded in Cologne, Dr. Von Mevissen, a resident of the city, having donated the necessary funds. (This institution has been opened, May 1, 1901.)

The metric system in Russia.—Under date of September 29, 1900, Vice-Consul-General Hanauer, of Frankfort, writes that according to the St. Petersburg Gazette, the Russian Government has decided to adopt the metric standard of weights and measures, and the ministry of finance is now engaged in considering the time and manner of introducing this reform.

British school of Chinese.—Consul Marshal Halstead, of Birmingham, under date of August 22, 1900, transmits a clipping from the London Daily Express, as follows:

Thanks to the efforts of Mr. Jamieson, ex-consul-general at Shanghai, a school of practical Chinese is now being established in London under the auspices of the China Association, and at the present moment two native professors, who have been brought over from China by Mr. Jamieson for the express purpose, are receiving pupils at their domicile in Maida Vale. The instruction is specially directed to commercial subjects—correspondence, forms of accounts, bills of exchange, etc. Mr. Jamieson's exertions have been greatly impeded, of course, by the recent troubles; but it will be generally conceded that his enterprise is worthy of support by everyone interested in the future of British trade in the Chinese Empire.

A commercial school for Tiflis.—Consular Agent Harris, of Eibenstock, June 11, 1900, writes:

On the 13th of May, the first commercial school in Caucasia was opened. It has a curriculum which covers nine years. The institute has its own funds, which amount to \$102,800. The merchants of Tiflis also contribute \$7,000 annually to its support. The tuition costs \$50 per capita each year.

After completing the prescribed course in this commercial school, the student may be admitted without further examination to any of the technical universities. He is also fitted to obtain Government employment, and has the further advantage of having to serve only one year in the army.

Commercial university for Basel.—Consular Agent Harris reports from Eibenstock, November 24, 1900:

A commercial university is being planned in Basel. It is to have four departments devoted to commerce and industry, insurance, journalism, and all cognate branches. Thirteen thousand five hundred dollars will be spent yearly for its maintenance, one-third of which will be granted by the Swiss Government as a subvention. Only those are eligible who have completed either the Gymnasium or Real-schule. Women students are to be admitted. The course will be of two years' length.

German tradesmen at the Paris Exposition.—Consul Monaghan, of Chemnitz, May 4, 1900, writes:

A motion has been brought before the Reichstag to select men from different trades and send them to the Paris Exposition, in order that they may make a thorough study of the branches which they represent. It is proposed to appropriate at least \$75 for each one. A great many cities and districts in Germany have arranged to send such men to Paris. Some will pay particular attention to hygiene, illuminating appliances of all kinds, methods of transportation, and canalization. The Chemnitz representatives are to study the methods in vogue in London for conserving and utilizing the smoke given off from large factories. A great quantity of the coal consumed in this city is of the so-called soft variety, and gives off a soot that is very destructive to the external appearance of houses. The German experts will also converse with the representatives of the exhibiting nations and find out what their countries are most in need of. The knowledge acquired by these men will be of unquestionable value in the development of German industrial life.

United States school methods for Guatemala.—Under date of January 11, 1901, Consul-General McNally, of Bogotá, sends translation of a recent Executive decree providing that two male and two female teachers shall be sent to the United States to study the methods and system adopted in its establishments of learning. The expenses involved are to be defrayed by the State.

Technological University for Breslau.—Consul-General Guenther, of Frankfort, February 21, 1901, reports that a number of the chambers of commerce of the province of Silesia, as well as the industrial and trade associations and the common council of the city of Breslau, the capital of the province, have petitioned the Prussian Government to establish a technical high school at Breslau. The petition, says the consul, states that the need of such a school in eastern Prussia is nowhere so great as in the province of Silesia, and that no other city is as well adapted for its location as Breslau.

Education of German children in foreign countries.—Consul Hill, of Amsterdam, March 19, 1901, reports that, in a recent German appropriation bill, provision has been made for subventions for 125 schools for the German education of German children in foreign countries. For a school at Constantinople, \$7,140 is allowed; for three schools at Buenos Ayres, \$4,284; for one at Galatz, \$2,665; and \$2,380 for a high burghal school and \$238 for a deacon school at Antwerp. A high school for girls at Brussels also receives \$2,380. Four schools at Bucharest together receive \$2,380. A school at Pretoria is granted \$1,428, and one at Johannesburg, \$2,522.80. There are 29 German schools in Brazil, 12 in China, 12 in the British colonies, 12 in Roumania, 11 in Egypt, etc.

Public libraries in Germany.—Consul-General Guenther reports from Frankfort, March 25, 1901:

The Daily Review, of Berlin, states that the Government of Prussia is in favor of establishing public libraries. For cities permanent libraries and public reading rooms will be maintained, while for the rural districts movable libraries are recommended. Many districts have already voted adequate appropriations. The Government will also give financial aid.

CHAPTER XXVIII.

SOCIOLOGY AT THE PARIS EXPOSITION OF 1900.

By LESTER F. WARD.

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No truth is more familiar in these days than that ideas can not take root and grow until the public mind, which constitutes their natural soil, is prepared to receive them. The converse of this is also true, that when there is such readiness to welcome thought it will take root and grow if duly sown. But some ideas are not like the germs of the air, that are everywhere ready to sprout at any point where the conditions will permit. The best thoughts are rather comparable to the golden grains of wheat—scarce, expensive, and needing to be sown with intelligence and care. It is somewhat so with sociological ideas, and a Paris exposition seemed to be needed as a laboratory culture for their artificial germination.

THE SOCIOLOGICAL MOVEMENT.

That a widespread interest in the deeper problems of social life has been gradually and increasingly taking possession of the public mind in all civilized countries has become a matter of common observation. The only question with regard to it which it is now thought necessary to discuss is that of its cause or underlying principle. With this it is perhaps not necessary to deal here further than to remark that it must be in great part due to the increasing extent to which the people of all nations are participating in what are known as public affairs. The number of persons of a thoughtful or philosophic turn of mind bears a somewhat uniform proportion to the whole mass of the people,

regardless of race, nationality, or social position, and in proportion as larger numbers are admitted to the broader fields of public affairs, in the same proportion will the number be increased who are capable of looking at the deeper aspects of public questions. To this may be added the fact that can no longer be doubted, that the political liberty which has so long been the highest aim of mankind, now that it has been to so great an extent attained, proves somewhat disappointing. It was supposed that political liberty would, if fully secured, remove the greater part of the evils under which society was laboring and usher in an ideal state of human existence. This dream has not been realized, and the more farsighted of all nations have become satisfied that no conceivable degree of political perfection can ever accomplish this result. In the prolonged struggle for freedom the only oppression that was recognized was that of government or the state, but now that the yoke of political rulers has been so completely lifted from the necks of the people of enlightened nations, it is found that there are other forms of oppression, and that man is still far from free in that ideal sense in which that word was wont to be used. Among the increased numbers whom the attainment of national freedom has brought to consciousness, and who have proved capable of analyzing the conditions of existence, there are many who see that this is what was to be expected. They see that while the millennial state can not be expected to be attained, there is another step which must be taken in the same general direction in which the world has been moving, and that political freedom having been so nearly realized, the next aim must be the attainment of social freedom. In other words, it is perceived that the nature of man is primarily egoistic and only secondarily altruistic; indeed, that this should be so and is no reproach to mankind, since it is the condition under which alone the race could have developed. The fact, however, necessarily leads to a certain amount of evil in society. This evil is for the most part beyond the reach of legislation and all state agencies, and belongs to the class which is recognized as social in contradistinction to the political evils from which the world has suffered.

It had long been taught, and is still largely believed, that social evils are incurable, but this doctrine has latterly been called in question, and there is no doubt that the growing skepticism on this point has greatly stimulated the study of social science. The time has now arrived when an old-school economist who holds to the irremediable character of social evils is looked upon much as would be a physician who should reiterate the view that once prevailed that plagues and pestilences are wholly beyond the reach of human art to arrest, remove, or prevent. Those who perceive these deeper truths of society, whatever they may call themselves, are sociologists, and their number and importance are increasing very rapidly.

But these practical considerations are not the only ones that have contributed to bring sociology into prominence. The human mind is so constituted that the study of any real problem soon yields its own satisfaction and leads to research and discovery for their own sakes. Indeed, so difficult and complicated are social phenomena that many abandon at once all thought of putting their results to any practical use and pursue their investigations for the sole purpose of arriving at truth. In the present state of the science this is perhaps the wiser course. At any rate, this class of investigation is now furnishing the stimulus required to keep a large and respectable corps of pure sociologists at work.

This is not the place to write the history of sociology as a science, or even to give a rapid sketch, such as that contained in the preface to the second edition of my *Dynamic Sociology* in 1897 (pp. v-viii). Much, however, has been done in the past three years, and an excellent summing up of the general results, from the pen of Prof. F. H. Giddings, may be found in the *International Monthly* for November, 1900.

All the countries of the civilized world are contributing to the sociological movement, but the activity is greater in some than in others. It is perhaps least in England. In Germany it has a distinctive character, with a tendency to evade the name of sociology. It is very marked in Italy and Belgium, slightly less so in Switzerland and the Netherlands, perceptibly on the increase in Spain and Portugal, and not wholly absent from several South American States. In the United States this activity is most intense and very real and earnest. But there can be no doubt that it is in France, which was also the cradle of the science, that sociology has taken the firmest hold upon the thinking classes, and it is there that we find the largest annual output, whether we confine ourselves to the literature or include in our enumeration the practical applications of sociology in the form of institutions, such as the *Musée Social*, for carrying on lines of operation calculated to educate and enlighten the people in social matters.

Under these circumstances it was especially favorable to the progress of sociology that there should be held in Paris during the last year of the nineteenth century a great universal exposition, calculated not merely to concentrate at the French metropolis the products of human invention, industry, and achievement in all parts of the world, but also to attract there and bring into contact and cooperation the men, the talents, and the ideas of all nations.

THE SOCIOLOGY OF THE EXPOSITION.

In the broadest sense of the word an exposition is wholly and essentially sociological. It brings together for examination and comparison the products of human genius, wrought by man in a social state, which

would have been wholly impossible but for his association and cooperation under the operation of the sociological principle of the division of labor. From that point of view to write up the sociology of the Exposition would be to write up the Exposition itself. This, of course, is wholly beyond the scope and plan of this sketch. It will be done by a large number of specialists in the different groups and will form the solid monument of the Exposition. A single one of the numerous groups may be mentioned, viz, that of social economics, but the details of it must be left to those who had the exhibits in charge. So far as our own country is concerned, this subject is in the best of hands, and a report will be prepared that will do it full justice. The present paper must rise to a more general plane and deal with those wider educational aspects presented by the Exposition as a whole.

Before leaving the matter of special exhibits, however, there is one feature almost wholly peculiar to the Paris Exposition of 1900 which demands emphasis at least, although here also the final treatment is fully provided for and will be given in the proper time and way by those who have so successfully inaugurated and carried on the movement. I refer to the part taken by the International Association for the Advancement of Science, Arts, and Education. The origin and history of this important organization are fully set forth in its several bulletins, especially in Bulletin No. 1. An Anglo-American, a French, a German, and a Russian group were organized at the Exposition, with headquarters in the Palais des Congrès, and active operations were carried on throughout nearly the whole period. The purpose was essentially educative, the principle being that of bringing directly home to those participating the lessons of the Exposition. It was felt by the organizers of this association, and it has long been felt by many who have observed closely the nature and influence of these world exhibitions that are becoming such a feature of our times, that they are not doing as much good as they might be made to do. The throngs that attend them do indeed carry away much that is valuable toward the general enlightenment of the world, and their influence in breaking down national prejudices and unifying and civilizing all nations and peoples has not been exaggerated. But the results have thus far been general and, one may truly say, superficial, compared with what they might be if means existed for making the facts and the truths which are thus spread before the public penetrate more deeply and take root in the minds of those who go and observe them. In other words, such exhibitions are in fact vast object lessons, but, like all other object lessons, there is needed in most cases a certain amount of direction and concentration in order that the lesson be really learned. To the ordinary undisciplined visitor they present a sort of chaos, strange and interesting though it may appear, but without definite relations and so vast and manifold that the mind despairs of any methodical

arrangement or tangible grasp of its entirety. Most persons therefore go aimlessly through the grounds and carry away only so much as may chance to adhere to their minds by reason of its novelty or striking character.

The association of which we are speaking aimed to segregate certain of the most important portions of this maze of fact and bring it to the special attention of as large a number as possible by means of lectures offered by persons who were masters of their respective departments, and to use the exhibits as professors in modern universities use their specimens to illustrate these lectures. The plan was to give the lectures in some hall adjacent to the exhibits to which they related, and to follow this up by personal visits by the class to the departments where the objects were displayed, and by oral and tactual demonstrations, not merely of the objects themselves, but of their historical and causal relations and their true meaning to the present state of art and industry.

To speak only of the Anglo-American group, and to mention only a few of the leading examples, we find that under the able direction of that well-known scientific educator, Prof. Patrick Geddes, aided by such competent specialists as Professor Mavor, Prof. Arthur Thompson, and several others of the regular staff, the following subjects, among others, were presented in this doubly effective manner:

By Professor Geddes, "Every man his own art critic," with visits to the Palais des Beaux-Arts; "The outlooks of science, physical and biological," with experimental demonstrations at the monde souterrain at the Trocadéro; "France in the history of civilization," with visit to Vieux-Paris; "Paris, historic and actual," with visit to the pavilion of the city of Paris, etc.

By Professor Mavor: "Railways and transportation," with visit to the department of transportation of the Exposition; "Gold mining," with visit to the Transvaal mining exhibit; "Canada," with visit to the Canadian pavilion; "The factors of emigration and colonization," with visit to the British, Russian, and French colonial pavilions.

By Professor Thompson: "The zoology of the ocean," with visit to the oceanographic collections, pavilion of Monaco; "Fisher and hunter," with visit to the pavilion of chasse, pêche et forêts; "The web of life," with visit to the aquarium, rue de Paris.

In addition to these two-hour exercises, there were numerous conference visits to the most interesting exhibits, under the leadership of Messrs. Zug, Marr, Michie, Morris, Law, Grindling, Lukens, and others. These visits were not confined to the exposition grounds, but extended to the Louvre, the old market in the faubourg St. Germain, to the annex at Vincennes, and to the cathedrals of St. Denis, Beauvais, and Chartres.

A number of eminent persons and scientific specialists who visited the exposition were induced to lecture or address the association. Among these were the Right Hon. James Bryce, vice-president of the British group, to whom a reception was given in the United States pavilion on September 14; Mr. N. P. Gilman, who lectured on "Profit sharing," followed by a visit to the social economy section; and Prof. A. S. Bickmore, who spoke on "Geographical education and the Hawaiian Islands," with lantern photographs, and showed the class through the Hawaiian exposition in the west Trocadéro; and Mr. Lester F. Ward, who lectured at the Trocadéro on "The dependence of social science upon physical science."

From this incomplete sketch it is easy to see how much more the exposition must have meant to those who availed themselves of its advantages than to the average visitor. The effect was clearly educative in a high degree, and the entire scheme was essentially sociological.

THE AUXILIARY CONGRESSES.

Although, as already remarked, a universal exposition, as a civilizing and socializing agency, constitutes a grand object lesson in sociology, still its very magnitude precludes all attempt to treat its material aspects in a paper like the present, which must confine itself in the main to those more immaterial and ideal or ideological features which naturally present themselves in connection with such an enterprise. The multitudinous exhibits, illustrating the inventive power of the world, form a material basis for the development of thought. The suggestive power of such a concentration of the products of genius is enormous, and the ideas that grow out of them can not be confined to the practical applications of machines and instruments, however ingenious and important. These ideas swarm in such an environment and fertilize one another. They combine and recombine, forming groups within groups of compound conceptions, which arrange themselves in a vast hierarchy of thought. Then this generalized and integrated mass differentiates and specializes until every distinct body of knowledge or science underlying and making possible the several discoveries, inventions, arts, and mechanisms represented in the exhibition demands separate expression. This demand is supplied by inaugurating an extensive series of special organizations or congresses to meet in connection with the exposition and discuss the principles that underlie all branches of development. And since all this has to do with the progress of civilization in the social state of man, it may be said of these congresses, as it was said of the exposition itself, that they are all sociological in the widest sense of that word. But as they represent all the sciences, and as it is convenient at least to consider

sociology as one of many sciences and restrict it to the more specifically social phenomena, it is possible to indicate which ones of the numerous congresses more properly fall within this designation.

The total number of congresses enumerated in the original official list published in 1899 was 105. A considerable number were subsequently added to this list, some of them important, such as the congress of socialists. How many of these should be classed as sociological would depend upon the scope given to the term. Some of the lists published go as high as 40. Such lists include a number of congresses devoted to special subjects and various reform movements. At the same time a number of congresses which would not be regarded as belonging to this class, such as the congress of philosophy and that of ethnology, had sections of sociology. All the educational congresses are classed by some in the sociological group, and there are two of these which certainly belong there. These are the congress for instruction in the social sciences and the congress of social education. Similar as the names of these two congresses sound, they had quite different objects. The first of these was much the more important and demands special treatment here.

CONGRESS FOR INSTRUCTION IN THE SOCIAL SCIENCES.

This congress, which was organized under the patronage of the Collège libre des sciences sociales of Paris, met on July 30 in a special and temporary pavilion of the Palais du Sénat in the Luxembourg, and continued in session till August 3. It was admirably planned many months in advance and on a broad and liberal, distinctively international basis. It had for its president Dr. Ernest Delbet, deputy, director and professor of positive sociology in the Collège libre, and for secretary, Mlle. Dick May, who is also secretary of the Collège libre and lecturer on social economics. The committee of organization consisted of the following eminent educators, authors, and men of science and letters:

COMMITTEE OF ORGANIZATION.

President, Dr. E. Delbet, deputy, director of the Collège libre des sciences morales.

Vice-presidents, MM. Émile Bontmy, director of the École libre des sciences politiques; Glasson, dean of the faculty of law of the University of Paris, and Léopold Mabillean, director of the Musée social.

Secretary, Dick May, general secretary of the Collège libre des sciences sociales.

Adjunct secretary and treasurer, J. Bergeron, secretary and treasurer of the Collège libre des sciences sociales.

Members: MM. Aulard, professor in the faculty of letters of the University of Paris; Bouglé, maître de conférences in the faculty of letters of the University of Montpellier; Bourguin, professor in the faculty of law of the University of Lille; Buisson (Ferdinand), professor in the faculty of letters of the University of Paris; Cambefort (Jules), president of Society of Political and Social Economy of Lyon;

Cheysson (Emile), inspector of ponts et chaussées; Deherme (G.), director of the Coopération des idées; Durkheim (Émile), professor in the faculty of letters of the University of Bordeaux; Espinas (Alfred), professor in the faculty of letters of the University of Paris; Fontaine (Arthur), director of labor in the Ministry of Commerce; Fournière (Eugène), deputy; Gide (Charles), professor in the University of Montpellier, lecturer in the faculty of law of the University of Paris; Guernier, professor in the faculty of law of the University of Lyon; Jay (Raoul), professor in the faculty of law of the University of Paris; Lavissee (Ernest), of the French Academy, professor in the faculty of letters of the University of Paris; Leroy-Beaulieu (Anatole), of the Institute; Leveillé (Jules), professor in the faculty of law of the University of Paris; Maret (Henri), deputy; Michel (Henri), professor in the faculty of letters of the University of Paris; Muntz (Eugène), of the Institute; Pascal (Le P. de), lecturer in the Catholic University of Lille; Renard (Georges), professor in the University of Lausanne; Ribot (Théophile), professor in the College of France, director of the Revue Philosophique; Rousiers (de), publicist; Seignobos (Ch.), maître de conférences in the faculty of letters of the University of Paris; Tarde (Gabriel), chief of statistics of the ministry of justice; Thaller, professor in the faculty of law of the University of Paris; Truchy, professor in the faculty of law of the University of Dijon; Turgeon, professor in the faculty of law of the University of Rennes; Veber (Adrien), member of the municipal council of Paris.

Not content with such a foundation, the movers of the project sent out early in 1900 to leading educationalists and sociologists in all countries a circular couched in the following terms:

DEAR SIR: An international congress for instruction in the social sciences will be held at Paris the latter part of July, 1900, under the auspices of the Collège Libre des Sciences Sociales.

The committee of organization named by the commissioner-general of the exposition has drawn up the following programme:

PROGRAMME.

- I. Universities, high schools, special schools; present condition of instruction in the social sciences in different countries; progress to be realized relative to the distribution of information.
- II. Secondary and higher primary instruction; present status in different countries; progress to be realized; place that the economic organization of society should occupy in these branches.
- III. Popular social instruction; present state of this instruction under its various forms; monograph of a popular curriculum of social studies in the different countries.
- IV. Adoption of an international course of social instruction; exchange of personnel between the universities and the schools of different countries; formation of a fund for this purpose.

The committee does not need to call your attention to the several points of this programme, nor to the general interest of a project to which, for the first time, teachers or friends of the new social education will be able to give the fruits of their experience and the wisdom of nations.

Addressing you, sir, as one of these masters, or friends of the movement, the committee would be happy to count you among the members of a committee of honor (*comité d'honneur*), under whose inspiration they hope henceforth to conduct their preliminary operations, and ultimately to watch over the deliberations of the congress.

Hoping to secure your valued cooperation, the committee requests your authorization to inscribe your name on the list of this comité d'honneur, and begs you to accept, sir, the expression of its high esteem.

This circular was sent out bearing the autograph signatures of the president, the secretary, and as many of the members of the committee of organization as could be got together at any one meeting. The responses were liberal and the cooperation on the part of foreign educationalists and sociologists hearty. The comité d'honneur, when finally made up, embraced the following names:

Comité d'honneur: M. W. de W. Abney (Captain), director of the Department of Sciences and Arts at the South Kensington Museum; Adams (Herbert), professor in Johns Hopkins University; Altamira (Rafael), professor in the University of Oviedo; Baldwin (J. Mark), professor in Princeton University; Beesly (E.), member of the Positivist Society of London; Brentano, professor in the University of Munich; Bridges (J. H.), associate of the Royal College of Surgeons of London, member of the Positivist Societies of Paris and London; Bryce (James), member of the British Parliament; Bucher (Karl), professor at the University of Leipzig; Buylla (Adolfo), dean of the faculty of law of the University of Oviedo; Clark (John B.), professor in Columbia University, New York; Ely (Richard T.), professor in the University of Wisconsin; Favon (G.), counselor of state, deputy of the National Swiss Council; Ferrero (G.), professor in the University of Turin; Ferri (Enrico), professor in the University of Rome, deputy of the Parliament of Italy; Fouillée (Alfred), member of the Institute of France; Geddes (Patrick), professor in the University of Dundee; Gierke (Otto), professor in the University of Berlin; Girard-Teulon (A.), professor in the University of Geneva; Greef (G. de) [de Greef], rector of the Université Nouvelle de Bruxelles; Gumpłowicz (Louis), professor in the University of Gratz; Hedin (A.), deputy of the Swedish Parliament; Hinojosa (Eduardo de), professor at the Diplomatic School of Madrid; Hurtado (J. Piernas), professor in the University of Oviedo; Isaac (Auguste), president of the Chamber of Commerce of Lyon; Kowalewsky (Maxime), formerly professor in the Imperial University of Moscow; Johannis (Jehan de), director of the Institute "Cesare Alfieri" (Florence); Labriola (A.), professor in the University of Rome; Lavroff (Pierre), formerly professor in the Military School of Saint-Petersburg; Lazarus, professor in the University of Berlin; Letelier (Valentin), professor in the University of Santiago; Lévasséur (E.), member of the Institute of France; Liard, director of higher education of the Ministry of Public Instruction of France; Loria (Achille), professor in the University of Pavia; Lubbock (Sir John) [Lord Avebury]; Luzzati (L.), deputy of the Parliament of Italy; Marliis (Salvatore Zognetti di), professor of political economy in the University of Turin; Mavor (James), professor in the University of Toronto, Canada; Meitzen (Dr. August), professor in the University of Berlin; Menger (Anton), professor in the University of Vienna; Molinari (J. de), director of the *Journal des Économistes*; Pareto (Vilfredo), professor in the University of Lausanne; Picard (Edmond), senator, *Bâtonnier des Avocats* at the court of cassation, professor in the University of Brussels; Pirenne (H.), professor in the University of Ghent; Renouvier (C.); Roberty (E. de), counselor of state of the Russian Empire; Santamaria (Vicente), professor in the University of Madrid; Schaeffle (Dr.), formerly minister (Austro-Hungary); Schoenberg (Dr. Gustav von), professor of political economy in the University of Tübingen; Sidgwick (Henry), professor in Cambridge University; Sighele (Scipio), professor in the University of Pisa; Simmel (Dr. Georg), professor in the University of Berlin; Starke [Starcke?], professor in the University of Copenhagen; Stein (Ludwig), professor in the University of Bern; Soldan (Charles),

professor in the University of Lausanne; Sutherland (Alexander); Vandervelde (E.), deputy of the Parliament of Belgium; Wagner (Dr. Adolph), professor in the University of Berlin; Wagner (Ch.), pastor at Paris; Walras (Léon), honorary professor in the University of Lausanne; Webb (Sidney), member of the London county council, director of the London School of Economics and Political Science; Westermarck (Ed.), professor in the University of Helsingfors; Wilson (Woodrow), professor in Princeton University; Wright (Carroll D.), Commissioner of Labor of the United States; Wuarin [Vuarin] (Louis), professor in the University of Geneva.

REPORTS PRESENTED TO THE CONGRESS.

This, however, was by no means all. In order to insure the success of the congress in advance and furnish a secure and ample basis for its operations, a large number of competent workers in the field of social education were requested to prepare reports on the various aspects of the question as they presented themselves in the light of their own experience. This step was in a high degree successful. Nearly all of these reports were handed in early enough for use at the congress. They were all printed in uniform covered brochures and distributed to the members of the congress as they arrived. As these reports really constitute the solid work of the congress, a full list of them, showing authors and subjects, will give a clearer idea of what the congress meant and actually accomplished than anything else that could be included in the same space. As the subjects are exceedingly varied and heterogeneous, any attempt to classify them would probably prove unsatisfactory, and an alphabetical arrangement by authors, which will at least have the merit of convenience, is perhaps as good as any other. The following were the reports presented:

Abney, Sir W. de W., director of the department of science and the arts at the British Museum of Natural History, South Kensington, "Technical education in England."

Altamira, Rafaël, professor at the University of Oviedo, "Instruction in the social sciences in Spain." (See p. 1500.)

Aves, Ernest, Toynbee Hall, London, "Present condition of popular social instruction in Great Britain." (See p. 1531.)

Barth, Paul, professor at the University of Leipzig, "Sociological instruction in Germany." (See p. 1506.)

Bernès, Marcel, professor of philosophy at the Lycée Louis le Grand, "Socio-ethical instruction in the secondary schools of France." (See p. 1481.)

Cobden-Sanderson. J., "The 'arts and crafts' movement in England."

Combotheera, X. S., advocate, "On the adoption of an international system of social instruction in Switzerland." (See p. 1496.)

Crouzet, P., professor in the Lyceum of Toulouse, "Present state of popular social instruction in France." (See p. 1470.)

Deherme, G., president of the *Coopération des Idées* (Université populaire du Faubourg Saint Antoine), "Report on social instruction in France." (See p. 1481.)

Gide, Charles, professor in the faculty of law of Montpellier and of Paris, "Advanced instruction in the social sciences in France." (See p. 1464.)

Gopcsa, Ladislás, secretary of the department of worship and public instruction of Austro-Hungary, "Teaching of the social sciences in Hungary." (See p. 1512.)

Hauser, Henri, professor in the University of Clermont-Ferrand, "Note on popular social instruction in Germany;" "Note on social instruction at the Popular University of Vienna in Austria." (P. 1510.)

Hill, Edward Emory, professor of morals and political economy at the Hyde Park High School, Chicago, "The teaching of the social sciences in the high schools of the United States." (See p. 1553.)

La Fontaine, H., senator of Belgium, "Adoption of an international system of social instruction in Belgium." (See p. 1488.)

Lexis, W., "Instruction in the social sciences in Germany." (P. 1508.)

Mahaim, Ernest, professor in the University of Liège, "Present state of advanced instruction in the social sciences in Belgium." (P. 1482.)

May, Dick, general secretary of the *École des Hautes-Études*, Paris, "Formation of an international congress of social instruction in France." (See p. 1560.)

Niefforo, Alfredo, "The teaching of social sciences in Italy." (P. 1503.)

Plunkett, Horace, vice-president of the department of agriculture and technical education for Ireland, "Technical education in Ireland."

Renard, Georges, professor at the National Conservatory of Arts et Métiers at Lausanne, "Progress to be realized in the character and distribution of social instruction in Switzerland." (See p. 1494.)

Sadler, Michael, director of the education department library, "Social sciences in the English secondary schools." (See p. 1517.)

Simiand, François, Agrégé de l'Université, "On the teaching of the social sciences in the primary schools of France." (See p. 1472.)

Suter, A., doctor of law in Switzerland, "Present state of instruction in the social sciences in the universities, high schools, and special schools in Switzerland." (See p. 1483.)

Tchouprov, A., professor in the University of Moscow, "Report on the teaching of the social sciences in Russia." (See p. 1513.)

Thurston, Henry W., director of the section of social sciences and economics of the Normal School of Chicago, "The teaching of the social sciences in the primary schools of the United States." (P. 1556.)

Vittoz, Edouard, professor in the École Vinet at Lausanne, Switzerland, "Study of the present situation and progress to be realized in Switzerland in the primary and secondary teaching of the social sciences." (See p. 1495.)

Waxweiler, Émile, lecturer in the Université Libre of Brussels, "For what object and in what manner to organize instruction in the social sciences, especially in the Belgian universities." (See p. 1487.)

Webb, Sidney, member of the London county council, "The development of commercial education in London." (See p. 1545.)

Winiarsky, Léon, privat-docent at the University of Geneva, "The teaching of pure political economy and social mechanics in Switzerland." (See p. 1496.)

It is of course to be supposed that many others were requested to prepare reports, but were prevented by various causes; and that if all could have responded favorably the general body of information would have been far more complete and symmetrical, its present extremely uneven character would have been prevented, and the glaring omissions that all must perceive would not have occurred. Still these 29 reports represent what it was possible, under the circumstances, to accomplish.

A considerable number of the authors were present at the congress, and were given an opportunity to summarize their results and participate in the discussion of their reports. Among these were Professors Barth, Bernès, and Crouzet, Senator La Fontaine, Professor Mahaim, Mlle. Dick May, Professors Renard and Simiand, Dr. Suter, and Professor Waxweiler. Mr. Aves's report was presented by M. de Rousiers, as was also that of Mr. Sadler. Others were discussed in the absence of their authors, but for want of time many were necessarily passed over, but they are in the hands of the members of the congress and will be widely studied throughout the world. Ultimately they will doubtless form a volume that may be secured by all.

It will be impracticable here to give an extended insight into the contents of these papers, but some of them demand special attention as typical of the rest. Moreover, it is of interest to learn from them what is being accomplished in various countries, and it is hoped that the following extracts will justify the space devoted to them. It will be advantageous to take up each country separately, but the order is more or less immaterial. We will begin with

FRANCE.

REPORT OF M. GIDE.

The report of M. Charles Gide is largely historical, and in view of his eminence as an educator we give it practically entire.

ADVANCED INSTRUCTION IN THE SOCIAL SCIENCES IN FRANCE, BY M. CHARLES GIDE,
PROFESSOR IN THE FACULTY OF LAW OF MONTPELLIER AND OF PARIS.

Although France, among all countries, had the first fruits of economic science with the physiocrats and of sociology with Auguste Comte, it was almost the last to organize instruction in the social sciences. It may be said that in our country it dates only from yesterday.

The explanation of this anomaly must be sought in the fact that our faculties were not organized with the view of furnishing a really higher education embracing the universality of human knowledge, but only with the view of preparing the students for certain examinations. Thus it was with good reason that they did not bear the title of universities. No course could be conducted by them unless it had previously been assigned a place in the programme of examinations; but this was not the task of the faculties, but of the higher administration. A decree was therefore indispensable to give them the right to teach a new science.

This was the reason why, during the first two-thirds of this century, no other social sciences were taught in France than the strictly juridical (and from one point of view rather exegetic than social) in the faculties of law and history, with a little of morals in the faculties of letters.

There were only three chairs of political economy, all three in special establishments, the oldest one founded in 1819, at the Conservatoire des Arts et Métiers (under the name of industrial economy), and first occupied by J. B. Say; the second founded in 1830, at the Collège de France, and which has had an illustrious line of occupants: J. B. Say, Rossi; Michel Chevalier, Baudrillart; Paul Leroy-Beaulieu, and finally that founded at the École des Ponts et Chaussées in 1846, for Garnier.¹

In 1864 and 1865 two new courses of political economy were created, but as free courses, at the faculty of law of Paris and at that of Toulouse. In 1875 a third course was instituted at the faculty of law of Lyon.

It was only in 1877 that a new era began for the teaching of the social sciences. It was decided after long hesitation, and not without lively criticisms coming from the professors of law themselves, to make a place for political economy in the programme of examination for the baccalaureate in law. This decision was made in the superior council of public instruction only by a majority vote, the same as the vote of the National Assembly that constituted the Republic. The decree of March 26, 1877, therefore introduced a question on political economy into the law examination of the second year (it was afterwards transferred to the first year to the great detriment of that course), and as a result of the decree courses of political economy were organized in all the faculties of law, and all have since been converted into professional chairs.

It was not very easy to find in the faculties of law a sufficient personnel, for the studies and the requirements imposed upon the candidates for professorships in these faculties did not at all fit them for economic instruction. Nevertheless, among the young agrégés some had a taste for this branch so new for them and brought to it certain mental qualifications, especially a tendency toward state intervention, which greatly frightened the economists of the laissez faire school, until then the only school that taught, one might almost say the only official school in France. The establishment in 1887 by a group of professors of law of the *Revue d'Économie Politique*, opposed to the *Journal des Économistes*, emphasized this schism.

In 1889 the science of finance, which had already been taught by M. Alglave at the faculty of law of Paris since 1879 (and had even been taught by him at Douai in 1872), was introduced in the form of an elective course in the third examination for the degree in law, and all the faculties of law hastened to introduce this new branch.

¹ These historical facts are borrowed from a pamphlet by M. Levasseur: *Résumé historique de l'enseignement de l'Économie politique en France de 1882 à 1892*. Paris, Guillaumin, 1893.

In 1895 was made a great step in advance. The old doctorate in law was divided up and a new doctorate "*ès sciences politiques et économiques*" was instituted by the side of the juridical doctorate. An entire programme was established for this new doctorate, which included three obligatory courses—political economy, history of economic doctrines, science of finance; and three optional courses—industrial legislation, colonial legislation, rural legislation. All the faculties in order to maintain their doctors and prevent their desertion to the advantage of Paris, hastened to create the three obligatory courses and one of the three optional ones, generally the first. Unfortunately the inadequacy of their teaching force compelled them for the most part to intrust these courses for doctorships to professors already charged with professional courses and often even to jurists. The appropriations for public instruction, although much increased, were in fact far from able to enlarge with the same rapidity as the number of courses.

As the number of professors appointed to teach the economic sciences in the faculties of law increased, the system of recruiting these professors became manifestly inadequate and obsolete. In the same way, therefore, as they had divided up the doctorate they now divided up the group and instituted a group of economic sciences. It has been in operation for five years, and, thanks to it, we see rising in our faculties of law a nursery of specialists.

Thus far we have only spoken of the faculties of law. This is because in fact nothing had been done for the teaching of economic and social sciences outside of these. It is only in an exceptional way and through the individual initiative of their members that the faculties of letters had inaugurated certain courses that related to these matters. But there is probably going to be a change through the establishment that is being urged of a purely economic doctorate which shall be accessible to the licentiates (candidates for the master's degree) in letters or in the sciences as well as to those in law, and which shall be conferred by the professors of the three faculties combined, or of two of them, at least. The result will certainly be the introduction of regular courses in economic or social science in the faculties of letters.

The special schools, which are very numerous in France (much too numerous, since it is their competition that empties our universities, at least in the faculties of letters and of the sciences), almost all inscribe on their schedules courses of political economy and economic geography. We shall enumerate them presently. Nevertheless, economic and social sciences have no place in the principal of these schools, viz, the normal school, whence come almost all the professors of letters and of science for the faculties and for the higher classes of lyceums. This defect is great and all the more unfortunate, as the professors of these faculties have to do their share in the teaching of economics, as we have just said, and as the professors in the higher branches in the lyceums are already obliged to give some notion of them to their students, especially under the modern régime.

Independent instruction¹ has not been able to take on a high development in France on account of the monopoly that the university possesses (from the fact that it alone prescribes the examinations and gives the diplomas). Nevertheless, it has done its full share in the teaching of the social sciences, precisely because it has sought to develop at just those points where official instruction was weak.

It is necessary to place in the first rank, as well in chronological order as in order of importance, the *École Libre des Sciences Politiques*, founded by M. Boutmy in 1871, the day after the fatal war, and which, from that date, has organized a very complete course in the economic sciences, especially from the practical point of view—political economy properly so called, finance, economic geography, statistics, etc. It is certain that this competition has exercised a very salutary influence on the development of these same branches in the faculties of the State.

¹ *I. e.*, not supported by the State.

The Catholic universities, which are four in number, have modeled their schedule on that of the faculties of law so far as regards the teaching of economic sciences. Nevertheless, one of them, that of Lille, created in 1893, as an annex to its faculty of law, a section des sciences sociales et politiques, which really offers one of the richest and most varied courses that we have in France. We note, for example, in the catalogue of 1898-99, besides the regular courses similar to those of the State faculties of law, the following courses: The church and the financial questions of the nineteenth century; critical exposition of socialism; the public credit; professional syndicates; religion in prehistoric ages; first historic appearance of man; the world of prisons. And for 1899-1900, origin of the cooperative movement; work done (*apostolat*) by Catholic missions; the social movement in England and in Switzerland, etc.

These courses, it is true, include only ten to twenty lectures, but meetings for the discussion of social subjects and funds for travel promise to render such instruction fruitful.

The Collège Libre des Sciences Sociales was founded in 1892. Its very eclectic programme consisted in combining the representatives of all the economic and social schools in order to have taught by each professor what he should believe to be the truth. There resulted a very varied but somewhat glittering programme. The courses are very numerous and very varied. They include only ten lectures each. Unfortunately the attendance is not numerous. In 1889, through the initiative of the general secretary, Mademoiselle Dick May, a school of morals and a school of journalism were annexed to this college. Finally, after some internal difficulties, a new establishment is in process of organization under the name École des Hautes Études Sociales.¹

To this enumeration should be added a considerable number of independent courses or lectures bearing on social questions, and which are organized either by private associations, such as the political economy societies, the societies of the friends of the universities, or by groups called popular universities, which nearly correspond to what is called in England university extension, and which have been multiplied this year, as well in the provinces as in Paris, with characteristic French enthusiasm.

After this historical résumé, let us now give a comprehensive view and recapitulation of all the courses devoted to the social and economic sciences. We will leave out of consideration the courses of law, properly so called, to the number of more than two hundred, distributed among all our faculties.

1. Elementary political economy is now taught from forty chairs, viz:

In the fourteen state faculties of law (Lille, Paris, Caen, Rennes, Poitiers, Bordeaux, Toulouse, Montpellier, Aix, Grenoble, Lyon, Dijon, Nancy, Alger);

In the four Catholic faculties of law (Lille, Paris, Angers, Lyon);

In twenty special schools: École des Ponts et Chaussées, École des Mines, École des Postes et Télégraphes, École d'Architecture, École des Hautes Études Commerciales, École Supérieure du Commerce, Institut National Agronomique, École Libre des Sciences Politiques, and in all the écoles supérieures de commerce in the provinces.

Advanced political economy, i. e., limited to certain parts which the professor treats with more detail and which he changes from year to year, is taught in all the state and Catholic faculties of law which we have just enumerated, as courses for the doctorate. We place also under this head *honoris causa*, the course which is given at the College of France.

This instruction includes only a single course by the faculty, even at Paris, which is surely insufficient for an "enseignement approfondie" of political economy, for, even

¹ The École des Hautes Études Sociales comprises, with the École de Morale and the École de Journalisme detached from the college, an école sociale, which itself contains a preparatory section for instruction in popular universities.—[NOTE OF THE SECRETARY.]

admitting that the professor devotes ten or fifteen years to the successive exploration of each part of his science, the students at least can not follow him in his long wanderings, and he would be precluded from ever becoming a specialist. It must be added that in the provinces the professor charged with this course is generally himself the one who gives the licentiate course, and who gives this one as something extra, and that the number of attendants (candidates for the economic doctorate) is often exceedingly limited. For all these reasons it may be said that the really advanced courses in political economy—that is, those that constitute monographs, as it were, in which the professor exhausts the subject to its utmost possible limit—are extremely rare in France.

Nevertheless, certain courses of the *École Libre des Sciences Politiques*, nearly answer to this definition. We cite, for example, in the programme of this year the course of M. Arnauné on credit and exchange, or that of M. Tarde on economic psychology.

2. History of economic doctrine is taught in the same number of schools and in the same faculties as the course of political economy for the doctorate. It is not taught at the College of France, but it can claim two free courses at the Sorbonne—history of social economy by M. Espinas (who only treats the history of ideas) and history of political doctrines by M. Michel; also a course at the *École Libre des Sciences Politiques*, given since its foundation by M. Dunoyer, and several courses at the *École Libre des Sciences Sociales*.

This instruction is given with more care than the course of so-called advanced political economy. It seems better to suit the ideological temperament of the French, and the fellows in law seem particularly adapted to it on account of the critical and exegetic habits of mind which juridical studies have developed in them.

Unfortunately the students can only derive a very limited advantage from it. In fact, it is customary to question them at the examination only on the course of one single year; but this course embraces only a very small part of the history of the doctrines, as the professor generally devotes several years, perhaps five or six, to expounding it in its entirety. I have seen in several faculties of law in France many successions of doctors of economic law who had only taught the history of the doctrines down to the physiocrats, to the exclusion of everything later. They would have been incapable of saying who Sismondi was, or Bastiat. It is not the regulations that are responsible for this abuse, for they expressly say that the candidate shall be interrogated on all the subjects of the programme; but it is the professors, because they fear that the students may not have any interest in following their courses from the time that the examination no longer necessarily bears on the special part that they have treated.

3. The science of finance counts a number of courses double that of the preceding, for we recall that it figures at once on the programme for the licentiate in law and on that for the doctorate, although, as a matter of fact, this double instruction is generally given by the same professor—at least outside of Paris.

There must still be added to the courses of the law faculties quite a number of courses and of special lectures on finance given at the *École Libre des Sciences Politiques*. Thus, for the year 1900, we note the following courses: Public finance; budgetary legislation of France; fiscal legislation of France; rules of public accountability, and two conferences—one on foreign finances, the other on registration (*enrégistrement*).

4. Industrial legislation is taught in all the faculties of law (courses for the doctorate). The professors of law have usually evinced remarkable aptitudes in this branch. They have brought to it a very advanced and very democratic spirit. Some of them have already won for themselves a deserved reputation as specialists in it. Moreover, the fruits of these teachings are manifesting themselves through the very large number of theses for the doctorate presented on these topics.

There are also courses on industrial legislation at the Conservatoire des Arts et Métiers, at the École des Mines, at the Institut Industriel de Lille, and in several écoles de commerce.

5. Colonial legislation, or rather colonial economy, is not taught in all the faculties of law, but only, if we mistake not, in Paris, Nancy, Lyon, Bordeaux, Poitiers, Rennes, and Algiers. There are, in fact, two courses in the faculty of law of Paris and at the École Libre des Sciences Politiques. There is also at Paris a colonial school which gives three courses in colonial economy (French and foreign colonies). There is another course of colonial economy or history in the faculty of letters of Algiers.

6. Rural legislation, or, better, rural economy, is taught only in a still more limited number of faculties—Lille, Lyon, Toulouse, Poitiers, Rennes, Caen. There is none even at the faculty of law of Paris, but only at the Catholic institute. However, this humiliating omission has just been supplied as we write these lines, at the end of the scholastic year, in extremis, by a free course.

But rural economy is taught at the Institut National Agronomique of Paris, in the four or five national schools of agriculture, and even in the thirty-six practical schools of agriculture; only there it is no longer a branch of social science, but simply technical.

7. Colonial geography is not taught in the faculties of law, as is readily understood, but it is taught at the Sorbonne by M. Marcel Dubois, and at the faculty of letters of Bordeaux. The course given at the College of France by M. Levasseur also comes under this head, although its field is somewhat indefinite. Moreover, it is taught at the École des Hautes Études Commerciales, in all the Écoles Supérieures de Commerce, and at the Institut Industriel of Lille.¹

8. Social economy, meaning by this the study of social reforms and practical means of realizing them (mutuality, cooperation, assistance, state intervention, patronal institutions, etc.), is only taught in two courses—one at the faculty of law of Paris, the other at the École des Sciences Politiques by M. Cheysson. The first, however, is only a free course; the other takes place only every other year, and the origin of both is somewhat accidental, since both are the foundations of the Comte de Chambrun—that of the École des Sciences Politiques in 1893, that of the faculty of law in 1898.

9. Pedagogy, or the science of education, is taught in a chair at the Sorbonne by M. Buisson, and in some faculties of letters (Lille, Toulouse, Algiers). Some professors of philosophy devote a free course to it from time to time.

10. Statistics counts only one official chair, created at the faculty of law of Paris in 1892, and a few temporary courses at the École des Sciences Politiques.

11. Anthropology is taught in one single special independent school, the École d'Anthropologie, and nowhere else. The same for demography, which may be considered an adjunct of the preceding.

12. Sociology is not taught anywhere in the form of a regular course, which may be justified by the still rather badly defined character of that discipline—I dare not say of that science. Nevertheless, it is taught as a free course by three professors of philosophy of the faculty of letters, MM. Durkheim at Bordeaux, Bouglé at Montpellier, Bertrand at Lyon, and by one professor of the faculty of law at Toulouse, M. Hauriou.

Such is a condensed view of instruction in the social sciences in France in 1900. It does not call for extended comment.

The whole forms a rather respectable assemblage of nearly two hundred courses, and indicates a truly admirable effort, if we remember that nearly all of them have

¹ There exists, moreover, a chair of history of commerce at the faculty of letters of Aix-Marseille; a course of colonial history and geography is among the branches of instruction created by the Chamber of Commerce of Lyon.

been created within twenty years. And what is still more remarkable is the multiplicity of social lectures, due to private initiative, which propagate themselves like fuses over all parts of France. In certain workingmen's quarters of Paris there are several every evening, and in certain cities of the provinces there are several every week. They are generally well attended.

But the gaps in the series are striking also. The most astonishing is the absence of any regular instruction in the history of political economy. I do not say the history of the doctrines, but that of the facts, which to-day in the eyes of many economists constitute the whole of economic science. Thus, in the German universities the courses in economic history are as numerous as those in the history of doctrines are rare. It is really difficult to explain why the authors of the decree of 1893 introduced into the programme of the new doctorate the history of doctrines rather than economic history. It is probable that it is not for reasons of a scientific order, which it would be difficult to justify, but simply because they were governed by the programme of the *École Libre des Sciences Politiques*, which only embraced this course in the history of doctrines.

Nevertheless, there are in almost all the *écoles supérieures du commerce* (Paris, Lille, Havre, Bordeaux, Nancy, and at Marseilles), as a branch of the faculty of letters, courses in the history of commerce, and a course in the history of labor has just been established at the *Conservatoire des Arts et Métiers* by the city of Paris. One may cite also here and there, as entering into this department, certain free courses given in the faculties of letters—for example, those of M. Stouff at Dijon: *Le commerce d'argent dans l'antiquité*, etc.

Another great lacune is the absence of all instruction relative to method in economic science, and more especially relative to mathematical political economy. It is really humiliating to think that in France, a country which occupies a prominent rank in the mathematical sciences, and which, with Cournot, inaugurated mathematical political economy, there is not a single course on this subject, probably not even a single professor who would be capable of giving it. And by a singular irony, it happens that this branch has been brilliantly represented at Lausanne during twenty years by a Frenchman, but who is known throughout the world as a Swiss! M. Walras.

The inadequacy of the instruction in the subjects of statistics, of sociology, and of social economy, is also manifest.

Finally, there is reason for expressing regret that in the teaching of law itself, although it is very complete and very rich, such an important side as economic law should be completely neglected. There is not, to our knowledge, a single course which treats from the economic point of view, properly so called, the régime of property, or that of successions (inheritance), or that of mortgages (*hypothèques*). Let us mention, however, as a laudable attempt in this direction, a course given this year at the faculty of law of Montpellier, by M. Charmont, on corporative property, and also a course announced at the *École Libre des Sciences Politiques*, by M. Fiach, on the law of property (*droit de propriété*).

Comment upon this admirable report of M. Gide is unnecessary. It is a clear summing up of the history and present state of social instruction in the higher institutions of France by an able economist who has devoted his life to the cause. No one can rise from its perusal without the sense of edification on a subject, which, on account of the complicated and anomalous character of the French universities, is very difficult for foreigners to master. M. Gide did not arrive at the congress until the last day of the session, and his report was not discussed. While all of course knew that only an able paper could

emanate from such a source, members who did not take the trouble to read the report could have only a general idea of its value. There was therefore this additional reason for introducing it in full here, although its intrinsic merits are alone a sufficient justification for doing so. Its value, however, is still greater for those who did not attend the congress, and it will be appreciated by educators outside of France.

REPORT OF M. CROUZET.

The report of M. Crouzet, professor at the Lyceum of Toulouse, on the present state of popular social instruction in France, is of a very different character. It deals with secondary and to some extent even with primary instruction, is not historical but critical, and aims to point out the lines along which popular education may be made to strengthen the civil state. It was expounded to the congress by the author and thoroughly discussed. It will not be necessary to introduce it entire, but only to present the author's point of view and general conclusions. He introduces the subject as follows:

Since the organization of the Republican School in 1880 the *École du Soir* (night school) for the illiterate and forgotten classes has been completed, and followed up by the *École du Régiment* for youths prone to go astray, until it was finally perceived that it is not sufficient to form good scholars and good soldiers, but that in order to make good citizens a truly social education should be a part of the *École à la Vie* (school of real life).

The three questions that have specially agitated France—the patriotic question, the political question, and the social question—have been equally met by national education, as well primary as secondary. Soldiers have been trained, voters indoctrinated, and workmen organized, but citizens have been inadequately molded.

Under the weight of the disaster of 1870, a reparatory mission was intrusted to the school, without taking care that the country might one day become an object of exploitation and that a blind and mistaken patriotism might become an obstacle to progress. These legitimate but absorbing patriotic preoccupations combined with the inadequacy of political instruction to prevent the Republic from bearing its full fruit, to render it more conservative than truly democratic. Narrow, intolerant, and despotic political conventions were able to control politics for their own ends, and thus politics too often became, not the reign of ideas and public interests, but the triumph, albeit ephemeral, of fine phrases and demagogues. What wonder after this that the great majority of voters should be divided between indifference and hatred, two sentiments equally destructive of true social life.

On the other hand, in restoring the individual to himself, but also in abandoning him to his own resources, the republican conquests of liberty and equality have made him an easy prey in the economic struggle. In vain has the workingman, feeling his material, intellectual, and moral value reduced by the political machine, had recourse to trades unions, unfortunately too much restricted in their horizon; it is still too often the crushing of the weak by the strong, which is the morality of the struggle for existence.

Thus on three sides have risen ferments of hatred. Country, Republic, labor, made to unite us, have rather separated us, and distrust of others is perhaps to-day the most characteristic French sentiment. It is the reason for being of social education which would insure to the idea of union for life a success as rapid as that which

the struggle for life has had, and in short, would make solidarity a conscious and active principle of the race.

It starts from a principle of justice, that of giving to all the same means for the free exercise and expansion of their faculties, in order to secure the utmost realization of justice through the consecration of their own powers to the welfare of all. To make individuals strong accomplishes partial justice, to make them at the same time social will accomplish entire justice.

From this point of view popular education dates from yesterday. It is chiefly practical considerations that govern the night schools and the adult courses. Patriotic and moral sentiments control the work that follows school life. In the *École au Régiment* the economic and political spirit actuates the groups of workingmen. Recently the social spirit has penetrated, transformed, and enlarged everything, embracing all ages and all classes, and is inspiring them with a spirit of fraternity.

Everywhere there is activity in this renovation of civic life to render it rational and solid. But there are efforts which I will pass over in silence; these are sectarian efforts (very inferior indeed to the others), because they run counter to necessary republican work. One scarcely knows how, in fact, to develop the reason among citizens where the effort is less to instruct than to direct them; and, on the other hand, it is not in the name of an exclusive faith that can best be realized the social concord which forms the basis of the lay spirit.

Lay social activity is abundant and varied. It is even one of the pleasures of its study to find neither intolerance nor monotony, but liberty and variety, such as is to be expected from free creative initiative. But all things, though infinite in number, support one another, and if we detach an organ in order to study its operation we must in thought restore it to the whole to put it in its true light.

Thus rather than impose upon social education a uniform method which it does not acknowledge, and which would drive away those who do understand it, it is necessary to follow it wherever it manifests itself—in the school; around the school; outside of the school—to study it everywhere in theory and practice, according as its effectiveness is internal or external, as it acts on custom or as custom acts on it, prepared to gather the general and comforting impression of active and conscious fraternity in its march toward social justice.

M. Crouzet proceeds to develop the subject from the three points of view outlined, displaying a thorough familiarity with all its aspects. His report will be read in France with great interest, but space will not warrant its reproduction in full in this place, and we will content ourselves with a few of his general conclusions:

The historical and social sciences are in the way of throwing light and making the people reflect upon the vital interests of contemporary humanity. Of course, in history and geography the programmes of courses for adults have not always differed enough from the preparatory course (5 to 7 years—anecdotes, biographies, stories, travels, etc.), but already a select public (*élite populaire*) is freeing itself from the influence of mere curiosity and asking for a sympathetic study of the real world, an abandonment of the chauvinism that paralyzes our progress, and an insight into the causes of the existing economic struggle. At the same time it is requiring of history that it study the past in order to prepare for the future, that it enlighten and enlarge the consciousness of the lay and republican spirit of the French people in order to render it worthy of its social mission and competent to perform it. Finally, science is come to move as well as to instruct, to arouse admiration as well as doubt, and especially less to supply the mind with ideas than to fortify it with methods and render it capable of gradually finding the truth, which is the principle of union among

men. Thus through the various subjects of social instruction is worked out the forming of conscious energies and of enlightened enthusiasm, i. e., of citizens. * * *

But there is still an infinite number of results in process of realization or in prospect, each of which has an immense social importance: The awakening and development of provincial life; the revival and elevation of the taste of the people, who have proved that it was corrupt only in so far as those who habitually supplied it rendered it so; the beginnings of a new democratic art existing not for the buyer or the esthete, but for all citizens; civilization and civility extended even to the least refined, which, though they may find some adults callous and wedded to their habits, will readily penetrate the young; the imbuing of the people with the critical spirit as well as with broad ideas; the formation by thinking and living in common of like hearts and minds; the strengthening of the republican sentiment, which sometimes, after a public address, used wrongly to express itself in the cry: "*Vive la liste républicaine*," but which consoled us at the time when organizers of public evening meetings, under pretext of nonpartisanship, forbade the word Republic; in fine, the creation of a demand for and the introduction into common custom of social education.

M. Crouzet concludes his report with a list of ten of what he considers the most important desiderata (*vœux*). These were taken up seriatim by the congress, discussed, somewhat modified, reduced to eight, and adopted as expressing the sense of the members on the points involved. These desiderata, as thus amended, are as follows:

I. That the relation between the intellectual classes and the people be not one of complaisance, but of fraternity; an active fraternity having for its object really to unite the intellectual movement and the social movement.

II. That educators strive less to impose their programmes than to respond to the desires and needs of the public, always previously consulted.

III. That popular education aim clearly at the diffusion of general culture, and especially of the scientific spirit.

IV. That all popular educators have the freedom to draw up an impartial course of social instruction.

V. That the people be attracted as little as possible by solemn or simply amusing lectures, in order to employ the simplest, the most familiar, and the most practical methods of instruction.

VI. That, in view of the present difficulty of immediately and directly penetrating compact masses, social education adopt at first the method of associating a democratic élite which shall gradually grow larger.

VII. That along with measures for showing the people the reason, the direction, and the method of social effort, there be constantly employed measures of effective cooperation for the immediate application of the principles taught; that is, that theory be closely combined with practice.

VIII. That practical (cooperative, etc.) plans lend in turn material and moral support to the work of instruction, in order to give solidarity to the various social interests.

REPORT OF M. SIMIAND.

There is one other report on social education in France that demands attention from the point of view of this paper, viz, that of acquainting the reader with the extent to which the various educational systems of the world teach social science. This is the report of M. François Simiand, Agrégé de l'Université, on instruction in the social sciences in the primary schools. Sociologists usually regard their science as

quite beyond this grade, but the two reports we have already considered, especially the latter, show how broad is the conception in France of social science. In the report now to be considered we shall see that as we descend in the grades we must continue to broaden this conception. It here takes chiefly the two forms of moral instruction and civic instruction.

As regards the relation of ethics to sociology there is a strong disposition among leading social philosophers to look upon ethics as in a certain sense a department of the broader discipline called sociology. Auguste Comte, the true founder of sociology, did, it is true, in his *Positive Polity*, place morals above sociology in his completed hierarchy of the sciences, but the attentive reader of that work at once perceives that his *morale* is very different from the moral science of Paley, Whateley, and Wayland, and is a direct outgrowth of sociology. In fact its fundamental principle is sociability, and its aim is altruism. It has to do entirely with the relations of the ego to the alter. And when we reflect upon it we readily perceive that there would be very little left of morals if this relation were removed or even thought away. So that, whatever may be considered the relative rank of ethics or morals, it is essentially a social science.

While no question can arise as to the true social nature of civics as a branch of education, it might be supposed that this, too, was too complex and difficult for elementary instruction. We shall see in this report not merely what M. Simiand thinks of this question, but how it has been answered by the official framers of the French system; for in France the primary schools are established and maintained by the State. We shall therefore be dealing mainly with the organic laws of France on the subject of education, supplemented by the decrees emanating from the ministry of education, which not only prescribes the methods of instruction, but actually provides the curriculum. M. Simiand says:

The subjects of primary instruction are essentially determined by the text of the organic acts. What has this text to say touching the social sciences or social branches? Article 1 of the act of March 28, 1882 (on the obligatoriness and lay character of primary instruction), provides that "primary instruction shall embrace moral and civic instruction * * * some common notions of law (*droit*) and political economy."

Thus is defined and delimited by a fundamental legislative enactment the field of social instruction in the primary schools. From this as a basis the detailed application was established by special regulations (authorized by article 3 of the act of October 30, 1886), which prescribe the distribution of the subjects among the different kinds of primary schools and among the different courses, and fix the order of studies and the time to be devoted to each.

The plan of studies now in force¹ makes moral education one of the three sections of school work (the two others being physical education and intellectual education).

¹ Programmes annexed to the decree of January 18, 1887, supplemented by the decrees of April 8, 1890, January 4, 1894, March 9, 1897, and September 20, 1898.

It is important to reproduce the exact language of the instructions which define the object of moral education.

Object and essential character of this department of education.—Moral instruction is designed to complete and combine, to elevate and ennoble all the subjects taught in the school. While the other studies develop each a special order of aptitudes and of useful knowledge, this one tends to develop in man the man himself—that is, his heart, his intellect, and his conscience.

Thus moral education moves in an entirely different sphere from the rest of education. The force of moral education depends less on the precision and the logical connection of the truths taught than on the intensity of sentiment, the vividness of impressions, and the transfusing warmth of convictions. Such instruction has not for its object to make men know, but to make them will; it moves rather than proves; acting upon sensitive beings, it proceeds rather from the heart than from the reason; it does not undertake to analyze all the reasons for the moral act; it seeks first of all to produce the act, to repeat it, to make it a habit that shall govern life. In the primary school especially it is not a science, it is an art of impelling the free will toward the good.

Rôle of the instructor in this branch of education.—The teacher is charged with this part of education at the same time as the others, as the representative of society. Lay and democratic society has, in fact, the most direct interest in having all its members early imbued by ineffaceable lessons with a sense of their worth and with a not less profound sense of their duty and their personal responsibility.

To attain this end the instructor does not need to teach a moral technique with all its apparatus, followed by a moral practice, as if he were dealing with children deprived of all previous notion of good and evil; for the immense majority come to him having already received and still receiving religious instruction which familiarizes them with the idea of a God, author of the universe and father of men, with traditions, beliefs, and practices of a Christian or Hebrew cult; by means of this cult and under the forms which are peculiar to it, they have already received fundamental notions of eternal and universal morality; but these notions with them are still in a nascent and fragile state; they have not penetrated deeply; they are fugitive and confused, rather half-perceived than really possessed; matters of memory rather than of consciousness, as yet scarcely exercised. They are waiting to be ripened and developed by a suitable culture. It is this culture that the public instructor is to give them.

His mission is then well defined. It consists in strengthening these essential notions of morality common to all doctrines and necessary to all civilized men, in causing them to take root in the minds of pupils for their whole lives, and in making them pass into their daily conduct. He can fulfill this mission without having to display either adhesion or opposition to any of the various religious beliefs with which the pupils associate and combine the general principles of morality.

He takes these children just as they come to him, with their ideas and their language, with the family beliefs that they hold, and he has no other concern than to draw from them, whatever they contain, the most valuable from the social point of view, that is to say, the precepts of a high morality.

Proper object and limitations of this instruction.—Lay moral instruction is distinguished, then, from religious instruction, as all must admit. The teacher does not take the place of the priest nor of the father of the family. He joins his efforts with theirs to make of each child an honest man. He is to insist upon the duties that unite men and not upon the dogmas that divide them. All theological and philosophical discussion is manifestly interdicted by the very character of his duties, by the age of his pupils, by the relations of confidence sustained with families and with the State. He concentrates all his efforts upon a problem of a different nature,

but not less arduous, for the very reason that it is exclusively practical—the problem of apprenticing all these children to an effective moral life.

Later on, when they shall have become citizens, they will perhaps be separated by dogmatic opinions, but they will at least agree in the practice of making the aim of life as high as possible; of feeling the same horror of all that is low and vile, the same admiration for what is noble and generous, the same delicacy in the appreciation of duty; of aspiring to moral perfection, whatever it may cost; of feeling united in that general cult of the good, the beautiful, and the true, which is also a form, and one not the least pure, of the religious sentiment.

As to the programme that follows these general instructions, it prescribes:

1. In the infantile section (5 to 7 years), “very simple talks (causeries), mingled with all class exercises and recreations,” the use of little poems learned by heart, stories told, and little songs.

2. In the elementary course (7 to 9), familiar conversations accompanied by readings and comments (recitals, precepts, parables, fables, and practical exercises); it is especially recommended to correct coarse notions (prejudices and superstitions, beliefs in sorcery and ghosts, etc.); to derive information from facts observed by children, to proceed by the way of concrete examples and appeals to experience: “To raise them, for example, to a sense of admiration for the universal order and to the religious sentiment by bringing them to contemplate certain great facts in nature.”

3. For the middle course (9 to 11 years), conversations, readings with explanations, and practical exercises, following the manner of instruction and the means recommended for the elementary course, but with more method and precision; the lessons and readings to be arranged so as not to omit any important point in a somewhat detailed programme, of which the following are the grand divisions:

I. The child in the family. Duties to parents and grand parents. Duties of brothers and sisters. Duties toward servants. The child in the school. The country.

II. Duties to self. The body (alcoholism). Property (economy, play, work). The soul (falsehood, modesty). Duties toward others (justice and charity, tolerance, alcoholism).

III. Duty to God. On this delicate point it is best to cite the whole text:

The teacher is not charged with giving a course *ex professo* on the nature and attributes of God; the instruction that he is to give to all without distinction is confined to two points:

First, he teaches them not to pronounce lightly the name of God; he associates narrowly in their minds a sentiment of respect and veneration with the idea of a first cause and perfect being; he habituates each of them to surround with the same respect the notion of God even when it is presented to him under different forms from those of his own religion.

Finally, and without occupying himself with special teachings for different religious sects, the teacher endeavors to make the child understand and feel that the first homage that he owes to divinity is obedience to the laws of God which his conscience and his reason reveal to him.

It is specified that “throughout this course the teacher shall take for his point of departure the existence of the conscience of the moral law and of obligation; he does not undertake to demonstrate them (duty and responsibility) by a theoretical exposition.”

4. In the higher course (11 to 13 years), conversations, readings, and practical exercises as in the preceding courses, but, in addition, a regular series of lectures (*leçons*), a course in morals in general, and more especially in social ethics (*morale sociale*) according to a programme, of which the following are the salient points: (1) The family. (2) Society. Necessity and benefits of society. Justice, the condition of all society. Solidarity, fraternity. Alcoholism destroys little by little these

sentiments by destroying the basis (ressort) of the will and of personal responsibility. Applications and development of the idea of justice. Respect for life and human liberty, respect for property, respect for one's word, respect for opinions and beliefs. Applications and development of the idea of charity or of fraternity.

(3) Country. The text says:

What man owes to his country (obedience to the laws, military service, devotion, loyalty to the flag). Taxes (condemnation of all fraud toward the state). The vote (it is morally obligatory; it should be free, conscientious, disinterested, enlightened). Rights that correspond to these duties: Individual liberty, liberty of conscience, liberty of labor, liberty of association, guaranty of security of life and property for all. National sovereignty. Explanation of the republican device: *Liberté, Égalité, Fraternité*.

The official instructions make this recommendation:

In each of these chapters on the course of social ethics the pupil shall be told, without entering into metaphysical discussions:

1. The difference between duty and interest, even when they seem confused, i. e., the imperative and disinterested character of duty.

2. The distinction between written law and moral law. The one fixes a minimum of requirements which society imposes upon all its members under definite penalties; the other imposes upon everyone in the secret chambers of his conscience a duty which nothing compels him to perform, but which he can not fail to perform without feeling guilty toward himself and toward God.

Civic instruction is attached to the course of history and geography, and placed at the end of the section of intellectual education. It is not mentioned in the programme of the infantile section. In the elementary course it includes "very familiar explanations, in connection with readings, of words calculated to awaken a national idea, such as citizen, soldier, army, country, commune, canton, département, nation, law, justice, public power," etc.

For the middle course the programme prescribes:

Very summary notions on the organization of France.

The citizen, his obligations and his rights; school obligations, military service, taxation, universal suffrage.

The commune, the mayor, and the municipal council.

The département, the prefect, and the general council.

The state, the legislative power, the executive power, justice.

And for the higher course:

A deeper insight into the political, administrative, and judicial organization of France.

The constitution, the President of the Republic, the Senate, the Chamber of Deputies, the law; the central, departmental, and communal administration; the various authorities; civil and criminal justice; education, its various grades; public power, the army.

There is no commentary specially indicating the object and spirit of this instruction.

Moral education and civic instruction, defined as above set forth, contain all of a social character in the curriculum of the elementary primary schools. Common law (*droit usuel*) and political economy, provided by the legislative text, have no place here. They are only found again in the programme of the higher primary schools.

As to the time to be given to the instruction in question, the plan of studies specifies that one lesson each day, taught in the way recommended, shall be devoted to moral instruction; that the teaching of history and geography, to which civic instruction is attached, shall occupy about one hour each day, but the share of civic instruction is not indicated.

Higher primary schools.—In the present¹ plan of studies for the higher primary schools social instruction is represented by morals, civics, common law, and political economy.

Moral education.—Here the instructions say it is not a question of instruction, but of education.

The end to be pursued is to create and maintain in the pupils an ensemble of moral dispositions proper to prepare them for the life that awaits them in society.

The motives to be employed are of three kinds: Action upon the heart by appealing to the moral sense which a previous culture has developed in them; action upon the intellect by explanation and demonstration of the truths of the moral order; action upon the will by the practice of moral life according to their own experience and their individual character.

Having laid down these principles, the programme points out with some detail the three kinds of school exercises that correspond to these three modes of action. The "exercises tending to develop the moral sense are readings, recitals, and conversations adapted to bring forth and strengthen in the child the various sentiments that favor the development of the moral sense [examples], * * * and in a general way all the healthy emotions that predispose men to do right." The "exercises tending to instill into the mind the fundamental notions of morality" are concrete and living lessons, but methodical and conformable to a programme given with detail.

In the first year are to be treated the principles of ethics: (1) "The conscience, intuitive idea of duty, the power of man over himself;" (2) "society and its duties;" and in the third place, "return to self; such an application of the principles as to begin to make life understood by the adolescent mind." A few points in the detailed plan may be cited:

To cause to be observed the categorical differences which distinguish the condition of man, his rule of life, the constant and certain laws by which nature works in the moral world.

Different types of men: The idle, the industrious, the economical, the improvident, * * *; heroes * * *.

Egoism and disinterestedness; distinctive characteristics of moral obligation.

In proportion as the pupil shall have acquired a certain habit of personal reflection, he is to be brought to recognize that the individual is a small matter in himself, incomplete and dependent, that he forms part of a whole * * *; that he owes a debt to others, his fellow-beings, without whom he either would not be, or would not be what he is; whence the idea of society.

To insist upon the fundamental law of solidarity, the principle of all social organization.

Within society to distinguish two societies: The family and the nation; to insist upon what the individual owes to each of these.

For the second year there is indicated a series of lessons on "human life and its duties; man in society, in the family, in the nation." The order and mode of putting the questions, the nature and scope of the ideas suggested, seem sufficiently remarkable to justify the reproduction entire of this part of the programme:

1. *Society.*—What society is; man is not born to live alone; society necessary to his security and to the indefinite progress which is his law; it is his end and reason for being. Barbarous societies and civilized societies; traits that distinguish them; law is substituted for force; labor a common obligation; no more slaves and no more corporal punishment (suppliants); the intellectual capital (fortune) of mankind daily guaranteed, as well as its transmission to posterity. Social solidarity in the economic world, in the scientific world, in the moral world. Natural inequality of aptitudes, inevitable diversity of functions.

¹ Programmes annexed to the decree of August 18, 1893, modified by the decree of March 9, 1897.

Social justice.—Respect for the person of man in whatever rank he may be placed, and as a consequence of this imperative respect, slavery and serfdom recognized as intolerable. Respect for the honor of others. Defamation and calumny. Respect for the products of labor; principle of property, its necessity; capital and labor; respect for contracts and for one's word. Respect for individual beliefs and opinions. Religious and philosophical liberty; tolerance.

Social fraternity.—Moral and social inadequacy of strict justice. Accidents of birth, physical and intellectual inequalities; accidents of education; accidents of life. Public instruction; public aid. Goodness; love of one's neighbor; devotion; disinterestedness.

2. *The family and private man.*—The family a special kind of society, but not exclusive in society; its function in the social order to which it is subject; its moral basis; its constitution, its members—solidarity that it implies; respect for women the basis of the family in the modern world. Husband and wife; parents; children; their reciprocal duties. The spirit and virtues of the family. Private virtues; loyalty, labor, temperance, courage, frugality, charity (consequences of the vice of alcoholism from the point of view of the family and private life to be insisted upon). Social effects of private virtues.

3. *The nation and country.*—How our society is at the same time a nation; the idea of nation and country; its moral basis. Solidarity of generations; unity of direction. The national spirit; defense of the country; the army; obligatory service; military discipline; courage.

4. *The state and the laws.*—What the state is; its origin; its rôle; various forms of this authority; the republican form, its principle, and its superiority; proceeding from our consent and modified by our will, it can possess nothing arbitrary. National sovereignty; democracy (the élite in the democracy). Laws, their social and national foundation. Duties of the citizen; obedience to the laws; taxation; suffrage, etc. Repression, social legitimacy of penalties. Rights of citizens; individual liberty; freedom of conscience; freedom of worship within the limit of respect for law; freedom of labor; freedom of association. Public liberties. Dangers of arbitrary power; dangers of absence of government.

5. Nations among themselves; international duties and rights; international solidarity; humanity; love of humanity and its reconciliation with love of country. The *jus gentium*; aspiration toward a juridical ideal among nations; arbitration.

For the third year is prescribed a thorough revision of the principles of morals and a return to their principal applications; the articles drawn up recall much more closely the subjects known to classical courses (showing that our nature leads us to love the beautiful, to affirm the true, and to desire the good); conscience; liberty; personality; duty; moral ideal. The last paragraphs only will be quoted here:

To point out that it is in the nation that man fully realizes his nature, that he really becomes man—that is, a moral person—conscious of his duties and his rights; that the duty of the individual member of a nation is to cooperate willingly with the nation in human civilization.

The social ideal at different periods of humanity. To insist upon the traits characteristic of the true genius of France; explanation of the republican device "Liberty, equality, fraternity."

Sanctions of morality, internal sanction (moral satisfaction and remorse); natural sanction (consequences of our good or bad conduct for ourselves and for others as to the body and as to the soul); social sanction (public esteem or contempt); philosophical or religious sanctions (the idea of God). The teacher will take pains to speak of religious beliefs only with great respect and in such a manner as never to ruffle the minds of the children who are intrusted to him.

Finally there are indicated the third class of exercises, those tending to test the

conscience and form character (to study good or bad tendencies that appear in each pupil; to ascertain the practical morality of each one under the circumstances of daily life; appeals to sincerity; appeals to strength of will; transformation of effort into habit; development of delicacy of conscience).

The time assigned to this moral instruction is one hour per week during three years.

Civic instruction.—Civic instruction is here again attached to the course in history; it forms the end of the second year's course (which deals with France from 1789 to our time), and is engrafted upon the study of the third Republic and the constitutional laws of 1875.

Constitutional laws of 1875.—The two powers of the State, the legislative power, the executive power; the principle of the separation of the powers; the national sovereignty; preponderance of the Parliament; the legislative power; the Chamber of Deputies, its attributes, mode of its election, scrutin de liste and scrutin d'arrondissement; the Senate, its attributes and mode of its election; drafting and enactment of laws; the National Assembly, its attributes. The power of the executive, the President of the Republic; mode of his election; duration of his term of office, his powers; the government, the ministers, and the president of the council, manner of their appointment, ministerial responsibility, orders, decrees; the council of state.

The history course, of which these subjects are the last chapter, occupy one hour per week.

Common law and political economy.—The programme of common law embraces two parts, the one public law "detached from civic instruction," the chapters of which are called elements of judiciary organization; financial institutions; military organization. The second part is devoted to private law. It is arranged in the following order:

I. Persons.—Nationality, acts of the civil state; family right (marriage, parentage, ancestors and descendants, guardianship, coming of age, interdiction).

II. Rights of property.—Different kinds of property; right to real property (ownership, severalty, possession, usufruct, services); right to personal property or credit (facts that give rise to obligations, customary or legal means of assuring their execution), bonds, bail, license, mortgages, statutes of limitation.

III. Contracts.—Principle of freedom of contract; acts calculated to prove the same; proof by witnesses; capacity to contract; transmission of property; registration of written instruments; practical study of the most common contracts; sale; hire (rent of things, hire of labor or industry); loans at interest; usury; insurance.

IV. Transmission of property of a deceased person.—Successions deferred by law; inheritance by virtue of the expressed will of the deceased; right to alter the will.

The programme of political economy, while much resembling, in the selection and statement of the questions, the practice of our traditional courses, departs from it notably in the order and relative importance of the subjects. The following is the text:

Agents of production.—Nature, labor, capital.

Labor.—Intellectual labor, invention; manual labor; division of labor, advantages and inconveniences of the division of labor; machines, tools, their necessity.

Capital.—Its different forms; its divisions, fixed capital, circulating capital; industrial appliances; subsistence; union of capital and labor; its results.

Remuneration of capital and labor.—Intellectual labor; salaries; manual labor; wages; their several kinds; capital; interest; legitimacy of interest.

Profits and losses.—Their distribution; participation of laborers in profits.

Sale and exchange.—Value; price; causes that influence the variation of prices; money.

Internal trade and foreign trade.—Means of transportation; advantages of cheap transportation; exports and imports; exchange and its fluctuations. History of free trade, protection, and commercial treaties.

Credit.—Its advantages and disadvantages; the money of credit, bank notes; effects on business, notes of exchange, drafts, checks. The signature in business; importance of a signature; its consequences.

Agricultural industry.—Large and small culture; various forms of cultivating the soil; direct returns; farming; working land on shares.

Savings.—Savings banks and associations.

Insurance.—Its various forms.

Pension (superannuation) funds.

Mutual aid societies.

Cooperative societies.—Societies for production and consumption.

Trade syndicates.—Summary of the law of March 21, 1884. Comparison with ancient (earlier) corporations.

Luxury.

Alcoholism.—Its effect on the poverty and misery of the individual and the family; its effect on public wealth; what alcoholism costs France; other effects—crime, suicide, loss of employment.

Population.—Emigration and colonization.

The State.—Principal attributes of the State; various kinds of taxes; the budget.

The time allotted for common right and political economy thus outlined is one hour per week in the third year.

In the higher primary girl's schools the moral programme is supplemented by some special observations on the rôle and the situation of young girls; that of common right is chiefly reduced to what concerns marriage and the life of woman, and that of political economy gives special attention to questions relating to working women.

After having thus fully presented the subject from the documentary standpoint, M. Simiand proceeds to make some rather extended comments, which need not be reproduced here in full. He enters into the question of the right of the State to give the moral instruction embraced in the above programmes, but as the State actually does prescribe this instruction, it is not worth while to discuss its right to do so, unless the object be to endeavor to bring about some modification of the system, which is only a matter for the French people themselves, and can not concern the citizens of other countries. M. Simiand proceeds with certain general criticisms of the existing system which he would reform, and he closes his report with the presentation of the following desiderata:

1. Social instruction, and especially moral, lay, and rational instruction, should either inspire a metaphysics of the State, liberally chosen, or else it should be exclusively positive, and therefore dynamic and critical, for all grades in the primary schools.

2. The arrangement of the programmes and their interpretation should be made for limited periods and within definite bounds; a special tribunal (committee, commission, etc.) should be instituted for this purpose.

3. Social instruction should be extended at the expense of the time and the importance assigned to history and also to geography.

4. It should embrace all the grades of the primary school (elementary and higher), social morality, civic instruction, ideas of right and political economy, which should be combined in a course of one method and one spirit.

What will probably most forcibly strike the outsider in this State curriculum of France is the amount of detailed instruction in subjects

that are usually elsewhere relegated to the higher (college, university) education, taken in connection with the extremely limited time allotted for such studies. Aside from the question whether children of such ages are capable of really learning anything of value about matters of this class, there is the more important question as to whether even persons of mature minds would acquire enough in the time to be of any real value. The interesting thing is the evidence it affords that the French mind is thoroughly imbued with the importance of social instruction. When that nation shall become wiser it will probably transfer most of this to the secondary schools, and in an expanded form to the university and the faculties of law, letters, and sciences, all of which, as M. Gide's report clearly shows, are still largely dominated by the old scholastic method and spirit.

REPORT OF M. DEHERME.

The report of M. G. Deherme, ostensibly on social instruction in France, is really for the most part confined to giving an account of a local organization in Paris called the Cooperation of Ideas, which has much the character of the English University-extension movement, and is in itself an interesting institution, but somewhat too special and restricted in its scope to call for detailed exposition here.

REPORT OF M. BERNÈS.

Prof. Marcel Bernès, in his extended report on the "Teaching of social ethics in the secondary schools of France," has fully set forth the moral aspect of French education. M. Bernès, formerly of the University of Montpellier, now professor of philosophy at the Lycée Louis le Grand, is a well-known author of ethical and sociological works, very scholarly, with a delicate and somewhat obscure style. His report was discussed at the congress, and is worthy of serious consideration, but enters more deeply into this special aspect of social education than it is possible to do in this paper, especially in view of the full treatment of social morals contained in the report of M. Simiand.

BELGIUM.

Next to France it is perhaps in Belgium that the recent social awakening has been most marked among nations, and there also this sentiment has made its impress upon the educational system of the country. Three important reports on social education in Belgium were presented to the congress, and in each case the author was present to expound his views and respond to inquiries. Two of these deal specially with the international aspect of the subject, and only one, that of M. Mahaim, aims to present the history and present aspect of the movement in Belgium. We will therefore consider this first. As

in previous cases, too, we shall find it the most satisfactory way to allow the author for the most part to speak for himself.

REPORT OF M. ERNEST MAHAIM.

Political economy was for a long time alone in representing the group of sciences of society in the higher education of Belgium. It is true that Belgium can claim the honor of giving it asylum in its universities, even in advance of France. It has figured in the programme of the faculties of law in the two State universities (Ghent and Liège) since 1830. The independent universities (Brussels and Louvain) also registered it among the number of their courses in the faculty of law at their foundation in 1834.

We find it also in 1836 under the name, remarkable for the time, of social economy (later, industrial economy) among the courses of the School of Mines, Arts, and Manufactures annexed to the faculty of sciences of the University of Liège. The Superior Institute of Commerce, of Antwerp; the School of Mines, of Mons; the polytechnic schools attached to the universities of Brussels and Louvain, have had an analogous course, always elementary, since their foundation.

There was, indeed, also a "doctorate in political and administrative sciences," at first "legal," then purely scientific, but outside of political economy it embraced only juridical subjects.

The course in political economy not only did not have any great development, but it was classed in the category of courses for certificate, i. e., of those which it sufficed to study much or little. It formed no part of the examination. The law of May 20, 1876, suppressed these courses and inscribed political economy among the number of obligatory subjects for the doctorate in law.

The inadequacy of political instruction was early pointed out, among others by the rector of the University of Liège, M. Trassenster, who devoted to it his opening address in 1884. In 1888 M. Van der Rest, then rector of the independent University of Brussels, asked for the creation of a school of social sciences. If it is necessary to name, aside from demands and projects,¹ the first advances in the teaching of social science, I think the honor belongs to M. Victor Brants, who inaugurated, in 1885, alongside of his obligatory course in the faculty of law (Catholic University of Louvain) a practical (optional) course, in which the method of the German *seminar* was applied, as also an optional course in social science in its relations with the labor question.²

The law of April 10, 1890, on the coordination of academic grades, which modified the schedules of courses by modifying the subjects for examination in law, did not at all change the teaching of social sciences in the State universities, but from that time the reform was considered urgent.

It was the independent universities that set the example. In 1891 the Université libre de Bruxelles opened its school of social sciences,³ and in 1892 the Catholic University of Louvain its school of political sciences, the principle of which had been approved by the Catholic assembly held at Malines in 1891, upon an excellent report by M. Van den Heuvel.

A royal decree of October 2, 1893, accomplished the looked-for reform in the higher official instruction. The old doctorate in political and administrative sciences

¹See Hulin and Mahaim: *La réforme de l'Enseignement supérieur et les Sciences sociales*. Liège, 1889. See also, in the *Almanach de l'Université de Gand* for 1892, the discussion at the Congrès Universitaire Libéral of a "vœu en faveur de la création dans l'Université de l'État d'une Faculté de sciences sociales."

²See Brants: *Coup d'œil à vol d'oiseau sur les écoles d'Économie politique en Belgique*. *Revue Générale*, August, 1899.

³See in the *Almanach de l'Université de Gand* for 1890 the article devoted to that school.

was suppressed and replaced by three specialized licentiates and doctorates, the number of the courses and professors being considerably increased.

Since that time the independent universities have successively modified and enlarged the scope of their instruction, to bring it into harmony with that of the State universities. The creation, in 1894, of the Université Nouvelle de Bruxelles, with its Institut des Hautes Études, introduced a new element of competition. So that to-day Belgium possesses, outside of its technical schools and higher business institutions, five superior schools for instruction in the social sciences.

STATE UNIVERSITIES (GHENT AND LIÈGE).

The special teaching of the social sciences in the State universities has not been modified since 1893, except in matters of detail. It furnished at that time to the free universities examples which they hastened to imitate, but since that time it has not perhaps known how to profit in its turn by the successive improvements introduced by the free universities.

It is attached to the faculty of law without forming in it a distinct and independent school.

It embraces three licentiates and doctorates: In administrative science, in political science, in social science.

The first is designed for young persons who wish to prepare themselves for an administrative career; the second is organized rather with a view to a diplomatic career, and the third has for its object chiefly to give to those who do not have as their objective point a professional diploma a complete political and social education.

The examination for the licentiate in each of the three categories embraces obligatory courses and also two courses freely chosen by the candidate in the programme of the faculty of law (thus including that for the other licentiates) or of the faculty of philosophy. In practice most of the students choose as their optional courses those for the other licentiates.

The obligatory courses for the licentiate in administrative sciences are:

1. Administrative law (provincial and communal institutions of the principal States and special subjects), three hours during one semester.
2. Parliamentary and legislative history of Belgium, two hours, one semester.
3. Financial science, one hour the whole year.
4. Statistics, two hours one semester and one hour the other semester.
5. Practical exercises in political economy, two hours, one semester.

The obligatory courses for the licentiate in political science are:

1. Comparative constitutional law, three hours, one semester.
2. The law of nations (special topics), three hours, one semester.
3. Colonial economy and legislation, two hours, one semester.
4. Diplomatic history of Europe since the congress of Vienna, one hour and a half the whole year.

The obligatory courses for the licentiate in social science embrace, besides finance and the practical exercises in political economy that we have already enumerated:

1. The position of labor in comparative legislation, one hour the whole year.
2. Economic history (special topics), two hours, one semester.
3. Comparative civil institutions, one hour and a half, one semester.
4. Special subjects in political economy, one hour the whole year.

In each section it is sought to make the largest possible use of the inductive method, especially in history and all the important courses; political economy, science of finance, statistics, law of nations, are accompanied by practical courses in which the students must produce personal researches.

A licentiate in commercial and consular science, created in 1897, and which has just been reorganized, has come to furnish the students in social science a new elective

course to choose from: Industrial geography, transportation and commercial appliances, maritime law, articles of trade, etc.

The three licentiates are available without conditions to doctors of law, who may obtain their diplomas in them after one year's study. Young persons who are the holders of an academic degree by asking for one year's study should pass the examination for candidate in political science, which requires one year of preparation. For young persons who have not taken any university studies at all the candidacy in political science requires two years and involves two examinations.

This candidacy embraces subjects in philosophy and history as well as elementary juridical subjects.

The doctorate which crowns each of the three licentiates is obtained by the preparation of a dissertation, which need not be printed, but which must be publicly defended, with five other subjects, chosen by the candidate from among the questions in the examination.

The number of students who attend the courses for the licentiates is not large; it has never amounted to ten at Liège and usually varies between four and eight. I think it has been still less at Ghent. These diplomas, to which no material advantage is attached, only attract an élite of young workers.¹ The majority is made up of doctors of law, those who consent to postpone for one year their actual admission to the bar. The licentiates are not organized as at Brussels, to be sought by students who are pursuing at the same time their regular studies.

But if the number of students is limited, their work is often to be praised. The University of Liège has thus far given only one diploma of doctor of social science, and this after a dissertation of the first order as the result of a sojourn abroad.

Université Libre de Bruxelles.

The École des Sciences Politiques et Sociales of the Université Libre de Bruxelles embraces at the present time two sections:

A. The section of political sciences, which includes:

1. Comparative parliamentary and legislative history, one hour per week the whole year.
2. Diplomatic history of Europe, one hour, one semester.
3. The law of nations, two hours, one semester.
4. Comparative constitutional law, two hours the whole year.
5. Civil institutions, two hours, one semester.
6. Science of finance, two hours, one semester.
7. Statistics, two hours, one semester.
8. Political economy (special topics), two hours the whole year.
9. Colonization and colonial policy, two hours, one semester.

B. The section of economic sciences:

1. History of economic doctrines, two hours, one semester.
2. Economic history, one hour, one semester.
3. Economic geography, one hour, one semester.
4. Labor legislation, two hours, one semester; also political economy (special topics), statistics, science of finance, colonization and colonial policy, which are common to the two sections.

The regulations provide for the creation of a third section, that of the social sciences, which would embrace especially the following courses: General sociology, including the methodology of the social sciences; history of sociological doctrines, particularly in the nineteenth century; statistics and its general application; calculus of probabilities; comparative geography; biology in its relation to the social sciences;

¹It has been seen, since the creation of the licentiate in commercial and consular science, how strong these utilitarian considerations are. The simple prospect of being able to apply for a position of consul attracts to them ten times as many young men as there are positions to bestow.

anthropology and ethnology; psychology; psychology of peoples; comparative history of religions; comparative history of language; comparative history of art.

There are being given besides, from now on, three optional courses: Considerations on biology in its relation to the social sciences, one hour, one semester; general principles of religious evolution, one hour, one semester; and general political right, one hour throughout the year.

The examinations lead to the degrees of licentiate and of doctor in political science, of licentiate and doctor in economic science. The licentiate and doctor in social science have not yet been established.

The degree of licentiate is obtained by an examination bearing on all the obligatory subjects of the corresponding section, but the candidate may divide the subjects of the examination into two or three sittings, as he prefers, or pass the examination at one sitting.

The conditions of admission to the examination are very broad. It is sufficient—

1. To have been enrolled during two years as a student of the school.

2. To evince the necessary acquaintance with five branches of study in a scheme of twenty branches drawn up in the regulations, and which include precisely the elementary subjects for candidacy in philosophy and in science. It is enough, in short, to have taken one year in any university studies in order to obtain admission to the examination of the school.

Further, it is necessary to remark that if the examination is taken at more than one time the two conditions cited above are only necessary for admission to the final test, so that, for example, a student in law or in engineering could present one or two proofs of the examination for licentiate without combining the condition relative to the five branches. This latter would only be required for the final sitting.

The object of these arrangements is evident. It is that of permitting students to avail themselves of the studies of the school and those of the faculty to which they belong without prolonging their stay at the university. This, of course, does not prevent students who have the time to devote to these studies from prolonging them beyond their professional studies.

The degree of doctor is obtained by presenting a thesis, in manuscript or printed, which must be publicly defended along with five special points selected by the candidate from the schedule of subjects of his section.

Aside from regular students the school admits outside listeners, who may, for a small fee, follow one or several courses.

The Brussels school, thanks, among other things, to the ingenious elasticity of its conditions of admission, has attained a considerable success, considering the general conditions of university study in Belgium. Certain courses have a numerous following. Two or three diplomas of doctor have been conferred for remarkable dissertations. "A seminar in political economy," the papers of which are published in the *Revue de l'Université*, was opened this year. Twenty students have registered for it.

Catholic University of Louvain.

The School of Political and Social Sciences of the Catholic University of Louvain carries on its programme in 1900 the following courses:

1. Belgian public law (special subjects), one lecture per week throughout the year.
2. Political and social economy (special subjects), one lecture per week throughout the year.
3. Comparative public law, one two-hour lecture.
4. Comparative private law, one lecture per week.
5. Science of finance, one lecture per week.
6. International and colonial law, one lecture per week.
7. Diplomatic history and commercial policy, one lecture per week.
8. Commercial law (comparative commercial legislation), one lecture per week.

9. Statistics, one lecture during one semester.

The special subjects of these courses change every year, so as to form a complete cycle every two years.

Besides these three practical courses, there are announced: That of social economy, that of public law and political science, and that of international and colonial policy.

From the present year a foreign savant of renown is to come and deliver lectures on a current question. M. Georges Blondel, professor in the University of Paris, opens the series by some lectures on the political and economic transformation of Germany in the nineteenth century.

The school confers the degrees of licentiate and doctor in political and social science, and those of licentiate and doctor in political and diplomatic sciences.

To be admitted to the licentiate it is necessary (1) to be a doctor in law or candidate in political science; (2) to have followed for two years at least the courses of the school.

The candidacy in political science, which opens the door to the school, is only accessible to young persons having obtained an academic degree requiring at least one year's study; or having undergone a preparatory examination embracing the subjects of philosophy and history. The candidacy itself consists in an examination on various elements of law and political economy.

In order to obtain one of the degrees of licentiate it is necessary to undergo an examination bearing on at least nine of the branches indicated in the programme, but the student has, within certain limits, the choice of these branches. As he is necessarily to remain two years at the school, he may double the subjects of examination for either category.

Each licentiate is completed by a doctorate, which consists in the presentation of a printed dissertation, and in the oral defense of the same.

The school of Louvain has attained a great success, which is increasing, forty-nine students, of which forty-seven regular, were enrolled in 1898-99. This is certainly due in great part to the talent and prestige of its professors, but also to the character of the population. The University of Louvain attracts from all parts of Belgium the sons of all the rich Catholic families. It is less difficult to find among them an élite of young men disposed to pass two years—the most of the time after four or five other years in law—in pursuing studies which do not lead to a professional diploma. It is also possible for them, in order to obtain the doctor's degree, to prepare a printed thesis and to make a trip abroad for several months. In October, 1899, thirteen theses had been published, some of which were of real scientific value; the school had conferred eight diplomas of doctor of political and social science, one of doctor of diplomatic and consular science, and five of licentiate in political and social science.

It must be added that, like the German seminars, the school has for two years possessed a special library formed by gifts and by an annual fee from the students. This is a valuable auxiliary to the practical courses, which is thus far wanting in the State universities.

Université Nouvelle de Bruxelles.

The Université Nouvelle de Bruxelles, which came into the world in 1894 with so much noise, and whose sponsors so sharply lectured the "old universities," independent or official,¹ presents in its programme an extremely rich collection of courses in political and social science.

The faculty of law gives a diploma of doctor in political and administrative sciences, the subjects of which correspond nearly to those of the doctorate in political science of the State universities. A thesis is required.

¹ See especially the articles of Edm. Picard in the *Société nouvelle* (1894), the *Journal des Tribunaux* (1894), and the *Humanité nouvelle* (1897).

But the new university possesses also a faculty of social science, in which, according to the programme, twenty-five courses are taught by forty professors. Certain courses have as many as seven instructors.

The programme does not indicate the hours devoted to the courses; we do not therefore know their length. They are given, it is true, at the Institut des Hautes Études, an international school where learned foreigners of great renown in very different sciences come and deliver courses of lectures. It is an original and very happy experiment which has succeeded admirably, and one which the University of Louvain has recently imitated.

The doctorate in science includes (1) four semesters of study; (2) one or two examinations, within the choice of the students, on the following branches: Geography, general biology, general psychology, demography, comparative statistics, social economy and history of social economy, history of philosophy, history and philosophy of law, criminal sociology, history of political doctrines, general sociology and methodology, general philosophy of the sciences; (3) presentation and defense of a thesis. "Seminars are annexed to the faculty for the preparation of theses and of special papers under the direction of the professors."

It is not for me to express a general appreciation of the higher instruction in the social sciences in Belgium, still less to compare the various schools with one another. I can not, however, refrain from pointing out two of the happiest features common to them all. First, the abandonment of unchangeable schedules. These still prevail in the faculties of law, but in the sections of the social sciences the student has everywhere, within certain limits, the liberty to choose his subjects and to specialize. Then, the introduction of practical courses in which the student must apply himself to personal researches. More air and more light have penetrated the ancient forests of the higher studies. There is only one other hope to express, and that is that the breath of progress which is sweeping by may also reach the regular professional studies and thus permit a larger number of young men to enter upon the new paths that are being opened to them.

So far as the higher education is concerned this brief but lucid report of M. Mahaim seems to leave nothing to be desired, and for this reason I have introduced it entire. American educators will surely read it with interest. They can make their own comments, and can not fail to compare the system of social instruction in America with that of Belgium. Sociologists had heard much of the Université Nouvelle de Bruxelles, with its eminent rector, Dr. Guillaume de Greef, whose numerous able works on various aspects of social science are so widely known. It was under his inspiration that the new enterprise was launched in 1894, and in certain of his works¹ he has given the keynote of the policy which that institution has adopted. It was, as M. Mahaim has intimated, a sort of revolt against the conservatism of the other universities, and since its foundation it has done much to stimulate them to action.

REPORT OF M. WAXWEILER.

The report of M. Emile Waxweiler, of the Université Libre de Bruxelles, while referring to that of M. Mahaim for the principal data, adds some further details and then proceeds to discuss at considerable

¹ See especially his *Leçon d'Ouverture du Cours de Méthodologie des Sciences Sociales* of the Université Libre de Bruxelles, in 1889, which he republished in his little book entitled "*L'Évolution des Croyances et des Doctrines Politiques*," in 1895, as the opening chapter.

length the desiderata and needed reforms in the Belgian system of social instruction. It is chiefly a plea for the special organization of this department and concludes with the following words:

To sum up, in whatever way we consider it, if it is desired to make instruction in the social sciences what should be expected of it, it must be made accessible to the largest possible number of students, it must be diversified and adapted to multiple ends; in one word, it must be given a special organization.

REPORT OF M. LA FONTAINE.

The report of Senator H. La Fontaine on the "Adoption of an international system of social instruction in Belgium" discusses the two questions, (1) what such a system should teach; and (2), how best to teach it. In answer to the first of these questions he quotes the well-known line of Terence, "*Nihil humani a me alienum puto*," and argues for a broad presentation of all aspects of humanity, laying special stress on the study in the interest of universal peace, of the social life of remote peoples, such as the Chinese. In answer to the second question he concludes that the best way is some sort of interchange of lecturers in the universities where social science is cultivated, so that the points of view of eminent foreigners may be presented and a broad conception formed by students of all social questions. His chief illustration is the *Université Nouvelle de Bruxelles*, in which, as we have already seen, this is made a special feature. He appends to his report a list of the foreign lecturers who have been charged with courses at that institution since its foundation, in 1894, with the subjects treated. The countries thus far represented have been: France, Italy, Germany, Russia, and the United States, and the number of lecturers is twenty-seven. Among the latter we note: *Elisée Reclus* (history of geography), *Roberty* (ethics), *Ferri* (criminal sociology), *Kovalevsky* (the economic régime, aristocratic régime, history of labor, history of political doctrines), *Gumplowicz* (German sociological literature), *Seignobos* (contemporary history, political parties in France).

SWITZERLAND.

From Switzerland, the country in which political socialization has advanced furthest, there were four reports, those, namely, of MM. Suter, Renard, Vittoz, and Combothecra. Of these the first two were publicly defended by their authors at the congress and fully discussed.

REPORT OF M. SUTER.

M. Suter's report is historical and descriptive. Its title is:

"Present state of instruction in the social sciences in Switzerland: Universities, high schools, special schools."

The following is the substance of the report:

There are in Switzerland five complete universities, which, in the order of their age, are as follows: Basel, Zürich, Bern, Geneva, Lausanne. Besides these, Friburg possesses a Catholic university which lacks the faculty of medicine, and also lacks scientific freedom, since its instruction is placed under the Dominicans.

Finally, the Academy of Neuchâtel is composed of four faculties: Faculty of letters, of science, of law, and of Protestant theology.

Of special schools, there is the Federal Polytechnic School at Zürich, which includes, along with schools of architects, of engineers, of chemistry, of agriculture, etc., a general section of philosophy and political economy.

In none of these institutions of higher education does instruction in the social sciences occupy a very large place, and nowhere except at the University of Geneva is it concentrated in a special faculty.

There is no cause for special wonder at this state of things. The title to be called a science even of our knowledge of the organization and conditions of development of human societies is still disputed, notwithstanding the importance and constantly increasing number of works on sociology. Thus we read in the *Petit Dictionnaire politique et social*, published in 1896 by M. Maurice Block, member of the Institute of France, article Sociology: "Does there exist a social science? We may answer squarely, no." Without discussing such assertions one may conclude from them that the social sciences have not yet emerged from the groping period, for no one would think of disputing the scientific character of mathematics, for example, or chemistry or physics. Social science being still relatively so young, the teaching of it can scarcely have attained a great extension, and no more in Switzerland than elsewhere.

I shall rapidly pass in review the courses which, in the programmes of the eight higher educational institutions of Switzerland, may in strictness be regarded as constituting an instruction in the social sciences, and to this end I shall examine successively the spirit, the matter, and, finally, the distribution of this instruction.

SPIRIT OF THE INSTRUCTION.

The universities located in Switzerland are all cantonal institutions and are under the exclusive control of the cantonal authorities. The federal legislation has completely respected the autonomy of the cantons in the matter of public instruction. No general law or regulation, therefore, controls these universities. Therefore a great diversity can and does in fact reign in the organization, distribution, and tendencies of the higher education.

One feature, however, is common to all our universities except that of Freiburg. This is the complete independence of instruction as regards the state or any authority whatever. There does not exist in them any trace of official doctrine, and even in the choice of the persons teaching the cantonal governments allow themselves in general to be guided by the interests of science and of education, at least so far as the limited appropriations at their disposal permit.

Cantonal governments, accused by the economists of socialistic tendencies for having introduced the progressive income tax and tax on inheritance, free school apparatus, compulsory state fire insurance, etc., have called to the chairs of political economy of their universities pure individualists, convinced opponents of all state intervention in the domain of economics. Such are Professor Pareto, at Lausanne, and Professor Pantaleoni, at Geneva.

On the other hand, governments not at all suspected of socialism have appointed professors who proclaim themselves Marxist socialists, such as Professor Reichesberg, at Bern.

At each of our universities, along with the ordinary professor of political economy belonging, either as at Lausanne and Geneva, to the liberal school of economists of Adam Smith and Jean Baptiste Say, or, as at Basel and Zürich, to the school of social politics often called state socialism, there is generally an extraordinary professor, or *agrégé* (*privat-docent*), teaching the most advanced doctrines by means of special courses in sociology, history of economic systems, etc.

This great freedom, coming out of this diversity in the exposition of theories and ideas on human societies, seems to present, if not a guaranty, at least favorable conditions for a healthy development of this branch of education.

If a more or less exclusive and uniform tendency happens to prevail in this class of teaching, the search for truth incurs the risk of taking a false course in the interest of a social class or of a dominant political party. In Switzerland students desirous of forming an opinion for themselves have in general an opportunity to hear more than one side. If they know how to profit by it so as not to let themselves be drawn into a narrow rut it is a great gain.

Another circumstance that must act favorably on the spirit of social education in Switzerland seems to me to be this: In an old democracy like Switzerland, where everyone is interested in public affairs, where every citizen is often called upon to vote, and consequently to form an opinion on laws of great social importance, professors and students in the higher institutions are naturally inclined to take a special interest in the social side of every science that relates to man.

We feel keenly the truth so well formulated by M. Fouillée in the preface to his last remarkable work:¹ "The further we go, the more every science becomes inseparably practical and theoretical, until it can no longer disconnect itself from its social and economic applications. The moral sciences in particular are growing more and more socialized."

This is why we can perceive, especially in the universities of Bern, Zürich, and Geneva, the tendency to conceive and treat in a social spirit all the sciences that lend themselves to it, such as law, philosophy, morals, pedagogy, hygiene, history, etc., thus unconsciously following the example given by another great French philosopher, in applying this method to esthetics, morals, and religion in his works: *L'art au point de vue sociologique*, *Essais d'une morale sans obligation*, and *Irreligion de l'avenir* (M. Guyau).

THE MATTER OF SOCIAL EDUCATION.

In all the higher educational institutions of Switzerland there are courses in political economy, theoretical and applied.

All these schools, except Lausanne and Neuchâtel, have also a special course in the science of finance.

The universities of Geneva and Bern only offer a course in sociology, properly so called.

At Geneva this course is given by Professor Vuarin, the economist, well known, among other works, by his collaboration of the *Revue d'Économie politique*, directed by M. Gide.

At Bern the course in sociology is given by Dr. Ludwig Stein, professor of philosophy. Besides philosophic studies, M. Stein has written a large work: *Die sociale Frage im Lichte der Philosophie*, which one only need glance through to gain an idea of the boldly reformatory, but always evolutionary, spirit of his sociological teachings.

While rejecting for future society the collectivism which seems to him too sudden a leap to find a place in the evolution of humanity, he seeks a synthesis between equality and liberty, and believes it possible to attain it by means of the socialization of rights, the monopolizing by the state of all the new productive forces (products of the mines [*sous-sol*], water power, etc.) and by a system of production based in part on private property strongly controlled, in part on collective property, the whole destined to end in a higher type of the individual and of humanity.

The principal science auxiliary to the social sciences, statistics, which is rather a scientific method than a science, is also taught in most of our universities.

Aside from these subjects, which might be called the social sciences par excellence, there are other disciplines which only belong to the social domain in certain of their phases and which may be classed as instruction in the social sciences or not, according as the professor charged with teaching them emphasizes or neglects these social

¹ *La France au point de vue moral.*

phases. This is the case with law, philosophy, history, somewhat so with geography, anthropology, psychology, hygiene, pedagogy.

As regards law, the following courses certainly contribute in part to education in the social sciences: At Bern, philosophy of right, by M. Stein; at Zurich, general theory of right, by M. Freichler. And probably also the following courses: At Freiburg, natural right, by M. Jaccoud (in French); at Freiburg, natural right, by M. Lampert (in German); at Lausanne, encyclopedia of law, by M. Raguin; at Neuchatel, encyclopedia of law, by M. Meckenstock.

Finally, the great legislative task of the unification of civil law and penal law throughout the whole extent of the Confederation imposes upon the teaching of law in Switzerland the comparative study of the different cantonal laws and of those of the countries that surround us, with a constant care for the creation of a new code which shall be a synthesis of, or a compromise between, the existing laws, and, if possible, an improvement upon them all. It is evident that under these circumstances the social point of view must play a large rôle in the present teaching of law in Switzerland. The drawing up of preliminary projects for the federal, civil, and penal code has, moreover, been intrusted to the professors of our universities. M. Eugène Huber, professor at Bern, is the author of a boldly innovating draft of a civil code for Switzerland, especially as regards, among other things, the rights of women, the right of succession (inheritance), the law of mortgages; and all the reforms proposed aim at greater justice and less social inequality. We may therefore be sure that the courses that M. Huber gives at the University of Bern on the law of obligations, history of Swiss law, and legislative policy, do not neglect the social point of view.

It is the same with the teaching of history. The subjects and the historic periods treated by preference indicate the predominance of social considerations with the professors charged with these courses. I cite at random: Social and agrarian struggles of the Roman Republic; history of the Reformation and the French Revolution; the French Revolution of 1830 and 1848; contemporary history from 1870 to 1880; history of civilization; history of civilization in Switzerland; history of democratic ideas; history of public instruction in Switzerland; Cuba, Porto Rico, the Philippines—the end of a colonial empire; the English in South Africa; the United States, the country, customs (*mœurs*), civilization, etc.

As to philosophy, it is less easy to discover in the university programmes indications that philosophic teaching occupies itself with social science. It seems rather to take the direction of logic and the history of philosophic and metaphysical systems.

DISTRIBUTION OF SOCIAL INSTRUCTION.

Most of the Swiss universities have still preserved their old framework of the traditional faculties and fit into it in some sort of way whatever they do in the matter of teaching the social sciences. Nevertheless, the University of Zurich, while still classing its professors in the four following faculties—A, theological faculty; B, faculty of sciences of the state (instead of faculty of law); C, faculty of medicine, and D, faculty of philosophy, divided into a section of philosophy, philology, and history, and a section of natural sciences and mathematics—has adopted for its programmes of courses a new classification by sciences. This classification is justified by the fact that there is a special degree of doctor for each of the divisions. The following is the list: Theological sciences; juridical and political sciences (“*Rechts und Staatswissenschaften*”); medical sciences; philosophy and pedagogy; philology, archaeology, and history of literature; history and its auxiliary sciences; history of civilization and of art; mathematics and natural sciences. One step more has been taken by the University of Geneva to render homage to the social sciences. They have instituted there a faculty of letters and social sciences, and as sanctions, a licentiate in social science and a doctorate in sociology.

The programme of this faculty for the summer semester of 1900 is composed in fact of social sciences, as follows:

M. Matteo Pantaleoni, professor ordinary: Political economy, theory of international trade and the practical questions belonging thereto, four hours; statistics, demography, two hours; economic lectures (pure political economy is reserved for the winter semester), two hours.

M. Louis Vuarin, professor ordinary: Political systems, the Middle Ages, two hours; social economy, free and compulsory insurance, the educative character of the state, guiding principles in social economy, two hours; sociological lectures, preparatory to the licentiate in social sciences, two hours.

M. Paul Duproix, professor ordinary: Pedagogy, comparative psychology of the man and the child, two hours; the science of education in the nineteenth century, one hour; methodology, one hour; pedagogic lectures, one hour.

M. Eugène de Girard, professor extraordinary: Social systems, one hour; lectures on economic history, one hour.

COURSES OF PRIVAT-DOCENTS.

M. Winiarsky, doctor of letters: Social economy, the economic bases of social science, historic societies, one hour; pure political economy, mathematical theory of exchange, production, capitalization, and money, one hour.

In the division of the juridical and social sciences of the University of Zurich the chair of political economy is occupied by M. Herkner, who also gives the course on the science of finance. M. Herkner is a moderate socialist, and has written a work on the labor question which is still quoted as one of the best on the subject (for example, by M. Werner Sombart, professor at Breslau, in his work on socialism).

M. Goldstein, privat-docent, gives a course there on the labor question: Protective legislation for the workingman. Also a course on agrarian, commercial, and social policy. In a seminar of political sciences the same professors treat the subjects of their courses in a more thorough manner.

The only truly ancient university in Switzerland, the venerable high school of Basel, founded in 1460, reorganized in 1818, has preserved, without changing anything in them, the four traditional faculties of the German universities: Faculties of theology, of law, of medicine, and of philosophy, the last divided into a philologico-historical section and a section of natural sciences and mathematics.

The faculty of law embraces only purely juridical courses, except one course by Professor Speiser, director of the finances of the Canton, on fiscal legislation.

The only chair of social science is relegated to the faculty of philosophy, and is occupied by Prof. Ph. Korak. His collaboration on the modest Swiss economic review—*Les Feuilles Suisses pour la Politique Économique*—the organ of the professors of political economy of Zurich, Basel, and Bern, edited by Professor Reichesberg at Bern, proves that the Basel professor adheres more or less to the so-called state socialism, or socialism of the chair. But nothing in the sober schedule of his courses indicates it. The following is its contents:

(1) General political economy, four hours per week; (2) science of finance, two hours per week; (3) history of doctrines and of economic literature since Adam Smith, two hours per week; (4) important questions concerning the economic movement, one hour per week; (5) at the seminar of social economy: Practical exercises, excursions, etc.

At the University of Bern the arrangement of the teaching of the social sciences is different. The division into faculties is the same as at Basel, but the social sciences, except sociology and the philosophy of law, are attached to the faculty of law. They are not out of place there, because almost all instruction in law at Bern is strongly penetrated with the social spirit—that is, with progressive and reformatory tendencies.

I have already mentioned Professor Huber, author of an advance draft of a federal civil code. The predecessor of the present professor of penal law, Professor Stooss, now at Vienna, drew up a plan for a federal penal code, likewise in an innovating spirit. The present incumbent, M. Gretener, who has also just accepted a call from a great university in Germany, made in his last course on penal law an exposé and criticism of the Italian positive criminalist school, the essentially sociological school of Lombroso and Ferri.

Prof. A. Reichel, who gives a course on federal law relative to failures (*faillites*) and a course on Bernese civil procedure, is a militant socialist, but the somewhat dry matter of his courses scarcely lends itself to incursions into the domain of social doctrines.

Professor Hilty, who teaches federal public law and the law of nations, is a distinguished writer, historian, and moralist. He does not cease to preach the return to the simplicity and virility of the ancient Swiss, and misses no chance to show that a sound democracy can not coexist with luxury and a plethora of wealth at the top of the social scale and the undeserved poverty of the wage earner at the bottom.

Professor de Salis expounds, in his course on the history of federal public law, the parallel development of federal administrative law and of the social organization of the Swiss people.

The following are the courses of social science properly so called:

M. Oncken, professor ordinary (partisan of economic liberalism tempered by moderate state intervention), gives three courses: (1) Theoretical and practical political economy; (2) fundamental questions of commercial policy; (3) summary of recent economic literature.

M. Reichesberg, professor extraordinary (advanced socialist), has three courses: (1) Industrial and commercial policy; (2) introduction to administrative statistics; (3) current questions of social policy.

Courses by privat-docents.—Dr. Schmidt, fundamental questions of economic policy; general statistics. Dr. Geiser, history of Bernese law; real property, communal right, and laws relating to public aid.

Summaries of the juridical and economic literature of Switzerland.

At the University of Freiburg, the course in political economy is given in French by M. Jaccoud; in German by MM. Ruhland and Beichel, who also give courses in political arithmetic and insurance and in agrarian policy. All these courses are embraced in the faculty of law.

At the University of Lausanne, Professor Pareto's course in political economy figures in the programme, both in the faculty of law and in the faculty of letters. There was, seven or eight years ago, a project for organizing a systematic course of social instruction. A series of lectures on this subject took place among the professors of the faculty of letters and the faculty of law. This project did not succeed. M. Georges Renard's course on French literature is given especially from the sociological point of view.

At the Academy of Neuchâtel the courses of M. Junod in political economy form part of the faculty of letters. The schedule of the courses indicates a principal course in political economy, and other courses in production and distribution of wealth, agrarian and labor questions, and two courses of one hour each on the history of economic doctrines and on demography.

Finally, the Federal Polytechnic School at Zurich has a section of general philosophy and political economy, composed of two optional courses, in which the subject is divided up in the following manner:

A. Course in mathematics, natural history, and technique, completing in part the programme of the professional schools. We here find among others the following courses: Anthropogeography; problems of heredity in man; development of man; general hygiene.

B. Philosophic and economic courses: (1) Literature and language: Courses on language and the history of literature and civilization, German, French, Italian, English, Russian. (2) Historical and political sciences: This division embraces courses on political economy, finance, and practical industrial economy, given by M. Charton in the French language, and analogous courses in the German language by M. Platter; these last with a frankly socialistic tone.

CONCLUSIONS.

The following are the conclusions that follow from this report:

1. A broad spirit, admitting the coexistence in the same university of divergent doctrines, and even those opposed to the opinions that prevail in the government of each canton.

2. Topics of a sufficiently large and an increasing richness. A teaching that does not fear to touch on the most vitally present and even sometimes the most burning questions. One could wish a larger share given to the teaching either of history or of the sciences auxiliary to history, and especially of philosophy.

3. Distribution very varied from canton to canton. There is wanting in general a bond between the different branches of social instruction. Nevertheless it is necessary to point out an effort at Zürich to break down the ancient division into four or five faculties, at Lausanne a project which has thus far remained on paper, and at Geneva, a sanction given to these special studies by the creation of the degrees of licentiate and doctor of social sciences.

REPORT OF M. RENARD.

It would be naturally supposed from the above report of M. Suter that there exists in Switzerland something closely approaching the ideal *Lehrfreiheit* of which we hear so much from Germany, but which all know to be rather an ideal than a fact. Another report, however, that of M. Georges Renard, on "progress to be realized," proceeds from the assumption that the Swiss universities fall far short of having attained that ideal. This report is mainly a discussion of the question to what extent professors in universities are justified in teaching particular social doctrines as science. He puts the question in the following form:

Must we admit, in fact if not in theory, an official truth? Shall we maintain in the chairs a State history, an orthodox philosophy, a stamped political economy? Must we subject education to the domination, I do not even say, of majorities, but of the social powers that propagate, at the expense of the whole nation, doctrines favorable to their supremacy?

Or must we say, on the contrary, No public instruction; Society has nothing to do with this field. Leave everybody free to teach and to learn what he pleases. Education is a purely private affair.

It would seem that we are caught between the two horns of this dilemma. And yet, no. Neither solution seems to us sufficient.

M. Renard then proceeds to offer his solution, and in doing so quotes from a work of his¹ which appeared two years before. We can not

¹ *Le Régime Socialiste*, Paris, 1898.

give space to his arguments, but his plan is stated in a single paragraph, and is as follows:

In the universities maintained at the expense of the community every important doctrine should have its place marked. As soon as a certain number of persons (the number to be fixed by law) shall demand the teaching of such or such a doctrine, which they have at heart, a chair shall be created, and the person to occupy it shall be designated by the petitioners. It can thus be made certain that the professor designated will be one of the best champions of the point of view to be represented by him. On the other hand, as soon as a doctrine taught no longer responds to a real need, it could be suppressed, whenever the proposition shall have been made under a form which it would be easy to regulate; it would be sufficient to interrogate the nation on the subject and to count the votes that demand its maintenance. There would thus be established between the doctrines and the number of chairs in which they are taught as perfect an equilibrium as possible, a varying ratio corresponding to the distribution of the members of society holding diverse opinions.

To the scientific mind such a proposition borders closely on the amusing, and its interest to sociologists is mainly as a sample of the kind of stuff that too often passes for "sociology" and leads to such remarks as the one above quoted by M. Block. There need perhaps be no more reason why a political institution should require that a particular political creed be taught than that a religious institution should require that its religious creed be taught. The objection is to the claim that in any true sense such teaching is scientific or is really instruction at all. It is simply propagandism, and as such outside the pale of science and of education in a pedagogic sense.

REPORT OF M. VITTOZ.

The report of M. Édouard Vittoz, professor at the École Vinet at Lausanne, on the progress to be realized in Switzerland in primary and secondary social instruction, though mainly negative, and little more than the well-matured opinion of one competent educator, should not, perhaps, be passed over in silence. He shows that no such instruction is recognized in Switzerland, and very little done, even in an incidental way, to instill moral or civic principles into the minds of those who attend the common schools. Neither can he be said to favor any systematic effort in this direction comparable to that adopted in France; but having had an opportunity to become familiar with the French system, and having noted its good and bad aspects, he gives a balanced opinion on the general subject and sees ways in which he thinks the best results in this direction might be secured for his own country. Without reproducing his discussion of the question, it will be sufficient to state his condensed conclusions, which he has put in the form of a series of recommendations or desiderata (*vœux*), as follows:

1. Whatever definition we give to social science or the social sciences there is no reason for making this a special department to be added to the present schedules of primary or even secondary instruction.

2. In all his teaching the instructor may make use of social education. The branches of study now recorded in all or in certain of the schedules, and which best lend themselves to this form of education are morals, civics, history, and geography.

3. It is preferable that morals should not form the object of a special course requiring a definite programme. It belongs rather, in the primary and secondary grades, to an occasional and essentially practical form of presentation.

4. It is desirable to define, in Switzerland, the meaning and scope of civic instruction, and to aim more and more to render it educative and social.

5. A complete reorganization of the teaching of national history is demanded in most of our schools, as well from the point of view of method as of matter; the latter to be lightened, the former to be vivified, until this branch shall yield the important results of which it is capable in intellectual, moral, and social education.

6. Geography is the branch of study that lends itself best to the acquisition of knowledge relative to the political and economic organization of societies; it will not yield all the good results we have a right to expect of it unless the reforms that have already been proposed in Switzerland are boldly prosecuted, from the point of view of method as well as of the subjects to be taught.

REPORT OF M. COMBOTHÉCRA.

The report of M. Combathécra, called a report on the establishment of an international system of social instruction in Switzerland, is a brief discussion of the broader question of international instruction, and does not even favor Switzerland as the seat of such an institution, but Paris, and concludes that with some modifications the Collège Libre des Sciences Sociales with its École des Hautes Études, might perform this function for the world at large. This is certainly an important question, and one that was made the order of the day at the meeting on December 17, 1900, of the permanent commission of the Congress to which this report was submitted. We have already considered it in connection with the report of Senator La Fontaine, of Belgium (*supra*, p. 1488). Belgium, too, in its Université Nouvelle, has adopted the international plan by inviting foreign professors to give lectures to Belgian students. The movement is one that deserves and will doubtless receive earnest attention.

REPORT OF M. WINIARSKY.

The report of Dr. Léon Winiarsky, of the University of Geneva, mentioned above (*supra*, p. 1492) by M. Suter, on the teaching of pure political economy and social mechanics in Switzerland, assumes a special importance in view of M. Gide's remark (*supra*, p. 1469), pointing out the lack in France of any treatment of the social sciences from the point of view of method, and calling attention to the advance in this direction that has been made in Switzerland. Walras and Pareto, of the University of Lausanne, and Winiarsky, of the University of Geneva, constitute a strong school of pure or theoretical economics and sociology, based on mathematics. As this report gives a brief

account of the history and present status of methodological social science, it deserves a place here:

"The teaching of pure political economy and social mechanics in Switzerland," by Dr. Léon Winiarsky, privat-docent at the University of Geneva.

Every science has two sides: A rational or pure side, which studies the most general and abstract form of the respective phenomena, and an applied side which studies their concrete and detailed form. The rigorous distinction between these two divisions, accepted in the physical sciences, is tending more and more to be introduced into the domain of the social sciences.

For purposes of instruction this distinction is of the first importance in practically accustoming students to the logical necessity of a truly scientific method and in facilitating the clear and systematic conception of the facts. It prepares them at the same time for independent personal work by furnishing them methods of investigation that are sure and necessary to any productive research.

Logicians of the first rank, like Professors Ad. Naville, Goblot, and others, show us with reason that it is henceforth impossible to employ, as absolutely as was formerly done, a method in physics, psychology, and sociology opposed to that of mathematics. The processes of the physicist, the psychologist, and the sociologist always resemble those of the mathematician more and more as they attain greater perfection.

All sciences have an abstract side, which studies the relations between concepts. These sciences of laws have, moreover, an experimental point of departure. Mathematics had at the outset a wholly empirical phase; it was only with further development that it assumed a more and more a priori character. The products of reasoning push the data of observation more and more into the shade, but they exist none the less.

At the present time in certain departments of physics abstract reasoning occupies as prominent a place as observation. The development of psychology and sociology is pursuing the same course, so that without diminishing the importance of the historical and descriptive part, which is principally based on observation, it is necessary to recognize the paramount value of the abstract and rational part. It is the mark of a good logical method, and at the same time of a good method in teaching, to introduce and strictly maintain this distinction.

Among the social sciences political economy was the first to introduce this distinction in the most rigorous way, by accepting for the rational part the mathematical form.

Cournot was the true founder of this method, having in his *Recherches sur les principes mathématiques de la théorie des richesses* (1838) clearly pointed out in what the application of mathematics to political economy consists, and having established the curve of demand of a commodity as a diminishing function of the price and deduced from it the mathematical theory of monopoly.

In 1854 Gossen, in his *Entwicklung der Gesetze des menschlichen Verkehrs*, established another curve, that of the intensity of the last want satisfied as a decreasing function of the quantity consumed, and from it he deduced the formula of the optimum division of two commodities between two individuals, so as to produce the absolute maximum utility, measured by the equal intensities of the last wants satisfied of each commodity by the two individuals (communistic sharing).

In 1862 Jevons drew the same curve as Gossen and deduced from it the formula of free exchange of two commodities between two individuals, showing the inverse proportion for each party to the exchange of the intensities of the last wants satisfied ("final degree of utility") to the quantity of the commodities exchanged (individualistic sharing).

Finally, in 1873, M. Walras, in a memoir entitled *Principe d'une théorie mathématique de l'échange*, explained the theory of the economic exchange of two commodi-

ties among any number of exchangers. For this he introduced into the problem, as unknown quantities to be determined, the prices of the two commodities (which Jevons had replaced by the inverse ratios of the quantities exchanged). Then from Gossen's curve of utility he deduced the curves of demand and supply based on the condition of the maximum satisfaction of wants, expressed in a formula identical with that of Jevons.

In this way M. Walras found deductively the curve of demand empirically arrived at by Cournot, and also the curve of supply. Finally he determined the prices current of equilibrium, by virtue of the condition of equality, of the actual supply and demand, by the intersection of two curves of demand and supply.

In his *Éléments d'économie politique pure*, M. Walras has successively derived from the mathematical principles indicated above: (1) The theory of exchange of any number of commodities for one another; (2) the theory of production of those commodities considered as products resulting from the combination of the effects of different kinds of productive capital; (3) the theory of capitalization, or of the production of new capital, and, finally, (4) the theory of money, or the theory of the determination of the prices of products, services, and capital in a form of goods serving not only as a standard for the measure of values, but also as a medium of exchange. Finally, from all these theories taken together, M. Walras derived a theory of general economic equilibrium.

Thus was economic statics definitely established. It still remains to found economic dynamics. It is on this task that certain economists are engaged, as Mr. Patten in America.

On the other hand, some writers, as MM. Wicksteed, Barone, Clark, and Montemartini, are completing the theory of marginal utility by a theory of marginal productivity, which constitutes, at the same time, the point of departure for a theory of the distribution of wealth. Great activity prevails in this domain of the science, as is proved by the list of mathematical economists: Marshall, Edgeworth, Launhardt, Lehr, Auspitz, Lieben, Wicksell, Rossi, Giddings, Fisher, etc. To these must be added the representatives of pure economics who employ deduction without having recourse to mathematics, such as Menger, Wieser, Sax, Böhm-Bawerk, etc.

To follow, step by step, this entire movement and set forth its progress in the successive phases acquired is the task that we have undertaken in a course that we have been giving for the past six years at the University of Geneva.

Moreover, encouraged by the example of pure political economy, and convinced that this is the route that social science must necessarily pursue in order to attain a definite character, we have attempted to apply the same methods of investigation and reasoning to all the other departments of general and abstract sociology.

It is thus that we have arrived at the conception that the theory of equilibrium may be extended from economic phenomena to all social phenomena—political, juridical, moral, esthetic, religious, and scientific; the two modes of division, the Gossenian and Jevonian, adapting themselves very well to the communistic régime of primitive societies and to the individualistic régime of the historic societies.

By extending these results attained through pure political economy to social science, we have arrived at the discovery that the fundamental equations of M. Walras—expressing, for a party to an exchange, the equivalence of the quantities offered and the quantities demanded of various commodities at certain prices, and the proportion of the intensity of the last wants satisfied to these prices—may be deduced from the general equations of motion of Lagrange, and we have shown analytically in what way this deduction can be made. Having furnished the equations of social equilibrium, we have laid the foundations for social mechanics—on its static side—on the principle of Lagrange, that of least effort or greatest energy, i. e., on the principle that serves as the basis of cosmic mechanics.

Passing then to the dynamic side of the problem, we have given a definition of

socio-biologic energy in the two following forms: Potential (hunger and love) and kinetic (economic, political, juridical, moral, esthetic, religious, and scientific). This led us to the application of the principles of thermodynamics, the third of which, that of Clausius, explains at the same time the gradual spiritualization of every closed social aggregate and the lowering of its potential. It is the dissipation of the entropy which takes place in the social world as in the physical world.

Finally, we have shown how the principle of least effort and of the acceleration of velocity explains the gradual differentiation and integration of social aggregates by their more and more perfect adaptation to the natural and artificial environment. All this forms the subject of a course on social mechanics that we are giving under the title, "Economic bases of social science," parallel with our course on pure political economy. In fact, the point of departure of our researches was, as we have shown, pure political economy, to which we refer all social science, and bring it all back to mechanics.

In our course we do not content ourselves with the abstract or pure science, but make applications of it to the primitive and historic societies by a detailed study of the facts.

The results of our researches in pure social mechanics have been published in the *Revue philosophique* (March, 1898) under the title, "Essai sur la mécanique sociale," which consists of three parts: (1) *L'Équilibre économique et social*; (2) *Les transformations de l'énergie sociale*, and (3) *La dynamique sociale*.

A year after the publication of our memoir we were happy to learn of the appearance of two works of great value, that of Professor Hauriou, *Leçons sur le mouvement social*, and that of Professor Lalande, *La dissolution opposée à l'évolution dans les sciences physiques et morales*. These works, while differing in certain points from our conclusions formulated in the *Revue philosophique* (March, 1898), are inspired by the same principles and tend in the same direction toward an application of mechanics and thermodynamics to social science.

In 1889 we applied these principles to the theory of the family and of property in an article published in the *Rivista italiana di Sociologia* (November, 1899). We showed that it is the family and property that lie at the basis of society, and that all other institutions constitute its superstructure. Finally, during the present year, we have more thoroughly analyzed (in the *Revue philosophique*, February-March, 1900) certain points in our theory, and shown how quantitative methods may be applied to social mechanics, with a view to the creation of a sociometry.

Certain of these articles have excited an interest in foreign countries, and have been translated into Polish (Warsaw Athenæum), into German (Soc. Monatshefte, of Berlin), and into Russian (*Revue scientifique de Saint-Pétersbourg*). They have been reviewed, among others, by Professor Groppali, in the *Rivista italiana di Filosofia* (March-April, 1900), who, while recognizing the necessity of a general and abstract science of society, would reserve for it the title of pure sociology. But I would prefer the title of social mechanics, which I have given to this science, all the more as Prof. Lester F. Ward, author of *Dynamic Sociology*, now following this same method, is to present at the International Congress of Sociology this year a memoir entitled "Social mechanics."¹

Such are the stages in the career thus far pursued by social mechanics. Though teaching it for six years at the University of Geneva, I do not think it can replace descriptive and comparative sociology represented with us with so great authority and mastery by Prof. L. Vuarin, but I do think that it may become an independent and complementary discipline, allying itself at the same time to mathematics, political economy, and sociology.

I have ventured to inform the congress of this isolated experiment, and the first of

¹ See *infra*, p. 1579.

its kind. As to pure economics, it is already taught in a score of universities in England, America, Germany, Austria, and Switzerland, and it would be desirable that this example be followed by those of France. I am happy to add that the teaching of these sciences, which might appear dry, interests its hearers, whose number is constantly increasing.

In view of the importance of the subject and the novelty of the experiment, I have introduced Dr. Winiarsky's report entire. The question of methodology in social science will come up later (p. 1576).

SPAIN.

REPORT OF PROFESSOR ALTAMIRA.

There are many signs that Spain is feeling the effects of the general awakening on social subjects, and although little has been done there as yet in the direction of systematic instruction, the following report of M. Altamira gives earnest of future progress:

"The teaching of social science in Spain," by Rafael Altamira, professor in the University of Oviedo.

Like many other modern branches of education, that of the social sciences is wholly rudimentary in Spain. It is only by somewhat broadening the concept, and especially by not confining ourselves to the official curricula of our public instruction, that we can speak at all of the existence of these studies with us. And first of all, we must put to one side the field of popular education, which is not organized with us, at least in a manner such as we see it abroad.

I. *Higher education.*—In 1894, in a plan of reform in the faculty of law, the establishment of a course in sociology was for the first time spoken of. It was, however, not until 1899 that a chair of sociology was added to the studies for the doctorate in the faculty of philosophy and letters (Madrid). It was entrusted to M. Sales y Ferré, formerly professor in the University of Seville, and author of a *Tratado de Sociologia*, the only work of the kind that has thus far appeared in Spain. M. Sales has not yet had time to develop his system of instruction at Madrid.

Without being officially charged with sociological studies, the chairs of MM. Giner de los Rios and Azcárate, of the faculty of law (doctorate) of Madrid have certainly a character which belongs to the subject of this report. M. Giner has at various times in his courses on the "Philosophy of Law," treated social questions, such as socialism, anarchistic theories, etc.

M. Azcárate, who teaches "Comparative Legislation," has often devoted his lectures to the evolution of certain social institutions, such as the family, property, from the legal point of view. Other professors do the same in the faculties of law of Salamanca, Grenada, Oviedo; for example, M. Dorado in his course in criminal law; M. Vida, in treating political right; M. Buylla, in economics; M. Posada, on political right.

But, as is well known, these are rather ways of looking at their subjects, methods suggested by the free initiative of the professors, than modes of instruction laid down in the official regulations.

At Oviedo there has also existed for some years a practical school of juridical and social studies, directed by Professors Buylla, Posada, Sela, and myself, and formed by students of the faculty of law. It is divided into four sections: Economy and finance, politics and sociology, international questions, and history of law. In the first, where study of the joiner's trade at Oviedo has been made after the monographic method of Le Play and Marousssem, there is taking place a discussion of socialistic doctrines. In the second, papers have been prepared on the Sociology of Spencer

and Fouillée. In the third, they studied in 1898-99 the subject of colonization in all its aspects. In the fourth I engaged the students in researches into the ancient and modern juridical customs of the Asturians, making personal inquiries among the peasants and in the small towns.

II. *Secondary and primary instruction.*—There is unfortunately nothing to point to in these two grades of public instruction. The minister of public instruction, agriculture, and public works (Fomento), M. Groizard, tried to introduce into the secondary schools a course in customary law (*droit usuel*), and a certain sociological character in connection with some studies. But his reform was soon replaced by other less advanced plans.

The teaching of sociology figures, so far as my information extends, in the courses of only one private institution, the *Institucion libre de Enseñanza*, created at Madrid in 1876, and which has been since that time the most characteristic pedagogic center, in the modern sense, that we have. It comprises two grades—secondary and primary—arranged in one series of “general culture,” formed by numerous classes, with a concentric curriculum. Sociology is taught there from the first year, and according to the following method: In the lower (maternal) class there are simple talks (*causeries*) with the children about things with which they are familiar, and questions directed simply to attracting their attention to social facts of which they are daily witnesses—services, trades, corporations, public authorities, factories, markets, churches, schools, etc. Occasionally rapid visits are made to public institutions, with very few explanations, the teacher even declining, in order to avoid complication, to answer all the questions asked by the students. In the next classes the facts are little by little systematized, by grouping them and bringing out of them more and more the idea of society which gives them unity. Visits (excursions) are more frequent, and the pupils begin to make little reports on them. In the upper class a systematic but elementary course is given on simple topics. Excursions are also more frequent, organized, and, with explanations, the method of instruction is wholly oral by means of conversations, followed by a brief résumé made by one of the pupils, and written notes which each one takes freely (during eight or ten minutes) in his notebook. These written summaries are read at the next meeting of the class and corrected by the teacher. No books nor works of any kind at the school. The schedule of the course is drawn up according to the following plan: Introduction: Idea of sociology. General part: Society, its elements, functions, etc. Special part: (1) Complete (*totales*) societies (family, commune, nation); (2) special societies (classified according to their object). Special pains are always taken to have the remarks apply to contemporary social problems.

III. Private initiative has also provided for the scientific need in this direction by founding at the *Ateneo de Madrid* (a literary and scientific society) advanced courses (formed by free enrollment and nearly gratuitous), some of which are of a sociological character. M. Azcárate has given one of these courses on the concept of sociology, critically expounding the works of Spencer and Mackenzie, another on the plan of sociology, and a third on social philosophy. M. Sales y Ferré has also given some lectures on sociological subjects; M. Posada on the “Theory of the state according to modern sociological doctrines;” M. Alas on “Religious theories in contemporary philosophy,” and M. Salillas on “Criminal anthropology.”

At the press association (Madrid) M. Azcárate also opened, in April, 1900, a course in sociology.

IV. A review of law and sociology (*Revista de Derecho y Sociología*) was founded in 1895 by M. Posada, with the collaboration of several professors and writers, but it did not survive the first year of its publication. At Madrid there now appears a Catholic Review of Social Questions, the very narrow views of which have thus far prevented the collaboration of all sociologists of repute.

The publishing house *España Moderna* publishes a library of jurisprudence, phi-

losophy, and history, in which several translations of the sociological works of Spencer, Guyau, Kidd, Tarde, Fouillée, d'Aguanno, Giddings, etc., have appeared. A new "library of philosophy and sociology" has just been inaugurated at Madrid. It announces especially translations of foreign books.

V. It is necessary also, and quite particularly, to mention the lectures on customary law and popular economy opened by the Academy of Political and Moral Sciences. According to the very broad prospectus published, the bases of which are to be found in the excellent works of M. Costa, one of our most illustrious sociologists and historians, the works that will result from these lectures will be true sociological monographs from the point of view of law, economy, and social organization in Spain. On this subject we already have a wholly original literature, which might furnish new and very rich data to foreign sociologists.

We are, as is clearly seen, at the very beginning of sociological studies. Everything, or nearly everything, is to be done with us in this matter, but nothing solid can be built up in this line without being founded upon a broad and earnest development of instruction in the social sciences in our public institutions. To attain this end it will be necessary first to found courses in the faculties of law and philosophy (for students of the second year in the licentiate course) and at the central normal schools. It is only after having formed a numerous teaching body that the introduction of these studies into the primary and secondary schools can be undertaken with any hope of success.

The creation of an international system of social instruction will have the effect of specially benefiting countries which, like Spain, are backward in this respect. It would offer our students and candidates for professorships a rallying point for their studies and facilities for attending foreign free universities and colleges. It would, in fine, be the bond that would first unite all Spaniards who cultivate these sciences, and would bring their work in contact with that of their colleagues in other countries in a more regular and complete way than it is done to-day. The Spanish members of the congress of instruction in the social sciences will, in my opinion, make every effort for the accomplishment of this purpose.

ITALY.

Only one report was presented to the congress on social instruction in Italy. Judging from what we hear of the sociological movement in Italy, this would seem strange. A sociologist in a foreign country as remote as the United States, but who keeps abreast of this movement, reads the books and reviews, and notes the output of that country, might hesitate whether to place Italy or Belgium second in rank in point of sociological activity. With its Lorias, its Nittis, its Morsellis, its Cosentinis, its Groppalis, and the rest, pouring forth a stream of advanced literature on the subject and supporting several live sociological journals, it appears to a looker-on as if Italy was enjoying a veritable sociological revival or renaissance in these days. But a better acquaintance with the facts shows that this real movement there is scarcely connected with the educational system of that country, but is the work of a not altogether harmonious body of independent thinkers, alive to the state of things in their country, and determined if possible to arouse their slumbering countrymen to the true state of the modern world. That their efforts have thus far borne little fruit on their own soil may be fairly inferred from M. Niceforo's report, which

is rather the lamentation of a modern Tacitus than a statement of results in Italy in the direction of social instruction. It is, however, interesting reading, and breathes the spirit of progress not altogether deprived of hope.

REPORT OF ALFREDO NICEFORO.

"Instruction in the Social Sciences in Italy," by Alfredo Niceforo.

Education is divided in Italy, as in all other nations, into three grand divisions—primary, secondary, and higher education. To primary education belong the elementary schools; to the secondary, the lyceums, technical schools, and normal schools; to the higher, the universities and higher institutions.

The social sciences have scarcely commenced to be taught in certain branches of the secondary schools. Thus in the lyceums there is scarcely any trace of this branch of education, and it is only in the technical institutions that two years are devoted to the rudiments of political economy. This consists in offering elementary ideas of the science, and constitutes an instruction of only second or third rate. In the normal schools, from which come the elementary teachers, they also teach the elements of political economy during one year. This forms a sort of dry, cold, catechism without any importance, and without any practical value, which the student mechanically stows away in his memory.

It is only in the universities that the students become a little better acquainted with the social sciences. In each university there are courses in political economy, statistics, the science of finance, the science of administration, etc. But these courses all last one year only, at the rate of three hours per week, and they are given much less importance than is accorded to the juridical sciences taught in the same universities, the teaching of which often lasts two or three consecutive years.

There is only one single special institution for the teaching of the social sciences, viz, that at Florence, called the Institute of Social Science, and attended particularly by those who are aiming at a diploma. This institute has, however, a rather limited scientific value. In the first place, in order to enter it, it is not necessary to have made very thorough studies, and a diploma can be got without any trouble after three years' instruction. Moreover, the character of those who attend this institute prevents it from acquiring any great scientific efficiency. The students do not have scientific culture or the advancement of science for their object, but simply wish to gain the gilt-laced coat of an embassy or a consulate, and when they have secured this they drop their studies and close their books.

That which is completely wanting in Italy is popular universities and private institutions for the popularization or the teaching of the social sciences. Only at Turin, Prof. Cognetti de Martiis has opened at the university a laboratory of political economy, which he has created of his own initiative, and in which students who so desire may, under the direction of the professor, develop and work out interesting themes of social science, and especially of political economy and statistics.

There are also academies where, in some sessions, they deal with the social sciences, as the Accademia dei Lincei, the Lombardy Academy, the Naples Academy, etc., but these institutions not only have no didactic character, but, besides, they have the fault common to all academies of being bodies of orthodox fossils, closed to all new ideas, and cultivating an old dusty science that has no practical value.

As we see, instruction in the social sciences is very much neglected in Italy. The great mass of Italian youths pass through the lyceums and arrive at the universities without having the least idea of the social sciences. Then in the universities not only is this instruction far from sufficient, but it only occupies a secondary place in the university studies.

The reason for the neglect to which the official instruction condemns the social sciences is this: The social sciences represent modern culture and the culture of the future, whereas Italy has, as have also, unhappily, her Latin sisters, mummified herself in the contemplation and idolatry of the teachings of the past.

From the high official chairs are taught not the modern sciences, but old decrepit sciences. In this way the science that represents the modern spirit is left in the second rank, and young men are required to pass their entire youth in the useless study of Greek, Latin, and the old juridical disciplines which represent antiquity.

Official Italy somewhat resembles those degenerate and idiotic descendants of great patrician families, who console themselves for their present impotence by boasting and by contemplating the glory of their ancestors. And because Italy has had a glorious past of Greek and Latin history, it continues to-day to contemplate that past by seeking to give it a new life. It does not perceive the changes that have taken place in civilization, and does not understand that to seek to resuscitate to-day—in the age of electricity and the positive sciences, in the century of Darwin, of Spencer, of Comte, and of Lombroso—the old passion for Latin and Greek poetry, is like trying to restore to life a dead body and make it share in the life of the living.

The ideal, as well for men as for nations, consists in looking to the future, and not in looking to the past and being satisfied with that. He who looks to the past stops still and falls into decadence. Italy is attacked in its official culture by a terrible disease which I will call the disease of Latinism. It removes and sets aside from official education all the modern sciences, among which the social sciences occupy so great a place, and it insists on propagating from the high seats of learning enormous quantities of the old culture—useless and dangerous old Latin culture. Such is the disease and such the mistake. Italy resembles those damned in Dante's *Inferno*, who, condemned to have their eyes in the back of their necks, always looked behind them and walked backward.

There is a new and additional consideration which will show still better the little benefit that the present teaching of the social sciences can yield in Italy. In the social sciences, as in every other modern science, there are two currents—the metaphysical current, which clings to the old logic of the middle ages and to the philosophy of the convents and of the spiritualists; and the positive current, which openly revolts against the old empty doctrines and which adheres to the method of Comte and Spencer. Now the great majority of the professors of the social sciences in our universities belong to the old metaphysical school, and form a sort of caste, who dispense the chairs solely to those who have the same ideas that they have.

Enrico Ferri, with the sharp eye of a criminalist, has called these castes, which have to-day taken possession of Italian official instruction, the *camorre* of science, and the *camorra*, as we know, is a criminal association which exists in the low and the high Neapolitan classes. These castes are not only masters of official instruction, but find another powerful support in the superior council of public instruction, which is a sort of holy inquisition, where, more than anywhere else, the spirit of archaism and metaphysics reigns. And as well the *camorre* of science as the superior council of public instruction have known how to prevent criminal sociology from being officially taught, which is among the youngest and strongest of the social sciences, and to which they have not been willing to concede the title of a science—even casting doubt upon its existence.

Thus Italy has fallen into the error of compelling young men to absorb the only intellectual food of a culture *de luxe*, such as the minute study and anatomy of those great fossils, the Greek and Latin world, while she neglects to furnish them with a more substantial nourishment, viz, the study of modern sciences, whether experimental or social, really useful in the daily struggle for existence.¹ It recalls the saying of a princess of Versailles, who, learning that the people were complaining and

¹ See on this subject the excellent work of M. Giuseppe Sergi, *La Decadenza delle Nazioni latine*, Turin, 1900.

rising because they had no bread, naïvely exclaimed: "If they have no bread let them eat cake!"

All that we have said leads us, it would seem, to pessimistic conclusions relative to the teaching of the social sciences in Italy; but, on the contrary, we are firmly convinced that this crisis will have an end, and that the times will change and Italy will be able to take among nations the highest rank in the study and diffusion of the social sciences. Alongside of the official science of Italy to-day—a science which, as we have seen, has a very feeble existence—there is rising an extra-official science, so to speak, which is very flourishing, and under the influence of which the future will begin its triumphal march. There is in Italy an excellent body of studious and thoughtful people, who have kept aloof from the universities, the chairs, and the conducting of public instruction on account of their political and scientific ideas. These are cultivating the various branches of the social sciences with so great vigor and boldness that, as soon as they shall have won the place to which they are entitled in university teaching and in the superior council of instruction, they will give a powerful impetus to the teaching of the social sciences and to truly modern education in Italy. It will be enough to mention among these thinkers, Cesare Lombroso, Enrico Ferri, Scipio Sighele, S. Ottolenghi, Adolfo Zerboglio, M. A. Vaccaro, for criminal sociology; Guglielmo Ferrero, Giuseppe Sergi, Pietro Chimenti, Napoleone Colajanni, Ettore Ciccotti, Enrico de Marinis, etc., for sociology; Augusto Bosco, Maffeo Pantaleoni, Arturo Labriola, for statistics and political economy, and many others who have done Italy more honor by a single one of their scientific works than all the high priests of official science have done in the years and years of their inane and sterile teaching.

These thinkers are young, not necessarily in years, but in ideas; the others are old. But poets may cover age with flowers as long as they like, it is none the less true that the old do not know how to do anything but ruminate, while the young know how to create. And as the old have given Italy an old education which looks to the past, there will come a time when the young, once having won their places, will know how to give Italy a new, modern education, which will look toward and comprehend the future. Is it not a characteristic virtue of youth to think of the future, as it is a characteristic failing of the old to think of the past?

This remarkable essay, for it is scarcely a report, of Signor Niccifero, should be read by his own countrymen, and answered if it fails to represent the true state of things in Italy. Italy is the only country in the world of which it can be said that twice in the world's history the vanguard of civilization has encamped upon her soil, and although, as Sergi shows, and as all admit, she has been distanced in the race by the more western and northern nations, may she not, when France, Germany, and England shall have felt the pall of decadence, rekindle the still smoldering embers of her Roman and medieval greatness and rise a third time to self-realization? It is at least safe to say that if this ever occurs it will be the result of some great change in the system of education by which the entire population shall be put in possession of the world's store of truth. Many believe that the system of education in France under the present Republic is rescuing that land from the asphyxia that threatens all Europe, and Italy may learn to profit by the example of France. Neither should she forget the prominent rôle of social instruction in France.

GERMANY.

Three short reports on social instruction in Germany were presented to the congress. That of Prof. Paul Barth, of Leipzig, was explained by himself and quite fully discussed. Professor Barth, though a young man, is already well known as the author of a somewhat remarkable work entitled: *Die Philosophie der Geschichte als Sociologie*, of which a second part is in preparation. With the historical proclivities of a German, Professor Barth sees little in sociology that is not properly included in the philosophy of history, but this limited view of the science is not due to any lack of familiarity with the data of his thesis, for there is perhaps no work extant that more ably and broadly marshals the chief literature of sociology than does this volume, and many leading doctrines are subjected to a keen and somewhat merciless criticism. No one is therefore more competent to present a report on social science than Professor Barth, and it is to be regretted that he did not make it much more full and less objective. As will be seen, however, and as any sociologist might have foreseen, the brevity of treatment is largely due to the small attention paid in Germany to social instruction. Although going profoundly into social science, as into every other science, the Germans have never taken kindly to the name sociology for the science of society, and although the so-called German historical school scarcely does more, as Barth practically admits, than carry farther and deeper the historical method adopted by Comte, who was its real founder, still the German mind has rarely risen to the comprehension of a true social science looking beyond the interpretation of the events of the past and promising practical advantages for the future.

REPORT OF PROFESSOR BARTH.

Professor Barth's report is confined to the work of the universities, but does not stop with those of Germany, and includes German-speaking chairs in Austria and Switzerland. It is as follows:

"Sociological instruction in Germany;" by Paul Barth, professor in Leipzig.

One can scarcely speak of sociological instruction in Germany except in connection with the universities. The institutions for secondary instruction (lyceums that prepare for the classical and modern baccalaureate, as also the business schools) do not make a special study of economic and social facts; the ideas that they give of them only form a part of universal history, literary history, and religious history. But even in the universities, at which the German language is spoken, there is not one, either in Germany, or in Austria, or in Switzerland, that possesses a chair of sociology properly so called, no more among those who deliver courses of lectures than among the titular professors. It is, on the contrary, everywhere the representatives of the older sciences allied to sociology or the ones out of which it has sprung (philosophy, political science, ethnology, etc.), who admit the study of social theories into their courses. Nor do these all do so; but a certain number do something of the kind, so that there are scarcely any universities totally deprived of sociological instruction.

In the first place there is a certain number of professors or lecturers who announce

and give courses under the specific title of: "Course on sociology or the philosophy of history." I will give a cursory view of what has been done from the summer semester of 1894 to the winter semester of the present year (1899-1900).¹

At the University of Berlin, Dr. G. Simmel has, in these last six years, given almost every semester a course in sociology (general sociology, social psychology, or practical exercises in sociology).

At Bonn, Prof. E. Gothein has also, during the winter of 1898-99, given a course in sociology: "Introduction to the study of the political and social life of the present day."

At Breslau, during the winter of 1896-97, Prof. W. Sombart studied the theories of the state and of society from the point of view of historical materialism.

At Freiburg in Breisgau, during the summer of 1895, Prof. E. Grosse gave a course on the fundamental problems of sociology, and during the winter of 1896-97 on the different forms of the family, and Prof. H. Rickert (winter of 1898-99) on the philosophy of history as an introduction to the mental sciences.

At Greifswald, Prof. E. Bernheim discoursed (1) during the winter of 1894-95, on the origin of religions, of the family, of the state, and on other problems concerning the history of civilization; (2) during the summer of 1899, on the evolution of social democracy and on the materialistic conception of history.

At Halle a. d. Saale, Prof. Th. Sommerlad, during the winter of 1898-99, gave a course on the origin, the essence, and the significance of the materialistic conception of history, and Prof. R. Stammler (winter of 1894-95) on the theory of the social question.

At Heidelberg, Prof. H. Scherrer has given each semester, at the rate of two hours per week, a course on sociology.

At Jena, Prof. R. Eucken, during the winter of 1895-96, lectured on some problems concerning the philosophy of the state and the philosophy of history.

At Kiel, Dr. F. Tönnies, during the summer of 1896, gave a course on the statistics of moral facts, and during the winter of 1896-97 directed practical exercises in sociology. During the winter of 1897-98 he lectured on the philosophy of the political sciences, and in the summer of 1898 gave a course introductory to sociology. Finally, during the summer of 1899 he spoke on the elements of sociology.

At Königsberg, Prof. J. Walter, during the winter of 1895-96, gave a course on "The bases of a philosophy of history." Prof. O. Gerlach gave, during the summer of 1896, practical lectures on political economy (explanation of Stammler) and a course on political economy and law, from the point of view of historical materialism; during the winter of 1899-1900 he talked on social philosophy.

At Leipzig, Prof. P. Barth, the author of the present report, gave during the winter of 1895-96 a course on the empirical philosophy of society and of history, and during the winter of 1898-99, on the problems of the historical sciences and of the philosophy of history. Prof. E. Brandenburg, during the winters of 1897-98, 1898-99, and 1899-1900, lectured on the materialistic conception of history.

At Munich the courses of Prof. W. Riehl, who died in 1897, might perhaps be regarded as courses on sociology. The following were the subjects treated: Systems of economy and of the political sciences; history of civilization from the time of the Reformation to the eighteenth and nineteenth centuries, etc. Perhaps we might also mention the course which Dr. G. de Hertling gave during the summer of 1899 on the relations of the state, of society, and of law.

At Strasburg, Prof. W. Windelband gave during the summers of 1897 and 1899 a course on Comte and positivism, and Prof. P. Hensel, summer of 1898, on social science and history.

¹ I borrow my information from the schedules published in the catalogues of each faculty. I have not been able to verify them so as to ascertain whether the courses announced were actually given.

At Erlangen, Giessen, Göttingen, Marburg, Münster, Rostock, Tübingen, and Würzburg no courses on sociology were given during the period mentioned.

As regards the Austrian universities, we might perhaps mention Innsbruck, where, during the year 1895, Prof. K. Ueberhorst gave a course on modern theories of the philosophy of the state. Prof. R. de Scala gave a course there on the philosophy of history in antiquity.

At Vienna Prof. L. Hartmann gave, during the summer of 1895, a course introductory to historical sociology.

In the other Austrian universities at which lectures were delivered in the German language, at Prague, at Gratz, at Czernowitz, no courses on sociology are registered.

In Switzerland it is the University of Bern that offers the largest number of courses in sociology. Prof. L. Stein, in fact, gives one almost every semester.

At Zürich, Prof. L. Förster gave, during the winter of 1898-99, a course on the social philosophy of K. Marx, and during the summer of 1899 Prof. J. Ruhland gave one on an introduction to the methodology of the social sciences.

At the University of Basel no course on sociology was given.

All these courses, which may be directly classed under the title of "Sociology," do not, however, exhaust a complete sociological system of instruction. Theories and facts relating to social questions are often taught under the following titles: History, anthropogeography, political science, science of the State, philosophy of law, ethnology, history of civilization, pedagogy, history of pedagogy.

No review devoted exclusively to sociology exists in Germany, but the reviews of the political sciences embrace also sociological facts, especially the *Zeitschrift für die gesammte Staatswissenschaft*, directed by A. Schaeffle, and the *Zeitschrift für Socialwissenschaft*, directed by J. Wolf. Among the philosophical reviews it is especially the *Vierteljahrsschrift für wissenschaftliche Philosophie*, directed by P. Barth, which pays attention to the problems of sociology.

Why is sociology still so far behind in Germany? At the time when Comte founded sociology in France, the metaphysics of Hegel reigned in Germany, and with it his philosophy of history, which did not offer much bolder interpretations than the system of Comte. But that philosophy of history could not be connected with the metaphysics of Hegel, nor with the positive sciences already existing, while Comte worked his sociology into a general system of the sciences. The distrust of metaphysics that was gradually spreading, and which was to end in the fall of the Hegelian school, finally reached the philosophy of history united with that system of metaphysics. Like the metaphysical conception of the philosophy of nature, it seemed rather to shun and push aside investigation than to be favorable to it. Men wished first of all to study facts without preconceived ideas. In the natural sciences they long ago returned from the older contempt for all general philosophical systems. In history they have stayed by the former conception. The German historians still distrust all theory of history, and consequently all sociology. As to the philosophers, they find in it, for the most part, too few certain results, and prefer, in general, to keep aloof from it rather than to work for its progress. However, every year the foundations of sociology are becoming more solid, its method more exact and more fruitful in results, and more and more it will be possible for it to explain the past and to forecast the future. Thus I have the conviction that it will each year gain in importance in the German universities.

REPORT OF PROFESSOR LEXIS.

The report of Prof. W. Lexis, on instruction in the social sciences in Germany, occurs among the papers of the Congress without explanation as to what institution, if any, he represents, or what titles he bears. He is, however, evidently well informed on his subject, and

his report confirms in the main, so far as the universities are concerned, the statements of Professor Barth. But it contains in addition some general remarks on secondary instruction in social science in Germany, which it may be well to reproduce. He says:

The social sciences are represented in Germany in a really scientific way only in the universities, and up to a certain point in the higher technical schools. This is due to the nature itself of these questions, for the institutions for secondary instruction do not have for their object to contribute to the progress of this or that science, but only to transmit to students a certain amount of knowledge according to the degree of intellectual development and general culture of these students.

But inasmuch as these institutions teach, for example, the elements of physics, their schedule might include the principles of political economy and a survey of the constitution and administrative organization at least of our own country. It is thus that in France in the first class of modern primary education, one or two hours each week are devoted to public economy and law, and that, besides this, the teaching of philosophy sometimes encroaches upon the domain of the social sciences.

In the schedules of instruction in the German gymnasiums, the gymnasiums of modern instruction, and superior schools of modern instruction, the social sciences have no special place. Nevertheless, according to the regulations put in force in Prussia, in 1892, the teaching of history in the *Untersecunda* and *Oberprima* classes includes matters bearing on the economic and social problems of the present time. It goes without saying that social theories and criticisms of the existing social order should be excluded from such teaching.

Thus it is enjoined, in the methodical interpretation which is attached to the schedule in explaining these questions to the students, to avoid taking sides in any definite way and to assume a scientific attitude and show objectively the historical evolution of the relations between different classes, and especially of the working class, and finally to point out the constant progress toward the better, and the evils of any attempt to modify, by violence, the established social order.

The very small number of class hours devoted each week to the teaching of history leaves for such digressions into the field of the economic and social sciences a wholly inadequate amount of time. The result is that in the majority of the institutions the students remain, so to speak, total strangers to these questions.

One can scarcely expect to see such a method of instruction work satisfactorily, because the list of studies of the schools in question is extremely full and requires twenty-eight to thirty hours for the obligatory classes, while in France this number does not exceed twenty to twenty-four. Still, for purely practical reasons, it would be desirable that the students in these schools should acquire some real knowledge of the organization and operation of the obligatory workingmen's insurance system, in view of the fact that nearly everybody in Germany, whether employee or employer, is obliged to have to do with this system.

There are, in fact, in Germany 8,500,000 persons insured against sickness; 12,000,000 have secured insurance against ill health or old age, and 18,000,000 persons are insured against accident.

The higher commercial schools are provided with a course of instruction in political economy, designed to answer practical necessities. But these schools remain outside of the scope of official secondary instruction, and are not at all aided by the State, but only by towns or private corporations.

In the primary schools there is nothing that can be designated by the name of instructions in the social sciences. The most that can be said is that the reading books contain some selected pages relating to public or economic institutions.

But it would at least be well if the pupils of the primary schools could learn clearly to understand these workingmen's insurances, which will later have such beneficent effects for them.

AUSTRIA.

In the two reports last considered the Austrian universities are treated, and the treatment by them of the social sciences is substantially the same as that of the German universities. Still, there must be some difference which would be perceptible if we had fuller data, for it is well known that there has grown up a distinct Austrian school of economics differing widely from that of Germany, and although the University of Gratz was put down among those whose courses of study did not include that of the social sciences, it is there that a chair is occupied by one of the leading sociological writers, Professor Gumpowicz, whose theory of the origin of society, of the State, and of nations has exerted a powerful influence on all sociological thought. It is also to an Austrian, Gustav Ratzenhofer, that we owe the greater broadening and systematization of this same principle, but Ratzenhofer does not appear to be connected with any institution of learning, but is the president of a military court.

REPORT OF PROFESSOR HAUSER.

The only report on the teaching of social science in Austria is one submitted by M. Henri Hauser, professor in the University of Clermont-Ferrand, France, and which he compiled from the catalogues of the Wiener volksthümlichen Hochschulkurse, a sort of "popular university" apart from the regular State institutions. As such it has an especial interest and direct bearing upon our subject. The substance of the report is as follows:

Note on social instruction in the Popular University of Vienna, Austria, by Henri Hauser.

The Popular University of Vienna is a direct outgrowth of the University of Vienna. The courses are given, however, outside of the central university building, either in the university institutes, or in the school halls, or at local workingmen's associations. They are given by professors, privat-docents, adjuncts, and assistants of the university, and exceptionally by other persons, under the direction of a commission chosen by the university from among its number. The president of this commission is Prof. Anton Menger.

The field of labor of the Popular University is "all scientific domains that admit of popular exposition." Although the statutes formally exclude "courses on questions which relate to political, religious, and social controversies of the present time," social instruction is far from being banished from the Popular University. We have noted in the catalogues all the courses that clearly indicate a social character, without mentioning numerous courses in history, anthropogeography, and morals, which help to form a popular system of social instruction.

In the first year Dr. Fr. Tezner commenced a course, which was regularly resumed during the following years, on Austrian constitutional law. This course in its present form embraces six lectures:¹ The separation of the powers, the ministerial organization, "self-government," the parliamentary control, the judiciary power,

¹A circular sold to the auditors gives for each regular course a syllabus of several pages, which sums up in advance the principal points of each lecture.

the Austro-Hungarian monarchy. A course on the foundations of Austrian law and another on demography were also delivered in the first series (November–December); in the second (January–February), in continuation of the course on constitutional law, there was added a course on civil and criminal procedure.

The next year there appear lectures on the jury, on the old and new industrial constitution in Austria, on the liberation of the peasants and freeing of the soil in Austria, on the new civil procedure, on the general rights of citizens. In 1897 appears the history of political economy, fundamental concepts and their antiquity. In 1898–99, economic history down to the end of the Middle Ages, the birth of economic science, civil procedure. These courses were attended respectively by fifty-two, twenty-one, and thirty-five auditors, that on constitutional law (general rights of citizens) by thirty-nine.

In looking through the schedules of this year we find:

(a) Six lectures on "Juridical questions and questions of daily life." The professor (privat-docent Dr. Gustav Walker) examines the basis of existing private right, marriage law, the rights of parents and children, the social and judicial position of illegitimate children, action for seduction, the search for paternity in French law, in German practice, in Prussian and Austrian law; guardianship, contract labor, contract rental, loan and usury, the right of combination, civil procedure, corporate right of the laborer, procedure in execution. This course has been given twice—in October–November and in January–February.

(b) "Efforts for the maintenance of international peace," three lectures by privat-docent Dr. Strisower: (1) Peace as an ideal (the desire for peace throughout history and in the nineteenth century, the apologies for war); political efforts in favor of peace (the idea of equilibrium, the direction of Europe by the great powers); moral efforts in favor of peace (pacific literature of the eighteenth century, the peace programme and peace propaganda of the nineteenth century, official acts and their results. The final object: The idea of disarmament and courts of arbitration).

(c) "History of political economy (national economy)," by Prof. Karl Grünberg.

(d) "Penal law, the different kinds of crime," by Dr. Löffler.

(e) "Penal procedure," by the same.

(f) "Austrian constitutional law" (see above).

(g) "Elements of the economic history of Germany," six lectures by privat-docent Dr. Kurt Koser. After a general exposé of the leading forms of economic evolution, the professor studies the period from prehistoric times to the Carolingian epoch, then the economic development of the tenth to the fourteenth century (internal colonization, urban civilization, the economic revolution of the twelfth to the fourteenth century, the rôle of silver), the social crises of the fifteenth and sixteenth centuries (the societies, the bank, the rise of prices, the urban proletariat, social groups in the cities, the peasants, the social revolution of 1525), the fall and subsequent rise of German social economy from the sixteenth to the eighteenth century; he concludes with a rapid survey of economic evolution in the nineteenth century.

(h) "General rights of citizens" (see above).

This makes then, in all, for four series of lectures, lasting from October to Easter, eight courses that enter directly into a scheme of popular social instruction. Certain of these courses awaken in their hearers a sufficiently constant interest to justify their repetition every year or every other year. One of them, that on customary law, was even delivered twice in one and the same semester. It is therefore a thoroughly earnest effort.

It will be remarked that if certain of these courses have for their subject things already familiar to a popular audience, and possessing an immediate practical interest, others, on the contrary, rise to questions of high scientific generality.

It is to be noticed that in the attempts at extension by the university outside of Vienna, no courses relating to social instruction appear as yet.

HUNGARY.

REPORT OF DR. GOPCSA.

A very short report was submitted to the congress by Dr. Ladislas Gopcsa, secretary to the ministry of worship and public instruction of Hungary, on the teaching of the social sciences in that country. It is as follows:

I.

In Hungary instruction in social sciences is given in the two universities (Budapest, Kolozsvár), at the Polytechnic School (Budapest), and in the ten schools of law: Pozsony (Presburg), Kassa, Nagy-Várad, Eger (Erlau), Pécs (Fünfkirchen), Marmaros-Sziget, Debreczen, Keckskemét, Sárospatak, Eperjés.

1. At the University of Budapest these doctrines are taught by four titular professors and by five privat-docents. The four titular professors give the following courses: Financial science and financial law (four hours per week); theory of the court of accounts (five hours); political economy (four hours); statistics (four hours). Among the privat-docents, two give courses on statistics, one a course on political economy, and one a course on financial science.

2. At the University of Kolozsvár-Klausenburg the social sciences are represented by three professors: Hungarian law of finance (four hours per week); statistics (four hours); political economy (five hours).

3. At the Polytechnic School (arts and crafts or central school) political economy is taught (four hours per week); finances (two hours); economic and industrial accountability (four hours).

4. Schools of law (called academies of law).

Pozsony (Presburg).—Two professors teach the social sciences; one political economy, the theory and law of finance (eight hours per week); the other statistics (five hours).

Kassa (Cassovia).—Two professors—one teaches political economy (five hours) and the law of finance (five hours); the other statistics (two hours).

Nagy-Várad (Grosswardein).—Two professors—one teaches political economy (six hours); the other the law of finance (five hours).

Eger (Erlau).—Two professors—political economy (five hours); law of finance (five hours); statistics (one hour).

Pécs (Quinqueeclesial).—Two professors; political economy (five hours); law of Hungarian finances (five hours); statistics (two hours).

Marmaros-Sziget.—Two professors; political economy (five hours); law of finance (five hours).

Debreczen.—Two professors; (1) Hungarian political economy (three hours); general political economy (four hours); (2) statistics of Hungary (five hours); statistics of other European States (three hours).

Keckskemét.—Two professors; theory of finance (five hours); statistics of Hungary (five hours).

Sárospatak.—One professor; political economy (five hours); law of Hungarian finances (five hours).

Eperjés.—Two professors; political economy (five hours); Hungarian law of finance (five hours).

II.

Besides the universities and the law schools there exists at present in Hungary only one institution, the Free Lyceum (Szabad Lyceum), at which the social sciences are taught. This lyceum—continuation school work—applies chiefly to the laboring classes (workmen and employees on the State railroads; industrial workmen and employees; the middle class). It is principally the professors in the lyceums who give

the lectures. In the year 1899-1900 this lyceum, which has been in existence since 1883, gave at Budapest—

(1) For workmen on the railroads, twenty-eight lectures, attended by 2,680 persons. (2) For industrial laborers, thirteen lectures (100 to 150 persons at each lecture). (3) For the middle class, one hundred and five lectures, with 4,458 hearers. Among these lectures the social sciences occupied fourteen, with 404 hearers.

The Free Lyceum has also organized lectures in certain cities of the country (Zombor, Temesvár, Szabadka, Pápa, Pozsony, Locse, Szkély-Udvarhely).

The Free Lyceum has 26 founder members and 530 ordinary members. Its president is Alexander Wekerlé, former president of the council. Its secretary is Laurent Hegedus, deputy.

The minister of public instruction, M. Jules de Wlassics, has lately called a conference to introduce into Hungary university extension, which will cooperate with the Free Lyceum, with the aid of the professors of the higher institutions.

It is clear from the above that the so-called instruction in social science in Hungary is little more than a political training to fit the citizen for grappling with the complex issues that confront him in a country in which the process of social equilibration is still in a highly active state.

RUSSIA.

REPORT OF PROFESSOR TCHOUPROV.

A short report was submitted on the teaching of the social sciences in Russia, by Prof. A. Tchouprov, of the University of Moscow:

There is no sociological instruction, properly so-called, either in our higher or our secondary schools, but this is not the case as regards the concrete social sciences, such as pure or applied political economy, the science of finance and statistics.

In beginning our sketch with the primary schools we have to note the fact that some economic ideas are inculcated there, not by means of oral teaching, but by readings given in common by the teacher and the children of both sexes who follow his course. The initiation of the greater part of our rural population into the social laws and the necessary relations of the individual to the State is confined to this.

As to the secondary schools or gymnasiums, the school statute of 1804 had introduced into them the study of political economy, statistics, natural right, and the law of nations. But already, at the end of the reign of Alexander I, when the formidable reaction began, of which the minister, Arakcheieff, became the principal leader, of all these scientific branches there was retained only statistics, which, since 1844, was in its turn combined with geography. It is thus that the social sciences disappeared entirely from the studies of our gymnasiums, and that at the present time a young man of 18 or 19 years who should not be able or desire to continue his studies in some higher institution, is reduced to the necessity of gaining his own social education, which in fact only within the last few years has become possible, thanks to the number of books and tracts treating economic and social questions which the principal publishing houses are offering to the public at very low prices. The majority of these writings have, moreover, been translated from German, French, or English under the supervision of some Russian scientist or scholar, always ready to undertake the thankless labor of revision, for the most part gratuitously.

A word now as to our secondary technical schools. There are taught there, if not sociology, at least the elements of economic science and statistics, this last forming a part of the course in history and commercial geography. What I have just said is the rule for all the sections of commerce that exist in the majority of our secondary real-schools, i. e., those in which the dead languages form no part of the course of

instruction. They content themselves, moreover, with giving two lectures per week in political economy, and that only for the closing year. This does not make it possible to give any great attention to the explanation of the fundamental principles of economic science. They prefer to treat more thoroughly the questions of their application.

A deeper study of the same subjects is made in the commercial schools, properly so called. It is thus that in a school at St. Petersburg, called the School of Peter (the Great), they have organized lectures on political economy in the two higher courses. The number of these lectures is two per week. They also give during the last year a course on the history of commerce and of commercial law.

At the Practical Academy of Commercial Sciences at Moscow they likewise teach political economy three times per week during the final year. The history of commerce and statistics of industry form in their turn the subject of lectures. Statistics, however, is only treated as a branch of commercial geography. The same plan of studies is followed in a commercial school recently founded at Moscow by the committee of the bourse, under the title of the School of Alexander III.

In the technical schools, properly so called, they give during the next to the last year one lecture per week on political economy and two lectures on commercial geography, including industrial statistics, and the last year applied political economy is taught twice a week in connection with current legislation on commerce and industry. In the secondary agricultural schools during the last two years the students have courses in agricultural economy and legislation.

We will now pass to the higher schools, in which the concrete social sciences are generally taught on a large scale as well in the universities as in the higher special schools (technical, agronomic, juridical, etc.).

In the Russian universities the teaching of political economy goes back to the period of their foundation. In the oldest one, that of Moscow, statistics became the subject of lectures, beginning with the year 1773. The university statute of 1804 placed political economy and statistics among the number of obligatory sciences in the examinations. From that year the teaching of them became the rule. In the first half of the century they taught these sciences in the faculty of philology and history, but since the university statute of 1863 the teaching of them has been done in the faculty of law. According to the modern university statute, that of 1884, these sciences are to be treated in a pretty extensive way. Four hours per week are given to political economy, four hours to finance, two to statistics, four to administrative law, into which applied political economy also enters.

As regards political economy in particular, the professors aim especially to make known its generally received doctrines. The history of these doctrines as well as of the economic régime come second in order. The professor of statistics usually sets forth the history of this science and its method, and teaches demography. In most of the universities, in addition to these lectures required by the regulations, we also find seminars in political economy and statistics, conforming in all respects to the German models.

Some professors of administrative law give so great a development to the economic part of their science that the latter, under their treatment, often acquires the character of a social polity. The personality of the professor has much to do with the mode of expounding all the diverse subjects that form parts of this still badly delimited science. Some give more attention to theory, others to history and political economy. During the last fifteen years there has been created, by the side of the above-mentioned courses, a special course, with which are charged associate professors (they are known in Russia by the German name of *privat-docenten*). With the aid of such a system we have been able to teach in Moscow one year the history of the economic facts and doctrines of the eighteenth and nineteenth centuries; another year, agricultural economy; a third, industrial economy.

At the University of St. Petersburg they treat in the same way the questions of labor legislation, agricultural economy, economic history, the organization of institutions of credit, the economic history of modern Russia, etc.

Let us now pass to the special higher instruction; the concrete social sciences are also called upon to form a part of this. Thus, in the school of jurisprudence, established at St. Petersburg, they give during one year two lectures on political economy, two on the science of finance, and three on administrative law (including applied political economy). This schedule is nearly followed by the Military Academy of Jurisprudence, also located at St. Petersburg.

At the Lyceum of Alexander I, at St. Petersburg, political economy is taught four times per week during the first year, administrative law, finance, and statistics also three times, which makes in all eleven economico-social lectures per week. These same scientific disciplines are also taught, though not on so large a scale, in the higher technical schools.

We will cite as an example the schedule of the Agricultural Academy at New Alexandria (in Poland, Government of Liublin): Statistics, two lectures per week during two consecutive years; elements of political economy in their relation to law, three lectures per week during one year; agricultural economy, five lectures per week, also for one year, the last.

At the Polytechnic Institute of St. Petersburg and at the Technical School of Moscow political economy is taught the last year twice a week, while in the polytechnic institutes newly created at Kiew and Charkow the number of lectures is raised to three and political economy is taught at the same time as statistics. The schedule of the agrarian section of these schools also includes three hours of economics and agricultural statistics, with a seminar.

At Warsaw, in the Polytechnic Institute, during the second year four lectures per week are given on political economy and one on statistics.

At Riga, in an analogous school, political economy is taught in all the sections, but especially in that of commerce, in which, besides economic doctrines, they also expound the history of the economic régime, the science of finance, the history of commerce, commercial geography, and statistics.

It follows from this brief sketch that great importance is attached in our faculties to the economic sciences. Nevertheless, instruction in them is not up to the level of modern science. Its principal defect is the insufficient number of lectures. In view of the progress made by political economy in our days it is impossible to treat all its aspects in four lectures per week, and that only during a single year. So the professor finds himself compelled to set forth only the elements of the science. It is impossible for him to treat the history of doctrines otherwise than in a superficial way, or to deal at all with the application of economic laws to the various questions raised by the study of the present condition of agriculture and commerce. In the special schools they give greater extension to these various branches, but for want of time they neglect somewhat the exposition of economic theories.

As to statistics, the same reason prevents the professor from enlarging, as he ought to do, on the requirements of method or of entering upon so vast and so important a problem as that of industrial and agricultural statistics. Moreover, it could not be otherwise so long as the economic sciences are treated only as an appendix to jurisprudence and the technical sciences, when there is urgent need of making them the subject of a special treatment. Political and social economy has made so great an advance that the necessity has arisen of returning, if not to the organization, at least to the guiding idea of the old German faculties known by the name of *Facultäten der Cameral Wissenschaften*. Lorenz Stein expressed himself on this point nearly twenty-five years ago. He appealed to the government and to the public, urging them to create colleges of the social sciences. The demands of practical life call for some such institutions, the existing educational institutions becoming less and less

capable of giving the desired preparation even to those who will one day be called upon to apply economic laws. How, in fact, can an inspector of factories, a director of a bank, a manager of a railroad company, an agent of a labor, insurance, or public aid society, or an administrator of municipal finances, obtain sufficient preparation in a one year's course, very summary in its character, and rather theoretical than practical, to which, from sheer necessity, the professor must limit himself, giving to it only three or four lectures per week? Thus everything urges us to create new faculties of the social sciences, in which jurisprudence, history, and political science shall be allowed to complete the teaching of economic doctrines and facts.

This report of Professor Tchouprov furnishes a partial explanation of the remarkable activity that has characterized the Russian people in the discussion of social questions. Two of the most influential members of the congress, M. Maxime Kovalevsky and M. E. de Roberty, are Russians, though sojourning in Paris, and to that race belong several of the leading contemporary sociologists, among whom might be named Senator Lilienfeld, M. Novicow, M. Michailovsky, and M. Kareieff. The social conditions in Russia are calculated to stimulate thought along these lines, and the institutions of learning, as we have seen, furnish a fairly good basis for bright minds to build upon. As a matter of fact the interest in social questions in Russia is most intense, and while it is highly practical in seeking to use social science as an instrument of reform, the Russians are not specially noted as socialistic agitators, and all the better informed thinkers in that country clearly understand the necessity for a thoroughly scientific treatment of social questions. In this, however, they display a remarkable degree of disinterested zeal, which shows itself in the work alluded to by Professor Tchouprov, of translating foreign works on social science with a view to disseminating ideas on the subject among the masses of the people. Not only do professors and scholars perform this labor with no hope of pecuniary returns, but publishers often incur risk of business losses and other dangers in bringing such translations out.

ENGLAND.

It is proverbial that the Anglo-Saxon race is the great representative and embodiment of the spirit of individualism, and it has become the fashion even in France to point to it as the final proof of the superiority of the individualistic régime in the history of civilization. Demolins, a Frenchman, has done more than any other man to emphasize this claim, and he is said to have a large following in his own country. It is natural to infer from this that any form of collectivism must be at a discount in England. Yet those who keep abreast of the social movement there well know that such is not the case, and that as a matter of fact the collective spirit is intensely active there. It does not, however, take the form of theory or figure largely as a social philosophy. Collective action is resorted to only when it has some manifest advantage, and it is that same individualistic spirit that

prompts it which prompts all other action. But it is often so clearly advantageous that it is doubtful whether there is another country in the world where so many enterprises are conducted by state and municipal authority as in the British Isles.

The aversion to theory, however, is probably the cause of the small interest taken in sociology in England. Mr. Herbert Spencer did adopt Comte's name for the science of society, but his system of sociology is exclusively individualistic, and is rejected by the majority of his own countrymen, who have now almost completely emancipated themselves from the power of the Manchester school. But social education can not be said to be recognized in England, and the movement there is rather a practical business affair. Still, as we shall see, there are those who actively advocate and are striving to bring about a more methodical system through social training.

Five reports on social education in England and one for Ireland were presented to the congress, but all but one of these deal with some special aspect of the question. Mr. Ernest Aves, who limits his report to the work of Toynbee Hall, happily disposes of the proposition to make a report on popular social education in England by comparing it to the celebrated report on the snakes of Iceland—"There are none." Sir W. de W. Abney treats wholly of technical education. Mr. J. Cobden-Sanderson discusses the movement of "Arts and crafts," and Mr. Sidney Webb, the well-known and avowed socialist, and member of the London county council, discourses on the "Development of commercial education in London." Mr. Horace Plunkett has a report on technical education in Ireland.

REPORT OF MR. SADLER.

Only in the report of Mr. Michael Sadler, on the "Social sciences in the English secondary schools," do we find any such general survey of the field as those that have been considered for the various continental countries. We will therefore first examine this report. It consists largely of discussions of certain questions, and many of the facts are furnished by others, especially in the several appendices. The problems discussed will be admitted to be important, and the report furnishes some information relative to the attitude of the universities with regard to social instruction. The subject is divided into twelve general heads, more or less connected and logically arranged, as follows:

Report on the teaching of social sciences in English secondary schools, by M. E. Sadler.

1. In England there is no uniformity in secondary education. The state does not issue programmes of instruction to be followed in all public secondary schools. Consequently, among these schools there is great variety of type, and no strict uniformity either in the subjects which they teach or in their methods of teaching. It is unsafe, therefore, to generalize about English secondary education. No general statement applies to all the schools. Different institutions differ in their curricula and in their point of view. This report is confined to a brief description of the usual practice as

regards instruction in the social sciences. Reference will also be made to certain noteworthy exceptions.

2. In the first place, however, it is necessary to define what is meant by the social sciences. On this subject there is serious difference of opinion. Some would understand by the term little beyond the doctrines of political economy, but by others the expression is understood in a wider sense, viz: As embracing ethics; political philosophy; those "generalizations of biology and psychology" which, in Mr. Herbert Spencer's words, are necessary to "the rational interpretation of social phenomena;" economic history and theory; the history of social and national development; literature, art, etc., in their bearing on ideals of life; the study of the machinery and methods of central and local government, and of the duties of citizenship.

3. Few boys or girls remain in a secondary school after their nineteenth birthday. Most of them leave school at a much earlier age. It is obvious, therefore, that during their school days they can not make any advanced or systematic study of the social sciences. Their experience of life is too limited. Their judgment is too immature. They would be either repelled by untimely disquisitions on subjects which they were too young to comprehend, or unduly influenced by the (possibly erroneous) general ideas of some admired teacher. Nor, even if the pupils were old enough for the advanced study of social sciences, would there be time for such study, at any rate under the conditions which at present determine the curricula of English secondary schools.

But, on the other hand, it is quite possible within the ordinary limits of secondary education to interest boys and girls in a general way in some of the problems of social science, to suggest points of view, to point out subjects for later study, and even (within rather narrow limits) to impart some detailed information on certain parts of the subject. And nearly every intelligent pupil leaves a secondary school with some habitual attitude of mind toward social questions. But how far that attitude of mind is the result of the presence or absence of social science teaching as a formal part of the curriculum is very doubtful. To the present writer it appears that much more depends on the tone of the school, the temperament of the individual pupil, and the drift of the social philosophy of the time than on set lessons on social science. Nor must it be forgotten that on impressionable minds one-sided instruction on matters of ethical or social controversy is apt to produce a repellent effect and even to produce violent reaction.

4. In his *Memoirs of a Revolutionist*, Prince Kropotkin speaks of the importance of having, among other teachers in a school, one at any rate who, instead of narrowly confining himself within the limits of a particular subject, is free, in the course of his instruction, to "bind together the separate historical and humanitarian sciences, to unify them by a broad philosophical and humane conception, and to awaken higher ideas in the brains and hearts of young people." Prince Kropotkin proceeds to argue that "the same thing ought to be done for the natural sciences as well. It is not enough to teach physics and chemistry, astronomy and meteorology, zoology and botany. The philosophy of all the natural sciences, a general view of nature as a whole, must be conveyed to the pupils, whatsoever may be the extension given to the study of natural science in the school. The philosophy and the poetry of nature, the methods of all the exact sciences, and an inspiring conception of the life of nature must make part of education."

In such an ideal discipline some introduction to the social sciences would naturally find a place. But there are few secondary schools in England where the different parts of the curriculum are fused into one great intellectual and moral synthesis in such a manner as Prince Kropotkin describes. It is doubtful, indeed, whether in the present state of our knowledge there would be, except among the members of certain religious bodies or among families closely bound to one another by common social

and ethical sympathies, sufficient agreement upon fundamental principles of faith and conduct to allow, in the curriculum of an ordinary secondary school, any such dominant and commanding synthesis of intellectual and moral ideas.

Perhaps this lack of synthesis among the ideas which are involved in the subject-matter of education is a more serious matter than is generally recognized. To the present writer it seems to be one of the chief causes of a certain decline in intellectual interest which has been remarked by many experienced observers in English higher secondary schools. But he would attribute it to causes beyond our control, and is far from thinking that it can be artificially remedied by formulating a number of general propositions and teaching them, however eloquently, to boys and girls at school. *Spiritus ubi vult spirat.*

Yet it would be an unfortunate result of the transitional character of so much contemporary thought on ethical and social problems if masters and mistresses in secondary schools were to shrink from communicating to their pupils general ideas as to the aims and conduct of life under modern conditions of scientific inquiry and religious belief. There are some observers who maintain that "at present the greatest and most dangerous error of some English secondary schoolmasters is that they too narrowly center their efforts on the boy in order to make him morally, physically, and intellectually satisfactory at school and to enable him to pass his various mental examinations on leaving school." (C. C. Cotterill on the "Prospective character of school training," in *Thirteen Essays on Education*, p. 147.) This view, however, does not seem to be generally held, and the usual opinion is rather in favor of not trying to set young people thinking too soon about the problems of adult life. But the present writer would submit that the interest taken by boys and girls at school in political and social questions depends far less on what their schoolmasters and schoolmistresses say or avoid saying than on the currents of social enthusiasm or social despondency which happen to be running at the time in the larger world outside the school walls.

5. But, apart from more ambitious plans, can anything be done, under present conditions, to impart to boys and girls in secondary schools clearer and more consistent ideas about social economy and the functions of central and local government? On this point there are signs of much difference of opinion. Some headmasters and headmistresses are strongly in favor of making, in this more limited sense, social science teaching a carefully organized part of the secondary school curriculum. On the other hand, many experienced teachers shrink from the undertaking because they hold that we are far from being really agreed as to the principles which necessarily underlie any order of society, and that there are objections to our preoccupying the minds of young pupils with theories which must involve, though they may conceal, much that is both economically and ethically disputable. Such teachers would argue as follows: "Our pupils, it is true, may have to live out their lives under the conditions imposed on all individual citizens by political democracy and by the capitalistic organization of industry. But it would appear that both the one and the other are in the stage of rapid development and transition. Is it expedient, therefore, in the interests of my individual pupils or of the country as a whole, that I should impart at school instruction on economic or political subjects in a manner which would imply either (1) the permanence of a social organization which I may personally believe to be transitory or (2) doubt as to the wisdom of arrangements in which more experienced persons than myself appear to acquiesce, or (3) the immorality and injustice of social conditions with which the parents of my pupils are obviously content? Is it not better for me to confine my efforts to grounding my pupils in branches of knowledge about which there is no such dispute, and thus try to form their judgments and sympathies by means of a less controversial discipline, so as to enable them to face life bravely and honestly, and to make up their own minds sagaciously and independently about its deeper problems?"

Whatever be the reason, the fact remains that there are comparatively few secondary schools in England where political economy or "civics" forms a separate and important part of the organized curriculum.

In the Cambridge University local examination a paper is set on political economy for those pupils who desire to take up that subject. In the Oxford University local examination papers are set (1) on politics and (2) on political economy. These examinations are very largely used by secondary schools for boys and girls. In Appendix I to this report will be found specimen examination papers set on politics and political economy in these examinations.

In the Oxford University local examination for senior candidates the regulations, defining the scope of the paper in political economy, require candidates to "possess a general knowledge of economic theory as it relates to the (1) production, (2) distribution, (3) exchange, (4) consumption of wealth, and (5) the economic functions of government. An acquaintance should be shown, under (1) with the laws of diminishing and increasing returns, the theory of population, the principle of the division of labor, and the origin and growth of capital; under (2) with the theories of rent, interest, profit, and wages; under (3) with the outlines of the theory of value and its application to international trade, the functions of money and the operation of banking and credit; under (5) with the rules and incidents of taxation, and the aims and difficulties of socialism. Candidates are also required to show some knowledge of existing economic conditions."

In the same examination (i. e., for senior candidates) candidates may offer to be examined in elementary politics as treated in Lewis's work *On the Use and Abuse of some Political Terms*.

To this Oxford senior local examination persons of either sex are admitted without limit of age; but no one born before July 1, 1881, is eligible for honors or distinction in the examination to be held in the present year (1900).

In the Oxford local examination for junior candidates (open to persons of either sex without limit of age on the condition that no candidate born before July 1, 1884, is eligible for honors or distinction in the examination to be held in the present year) candidates may offer to be examined in elementary politics as treated in Strachey's *Industrial and Social Life and the Empire*.

The following statistics show that the above-mentioned subjects are not taken up to any considerable extent:

Oxford local examinations.

(1) FOR SENIOR CANDIDATES.

(a) *In politics.*

1898.		1899.	
Examined	15	Examined	10
Passed	10	Passed	6

(b) *In political economy.*

1898.		1899.	
Examined	59	Examined	42
Passed	53	Passed	41

Total number of senior candidates who obtained certificates in the Oxford local examinations in above years:

1898	1,355
1899	1,281

Oxford local examinations—Continued.

(2) FOR JUNIOR CANDIDATES IN ELEMENTARY POLITICS.

1898.		1899.	
Examined	44	Examined	36
Passed	10	Passed	31

Total number of junior candidates who obtained certificates in the Oxford local examinations in the above years:

1898	3,393
1899	3,037

Cambridge University local examinations for senior candidates in political economy.

Number of candidates:

1897	136
1898	116

Total number of candidates presenting themselves for Cambridge University senior local examinations in the above years:

1898	2,191
1899	2,215

In papers set on other subjects in the above and similar examinations, and in the Oxford and Cambridge school examinations, there sometimes occur individual questions which touch on some aspects of social science. A selection from these questions is given in the appendix to this report.

6. In an appendix to this report will be found the syllabus of social-science teaching followed at the William Ellis Secondary School for Boys, Gospel Oak, London, N. W. This syllabus is especially interesting to the student of the subject, because the founder of the school, Mr. William Ellis (born 1800, died 1881), was an earnest advocate of making instruction in social science a necessary part of school work. In one of his books Mr. Ellis thus defined his aim in education: "By education, I mean an earnest application of well-selected means to impart to all such a knowledge of the laws of the universe, especially of their practical bearing upon the daily wants and business of life, as that all may be clearly convinced that their happiness is only to be attained by placing themselves in harmony with those laws; to communicate to all such manual, muscular, and intellectual dexterity as may qualify them to gain, extend, and improve their knowledge and appropriate and apply it; and also to implant those habits of observation, application, and forethought, without which the soundest intellectual acquirements are comparatively useless. Such a course of education, persevered in generation after generation, would raise up a people knowing and practicing the duties of social life, laboring and economizing for their own present and future maintenance, and struggling and contriving for the benefit of all. A people so educated would be inspired, not with the mere vulgar notion of getting on, not with the vain and illusory desire of rising in the world, but with a solemn sense of the sacredness of every duty undertaken, of every contract entered into. And thus the desire of happiness and gratification, the motive force of our conduct and exertions, would be subjugated and regulated by an all-pervading sense of duty, and thereby be rendered more capable of gaining its end." (Quoted in E. K. Blyth's *Life of William Ellis*, p. 74.)

Writing in 1859 to the Duke of Newcastle's commission on popular education, Mr. Ellis urged that school children should be instructed in "the phenomena of industrial life and the conditions of industrial success," and made "thoroughly acquainted with (1) the sources of wealth—industry, knowledge, skill, and economy; (2) the

connection between capital and labor, the reciprocal duties of employer and employed, master and servant, and the circumstances which determine the rates of wages and profits; (3) the importance of the respect for property and the necessity of government and laws for enforcing this respect where not otherwise sufficiently felt; (4) the advantages of division of labor and the new responsibilities incurred by its adoption, the causes and consequences of fluctuations of value, and the more urgent call for integrity, perseverance, punctuality, order, and forbearance to allow all the operations of interchange to be satisfactorily conducted; (5) the uses of money; the causes and consequences of fluctuations of prices and wages; the suicidal folly of opposing prices in harmony with supplies actual and contingent; of organizing combinations, strikes, and turn-outs; of impeding the introduction of machinery and of other improved methods of production, and the free flow of capital and labor from one trade district and country to others where a more profitable employment for them is expected; (6) the use of credit in distributing capital and placing it under the control of those most competent to employ it; the functions of banks and bankers; the new responsibility incurred by the use of credit; the causes of bankruptcies, commercial panics, and stoppage of works, and the precautions through which the suffering from these calamities may be mitigated." (E. K. Blyth, *op. cit.*, p. 204.)

In the history of English education in this century Mr. William Ellis may be said to have been the apostle of instruction in social science in a special sense. To the advocacy of its claims and to the practical application of his principles he devoted great abilities, large means, and unwearying patience. He had a profound admiration for the political economy of James Mill, and was deeply influenced by the philosophy of Bentham. But, as his biographer remarks, "social economy, as developed by Ellis, is a union of the principles of political economy, as understood by his predecessors, with those of morals and religion. Its purpose is to instill motives of action, adapted to the phenomena of existing society, such as can alone effect permanent improvement in the welfare of the people." (Blyth, *op. cit.*, p. 127.)

By the courtesy of the head master, Mr. Cumberland, I am able to print in an appendix to this report the plan for teaching social science, now practiced at the secondary school which bears William Ellis's name.

At University College School, Gower street, London, W. C., classes in social science were founded in 1858 at the instance of William Ellis. In these classes were explained "the elementary doctrines of political economy in the widest sense of the word, as it bears not only on the production and distribution of wealth, but also on the conditions of industrial success and social happiness and on the practical duties of each individual toward others."¹ The head master of University College School, Mr. J. L. Paton, tells me that the classes still continue, but that, of later years, they have had no special syllabus. The text-books in use are: (1) For juniors, Mrs. Fawcett's *Political Economy*; S. Jevons's *Primer of Political Economy*. (2) For seniors, A. Marshall's *Economics of Industry*; F. Walker's *Political Economy*.

7. At the North London Collegiate School for Girls, Sandall Road, N. W., instruction is given in civics (central and local government), in the theory of demand and supply, and in economic history. By the kindness of the head mistress, Mrs. Bryant, D. Sc., I am able to print in the appendix to this report three of the syllabuses of these courses of instruction. Mrs. Bryant informs me that the lessons are of a very simple character, and are given in certain classes, no two in the same class, once a year. The courses on central government and local government are taken in alternate years.

At the Manchester High School for Girls the head mistress, Miss Burstall, writes to me that civics is taught in a course similar to those in use at the North London

¹ Extract from old report printed in article on "University college school," in the *Public School Magazine*, by J. Russell.

Collegiate School. Central government is taken one year and local government the next.

8. There are many other secondary schools, both for boys and girls, in which political economy and civics are taught in all the higher classes as a regular part of the curriculum, but it is unnecessary for me to add to the illustrations given above.

I am indebted, however, to Mr. H. Bompas Smith, head master of Queen Mary's School, Walsall, for the following observations, based on his personal experience in teaching social science in a secondary school. They indicate in a striking manner the advantage of making instruction in economic subjects part of the regular curriculum of secondary schools, especially in industrial districts. I would call attention to the cautious spirit with which Mr. Bompas Smith deals with such disputed questions as strikes, in contrast to the more dogmatic and *ex parte* manner in which (at a much earlier stage in the development of economic science) Mr. William Ellis referred to similar problems in a passage quoted above.

"THE TEACHING OF SOCIAL SCIENCE AT QUEEN MARY'S SCHOOL, WALSALL.

"The object kept in view is (1) to cultivate an interest in the social movements of the day and (2) to give some insight into the general principles of commerce.

"A short text-book of political economy is taken as a basis and supplemented by oral explanations and expositions of differing views, while the boys are encouraged to read selected portions of other authors and are frequently given questions to answer in writing at home.

"It is found that boys of 17 take a keen interest in the subject, which would seem a valuable one for boys leaving school at about that age, especially if intended for a commercial career.

"Three points may perhaps be mentioned:

"(1) It is desirable to illustrate constantly by references to local conditions and local trade, thus connecting theory with concrete facts.

"(2) When a boy has begun to grasp the subject, his reading should be wide enough for him to be able to compare differences of statement, but should at first be confined to a few important points, otherwise he will be apt to get bewildered.

"(3) Disputed questions, e. g., socialism, strikes, bimetallism, will constantly arise. Here the method adopted has been to begin by stating any known facts bearing on the point and then to state as impartially as possible the opposing views. The master's opinion is given as one among others. The boy thus comes to see the possibility of conscientious disagreement and the necessity of some day deciding for himself which side of the truth he will embrace."

9. But, apart from the certainly increasing number of cases in which political economy and civics are regularly taught as class subjects, it should be remembered that in nearly every secondary school in England some measure of instruction in social science is given either to individual pupils or incidentally in the course of class lessons in history (classical or modern), geography, or other subjects. How much this will come to depends on circumstances, i. e., on the special interests of the teacher, or the nature of the subject, or the special aptitudes or aim of the pupil.

In order to remove a prevalent misconception, it may be pointed out here that a classical education, as understood at the great secondary schools in England, is far from precluding constant and useful parallels or contrasts being drawn between the political, social, and economic conditions of the ancient and the modern world. An efficient schoolmaster, when taking his pupils in Thucydides or Cicero or Tacitus, will find many opportunities of stimulating their political interest and steadying their political judgment. Dr. Arnold, of Rugby, was always very careful to avoid allusion to his own political principles in the course of his school lessons, and it was only on rare occasions that his subjects for essay composition touched on topics involving

disputed points in party politics.¹ His aim was to enable his pupils to form an independent judgment for themselves, and to appreciate moral agreement amidst much intellectual difference. But Dr. Arnold was a strenuous advocate of classical education in its more liberal sense, because in the classical authors "with a perfect abstraction from those particular names and associations which are forever biasing our judgment in modern instances, the great principles of all political questions, whether civil or ecclesiastical, are perfectly discussed and illustrated with entire freedom, with most attractive eloquence and with profoundest wisdom."²

In many of the great public schools boys may read, as special subjects, books on political economy or on some branch of social science. Again, in the higher classes, subjects of social interest are often set for English essay compositions. Similar subjects frequently arise in the course of lessons on modern English literature. Again, debating societies and essay societies are a feature of all English secondary schools, and at their meetings discussions take place on a great variety of social, political, and economic subjects.

Nor should it be forgotten that, though ethics is rarely included under that name as a definite subject in the curriculum, there are hardly any English secondary schools in which the Old and New Testaments are not studied, or in which simple discourses on life and duty, addressed by the head master or head mistress to the assembled school, are not made the means of imparting much ethical instruction in an undogmatic but impressive form. Nor will students of English secondary education need to be reminded how essentially important a part of Dr. Arnold's educational work were the sermons which he preached to the Rugby boys in the school chapel. From the autumn of 1831 to the end of his life in 1842, he preached almost every Sunday of the school year. "Even the mere readers of his sermons," wrote his biographer, Dean Stanley, "will derive from them the history of his whole mind and of his whole management of the school. But to his hearers it was more than this. It was the man himself, there more than in any other place, concentrating all his various faculties and feelings on one sole object, combating face to face the evil with which directly or indirectly he was elsewhere perpetually struggling. He was not the preacher or the clergyman who had left behind all his usual thoughts and occupations as soon as he had ascended the pulpit. He was still the scholar, the historian, and theologian, basing all that he said, not indeed ostensibly but consciously and often visibly, on the deepest principles of the past and present. He was still the instructor and the schoolmaster, only teaching and educating with increased solemnity and energy. He was still the simple-hearted and earnest man laboring to win others to share his own personal feelings of disgust at sin and love of goodness, and to trust to the same faith in which he hoped to live and die himself. It is difficult to describe, without seeming to exaggerate, the attention with which he was heard by all above the very youngest boys."³

And the place held by the school chapel in the thoughts of some English public school men of the present day is nobly described in a recent poem by Mr. Henry Newbolt, called "Clifton Chapel." A father is supposed to be bringing his son as a new boy to his old school, and they stand together in the chapel.

This is the chapel; here, my son,
Your father thought the thoughts of youth,
And heard the words that one by one
The touch of Life has turned to truth.
Here in a day that is not far
You too may speak with noble ghosts,
Of manhood and the vows of war
You made before the Lord of Hosts.

¹ Stanley: *Life of Arnold*, vol. 1, p. 126.

² Dr. Arnold's *Sermons*, Vol. III, Preface.

³ Stanley: *Life of Arnold*, vol. 1, p. 171.

To set the cause above renown,
 To love the game beyond the prize,
 To honor, while you strike him down,
 The foe that comes with fearless eyes,
 To count the life of battle good,
 And dear the land that gave you birth,
 And dearer yet the brotherhood
 That binds the brave of all the earth.

My son, the oath is yours; the end
 Is His, who built the world of strife,
 Who gave His children pain for friend
 And death for surest hope of life.
 To-day and here's the fight begun,
 Of the great fellowship you're free;
 Henceforth the school and you are one,
 And what you are, the race shall be.

10. All the greatest secondary schools in England support a mission in some poor district of a large city. This personal tie between the school and some needy district is the means of interesting many of the boys in social problems and of giving some of them an opportunity of becoming personally acquainted with the conditions of the district in which the mission is situated. There is often a similar association between a girls' school and some branch of social work in a great city. In many schools the girls are instructed in the methods of wise social and charitable work.

11. Though there are no statistics on the subject, it seems probable that instruction in some rather limited but practically important branches of social science is being given in an increasing number of English secondary schools for boys and girls. There is a distinct tendency to pay more attention to social subjects in the curriculum, but an evident unwillingness (and perhaps, owing to the requirements of examinations and other reasons, an inability) to make such instruction, as a rule, anything more than tentative, incidental, or exceptional. Where economics and social subjects are touched on, great care is taken to avoid issues of political or social controversy, or, when allusion must be made to such subjects, to deal with them in a dispassionate spirit. It should not be forgotten that many of the most celebrated of English secondary schools are boarding schools, and that the chief aim of English secondary education has always been not the imparting of knowledge, but the formation of character. One of the most famous of English head masters, Mr. Thring, wrote in 1867, "Formation of character and a right spirit are only in a very slight degree capable of being made a matter of imparted knowledge. Boys or men become brave and hardy and true, not by being told to be so, but by being nurtured in a brave and hardy and true way, surrounded with objects likely to excite these feelings, exercised in a manner calculated to draw them out unconsciously. For all true feeling is unconscious in proportion to its perfection."¹

Now, it is obvious that this view of education implies a social and ethical ideal. But in the best English secondary education the social and ethical ideal is implicit in the tradition of the community—a tradition in which new elements are constantly being interwoven with the old—rather than explicitly taught by teachers in set lessons. In fact, the strength and vitality of the tradition may be measured by the absence of any felt need for directly imparted instruction. But it will be generally agreed that the tradition is often usefully supplemented or corrected, not only by sermons and addresses on ethical subjects and in friendly talks between masters and pupils—a very important element in the education given at English secondary schools—but by direct class teaching or individual instruction in economic and social problems. There is, however, in some minds at the present time a sense of

¹ Education and School, p. 24.

uncertainty and hesitation in regard to some of the fundamental problems of social welfare which may for a season impede the rapid development of social science teaching in secondary schools. The laws of human progress and the principles of social economy are seen to be far less simple matters than was the opinion of many progressive thinkers sixty years ago. The problem is seen to be very complex and full of subtle elements, spiritual as well as economic or material. And there is a distinct tendency in England to stand in the old ways for a time, until the path lies clearer ahead. Still more striking is the revolt against the more materialistic forms of social philosophy.

But the prevailing tone of English thought on these subjects is, as has been truly said, "Left center." Not revolutionary enthusiasm nor reaction, but temperate and cautious progress is likely to mark English thought on social questions, and the same characteristic will probably distinguish the instruction given on those questions in English secondary schools. But it is unlikely that instruction in political economy and kindred subjects will ever play more than an extremely subordinate part in the ordinary curriculum of our secondary schools. Exceptional boys, or boys in exceptional circumstances, may learn much of these subjects, but the ordinary English parents and schoolmasters are likely to agree with Dr. Arnold in thinking that "the absence of all instruction in politics or political economy, nay, even an absolute erroneousness of judgment on such matters, provided always that it involves no wrong principle in morality, are comparatively of slight importance. Let the boy gain, if possible, a strong appetite for knowledge to begin with; it is a later part of education which should enable him to pursue it sensibly, and to make it when obtained, wisdom. . . . It is no wisdom to make boys prodigies of information; but it is our wisdom and our duty to cultivate their faculties each in its season, . . . to furnish them with the means and to excite the desire of improving themselves, and to wait with confidence God's blessing on the result."¹

12. It would be unfortunate if, through the instruction given under the title of "social science" being confined to lessons in the elements of economic theory and of industrial history and to abridged descriptions of the institutions of local and central government, the minds of boys and girls at an impressionable age were accustomed to regard purely economic or commercial forces and motives as furnishing the chief (or the only necessary) key to the problems of social development. Little good would be done by forms of instruction tending to throw into false perspective the spiritual, the self-seeking, and the material, elements in the development either of nations or of the individuals out of which nations are made. Better use can be made of the few years devoted to secondary education than by attempting to preoccupy the minds of young people with doctrinaire generalizations about human society or to load them with masses of facts about commercial life and the devices of civil government. Those are not the most likely best to serve their country and their generation who have been taught at school to think about the mere machinery of administration instead of about the true aims and duties of government, and to conceive the chief end of life to be the seeking of wealth rather than the doing of duty. In this, as in all the higher parts of education, nearly everything depends on the moral aims, the intellectual insight, and the personal example of the teacher. *Corruptio optimi pessima.*

¹ Dr. Arnold's Miscellaneous Works, "Use of the Classics," 1834, pp. 358-360.

APPENDIX I.

UNIVERSITY OF CAMBRIDGE.

Local examinations (seniors), 1897.

POLITICAL ECONOMY.

1. Is the total wealth of a community altered by exchanges among the members of the community of the useful articles in their possession? For example, if a carpenter supplies a table to a farmer in exchange for milk and butter, will the total wealth of these two be changed by the operation?

Is it necessary that one of the two parties to such an exchange as that named should lose in order that the other may gain?

2. Explain the connection between the cost of production of a commodity and its value in exchange. Would it be correct to say that the price of a concert programme represents its expenses of production?

3. Distinguish between real and nominal wages. Does the rate of wages fairly represent the cost of labor to the employer?

Give some reasons why the wages paid in different places for the same class of labor differ.

4. Give a definition or explanation of what is meant by the term "capital."

What are the chief influences which affect the increase of capital? Indicate which of these are more, and which less influential now than formerly.

5. Explain what is meant by the law of diminishing returns as applied to land.

Comparing the amount of wheat (or other crops) raised on an acre of land in England in recent years with the crops of former times, it is clear that English land has given a larger average return per acre from generation to generation. How would you reconcile this with the law stated, or would you regard it as a contradiction of the law?

6. What is meant by saying that certain kinds of money are "legal tender?" Illustrate, from the English currency, the difference between money which is and money which is not legal tender.

7. In what different ways may a country pay for the goods it imports from other countries?

Examine the contention that the fact that the United Kingdom has for many years imported a greater value of goods than she has exported proves that she is getting into debt to the rest of the world.

8. Give, verbatim or in substance, that one of Adam Smith's so-called canons of taxation which lays down the principle of justice in taxation.

Criticise the justice of a tax proportional to the income of each taxpayer with the following modifications (as in the British income tax), namely: Incomes not exceeding £400 pay only on the excess above £160; and incomes between £400 and £500 pay only on the excess above £100.

Local examinations (seniors), 1898.

POLITICAL ECONOMY.

1. Explain and illustrate the meanings of the terms "personal wealth," "auxiliary capital," "consumption goods." With what other terms are these terms respectively specially contrasted?

2. Give an illustration showing that the utility of a given quantity of a commodity varies according to the total amount of it already possessed.

Explain the relation between the utility of a commodity and the price that people are willing to pay for it.

3. What processes are included in the production of wealth, and what are the chief agents of production?

Explain why some things are sold more cheaply and other things less cheaply when they are produced in larger quantities.

4. Distinguish the elements included in the profits of business. How far is it true that the rate of profits in different businesses at any time tends to equality?

5. In estimating the economic well-being of a class of laborers, what are the chief data required besides a knowledge of their money wages?

6. Distinguish the different functions of money. How does credit operate as a substitute for money?

7. Explain the advantages of foreign trade.

8. What would probably be the effects of a tax levied on the owners of agricultural land in proportion to their rent?

What would be the differences in the effects (a) according as the owners did or did not contribute any of the capital expenses of farming; (b) according as the rent of building ground was or was not exempt from the tax?

Oxford local examinations (seniors), 1898.

ELEMENTARY POLITICS.

1. What does Seeley conceive to be (a) the subject-matter, (b) the aim, of the science of politics?

2. State and criticise Seeley's classification of the different forms of the State.

3. What does Seeley say respecting the influence which the foreign relations of a State exercise upon its constitution? Give historical illustrations of your answer.

4. Explain precisely the distinction between organic and inorganic States.

5. "The minister is not the servant of Parliament, but its King. He does not carry into effect the wishes of others, but his own wishes." Explain this statement, and consider how far it is true of governments at the present day.

6. In some states the power that supports the government is latent and has no organ. In the other class of states the power that makes the government has an organ through which it can act with regularity and legal formality. Explain and illustrate this statement.

7. What is the original meaning of the term "aristocracy?" Account for the evil associations which it has acquired.

QUESTIONS FROM VARIOUS PAPERS BEARING ON SOME ASPECTS OF SOCIAL SCIENCE.

1. Write an essay on "Patriotism."

2. Write an essay on "England in 1837 and 1897."

3. Write an essay on "Newspapers."

4. Explain and comment on the words of Burke, "The fierce spirit of liberty is stronger in the English colonies probably than in any other people of the earth."

5. What were the abuses corrected by the reform bill of 1832?

6. What does the history of South Africa tell us as to the advantages and disadvantages of a chartered company?

7. Explain why the Cape in Dutch hands never expanded beyond a small settlement.

8. Describe the extent and importance of the woolen industry in England, explaining where the chief centers are, whence the raw material is obtained, and to what countries it is chiefly sent in its manufactured state.

9. For what reasons are the British colonies in South Africa on the whole well suited for European colonization?

10. Where are the chief shipbuilding yards of the United Kingdom?

11. What do you know of (a) the usury laws; (b) Malthus; (c) Christian socialism?

12. Compare the respective advantages and drawbacks of trade unions and cooperation as agencies for improving the economic position of the working classes.

13. State and explain the law of diminishing returns. What is its bearing on other economic theories and on practice?

14. Explain the following: (a) "Man is of all sorts of luggage the most difficult to be transported." (Adam Smith.) (b) "Value depends wholly on the relation between demand and supply." (Walker.) (c) "The capitalist is the motive power in modern production." (Bagehot.)

15. Explain the following terms: "Wages fund;" "incidence of taxation;" "free trade;" "peasant proprietorship."

16. Illustrate from Thucydides Book II the value of sea power in the Greek world.

APPENDIX II.

THE PLAN FOR TEACHING SOCIAL SCIENCE AS CARRIED OUT IN THE WILLIAM ELLIS ENDOWED SECONDARY SCHOOL FOR BOYS, GOSPEL OAK, LONDON, N. W.

In drawing up and submitting the following I do not suggest that I have attempted to improve upon Ellis's Progressive Lessons, but merely that I have grouped and arranged them so as by the light of experience to make them effective.

With a view to making these already concrete lessons still more concrete, I have always associated them wherever possible with the instruction given in natural science, history, and geography. For instance, lesson 36 on standards (and units) permits of ample illustration drawn from physics and chemistry; similarly lesson 83 as to the laws of the universe. Lesson 30 on interchange is studied with the help of maps and geography books, while many of the lessons receive ample illustration from the history of this country, and would receive still more if the text-books were less crowded with incidents of the utmost insignificance.

I have found it very helpful to begin with a series of lessons to show that while there is in or on the earth all that is needed for the physical support and development of man it is of no service to him without work. And the same of the faculties of mankind; they contain all that is needed in whatever directions they are capable of development, but here again labor is indispensable. Starting with the absolute need for human labor in human interests we pass to the association of workers and their consequent mutual dependence. The boys' knowledge of history and geography shows them how this association and dependence has widened until it has become international. (Lessons 1 to 8, 14, 20, 29, 32, 69.) As the result of work follow wealth and property with the various problems associated with them (9, 10, 11, 12, 13, 15, 16, 17, 26, 79, 80, 66, 67, 68, 70). The constant using up of wealth shows the need for its equally constant production, and brings on the subject of capital (18, 19, 23, 25, 27, 39, 45, 46, 60, 63) and of labor (20, 21, 24, 29, 30, 40, 42, 64, 65).

Labor suggests wages and salaries (17, 21, 24, 25, 59).

To me it has seemed both difficult and unnecessary to strive after logical sequence when this point has been reached, but I generally take the following subjects more or less in the order given: Commodities, 35, etc.; supply and demand, 34, 35, 43, 44; standards, 36; prices, 38, 31; value, 33; profits, 23, 24, 25, 27; wholesale and retail, 41; rent, 27, 28; interchange, 30, 31, 40, 41, 42, 43, 44; money, 37, 50, 52, 54, 57; credit, 48, 49, 50, 51, 54, 57; rate of exchange, 52; interest, 61, 62, 64; import and export, 52, 53; emigration and immigration, 63, 43, 44; insurance, 53; taxation, 71, 72, 73, 74, 75, 76.

It is impossible to give lessons on the above with any desire to observe the spirit of Ellis's work as set forth in the Introduction to the Progressive Lessons without the constant appeal to the ethical side of them, but I have found it profitable to keep to the higher forms of boys the systematic study of the purely ethical lessons, such

as those on destitution and its relief, 56, 57, 68; government, 71, 95, 98, 100; law, 83, 84, 96, 97, 99; education, 12, 82; conduct.

Side by side with these ethical lessons I have, in the case of boys from 15 to 17, tried to find as much time as possible for close matter-of-fact treatment of questions in political economy.

E. B. CUMBERLAND, *Head Master.*

MARCH, 1900.

APPENDIX III.

NORTH LONDON COLLEGIATE SCHOOL FOR GIRLS.

Syllabus of twelve lessons on the theory of demand and supply.

1. Some fundamental notions: Desire and effort; utility and disutility; wants in relation to activities; goods and their classification; wealth; consumption and production; demand and supply.

2. Limitation of wants; diminishing utility with increasing quality of goods; measure of utility by demand price; demand schedules and diagrams; total utility; marginal increment demanded; marginal utility; elasticity of demand.

3. Wants supplied by efforts to supply them, and also by abstinence, or the postponement of satisfaction; case of one man supplying his own wants; Robinson Crusoe taking stores from the wreck; increasing disutility of effort and abstinence; measure of disutility by supply price; total disutility; marginal increment supplied; marginal disutility lost; supply schedules and diagrams.

4. Exchange; use of money in exchange; case of buying and selling between one producer and one consumer; divisible and indivisible commodities; in former case, that quantity sold at which supply price and demand price are equal; markets and market price; comparison of market trade with simple exchanges.

5. Illustration of corn market or butter market in a country town; temporary equilibrium of demand and supply; sources of supply behind market, and transition from market to normal price; cost of production; expenses of production.

6. Analysis of expenses of production, illustrations: Beef, honey, bread, cloth, bicycles. Requisites of production: Land, capital, labor, including all the varieties of ability required.

7. Fertility of land; diminishing return of land to successive "doses" of labor and capital; marginal dose; marginal return; margin of cultivation; surplus produce; rent.

8. Supply of capital; growth of wealth; sources of accumulation; motives to saving; influence on saving of changes in the rate of interest.

9. Supply of labor; growth of numbers; health and strength; skill; intelligence; character; wholesome conditions of life and industrial training.

10. Industrial organization; division of labor; specialization of skill and machinery; development of the arts of production; production on a large scale; business management.

11. "Man's power of production increases with the volume of the work that he does;" increasing returns to labor and capital; the joint effect of the laws of increasing and diminishing return; illustrations of normal supply schedules; normal equilibrium of demand and supply; equilibrium price; diagram; consumers' rent.

12. Revision and further application of principles if time permits.

Syllabus of twelve lessons on economic history.

I. Meaning of term "economic history;" division into periods. Period I (to 1066): Effects of immigrations of English, Danes, and Normans; Roman missionaries; Flemings; consolidation of nation; extension of trade.

II. Period II (1066 to 1216): Domesday Book; origin of manors; their organization; connection with parochial and municipal life; towns in Domesday; their fiscal responsibility; jurisdiction.

III. Towns and guilds; trade and its restrictions; merchant and craft guilds, their origin, uses, and abuses.

IV. Period III (1216 to 1500): State of agriculture and its importance in Mediæval England; rise of wage-earning, rent-paying class; some examples of prices.

V. Trade and manufactures; wool trade, its political and social importance; English manufactures; influence of guilds on trade; their decay.

VI. Period IV (1500 to 1700): Economic changes; inclosures; dissolution of monasteries; decline of agriculture; sheep farming; agriculture in seventeenth and eighteenth centuries.

VII. Growth of foreign trade; commerce and war; war and prices; colonial trade.

VIII. Period V (1700): The industrial revolution; great inventions; growth of great cities; factory system; factory legislation and the need for it.

IX. Modern agriculture; effects of corn laws; growth of foreign possessions.

X. History of one or more of our great companies or guilds.

XI. Our banking system; its origin; Lombard street and the Bank of England.

Syllabus of ten lessons on local government. (All fourth forms to omit IX and X.)

I. General functions of government; Distinction between central and local government; general view of the system of local government in London and the provinces.

II. Borough government: Corporate towns and their privileges; officials; town councils and their duties.

III. Public health: Urban sanitary authorities and rural sanitary authorities (district councils), election and duties.

IV. County government: County council, its constitution and powers; county boroughs.

V. The London County Council: Its peculiar powers; outline of what it has already accomplished.

VI. Parochial government in the country generally: Parish meeting; parish council, its powers

VII. The London government act of 1899.

VIII. Local taxation: How money is obtained to defray expenses of local government.

IX. The care of the poor: Boards of guardians and their powers; the principle of poor relief; outdoor and indoor relief; the workhouse.

X. Education: Elementary schools; distinction between voluntary and board schools; school boards; free education; work of the London technical education board.

The above report touches the subject of higher education only in so far as the Oxford and Cambridge examinations of which it treats may be thus classed, but these are open to all, and are, as Mr. Sadler states, largely utilized by students of both sexes from the secondary schools. No report was presented to the congress on the teaching of political economy, political science, ethics, and other social science branches in these or the Scotch universities, although these branches, are, of course, very searchingly prosecuted in Britain.

But to England is due the credit of inaugurating an entirely different social science movement in education, which has been vigorously conducted there and has been transplanted in the United States. It is also taking root in some continental countries. I refer to what is known as "university extension." It is to be regretted that the congress was unable to secure the services of some competent representative of that movement to prepare a general report upon it.

Closely associated with the university extension movement, however, is another which has its seat in England, but has never to my knowledge received a specific designation. It consists in a more humanitarian application of university extension in the interests of the lower classes, and is the outgrowth of the form of socialism represented by Ruskin and William Morris. One of its most typical and practical representatives was the lamented Toynbee, and the monument that commemorates and continues his labors is Toynbee Hall, the history of which is well known.

REPORT OF MR. AVES.

The congress was fortunate enough to secure a report from Mr. Ernest Aves, one of the leading spirits of Toynbee Hall, in which are combined to a considerable extent the operations of the two social science movements above described. It can not fail to interest all who desire the intellectual and social amelioration of the working classes. It will be seen that in this report Mr. Aves has not confined himself to the results attained through the instrumentality of Toynbee

Hall, but discusses what are called "university settlements" in general and cooperative educational movements elsewhere. He also deals with social science teaching in England, and the various agencies that are modifying elementary instruction in this direction. The following is his report in full from the original English draft, which was sent to Paris and translated there for the use of the congress. At my request Mr. Aves has recalled this paper and sent it to America for the purpose to which it is now consecrated, and I desire hereby to make grateful acknowledgment of his generosity.

*Present condition of popular social instruction in Great Britain, by Ernest Aves,
Toynbee Hall.*

INTRODUCTORY.

When first honored by the invitation to report to this congress, I was given to understand that I was to treat my subject, "Enseignement populaire social," with general reference to the nonstudent class; that is, to those whose first business it is, be it with hand or pen, to work for their own living. Thus, in a preliminary survey, it appeared that certain branches of the work carried on at evening continuation classes of the elementary schools, at courses of university extension lectures, at polytechnics, at university settlements, by educational committees of cooperative societies would, with much besides, have fallen appropriately within the allotted scope of my paper. The initial difficulty of the task seemed therefore to be found in its extent; in the variety of the sources from which information should be drawn; in the multifarious form in which the teaching was given; in the absence of any controlling authority—in other words, in the lack of system and coordination of effort. But a still more fundamental difficulty confronted me on the threshold. How was I to interpret and apply the word "social?" Needless to say, I do not propose to embark on the thorny though attractive road of definition. I would simply state that, while feeling the connotation of the word to be somewhat obscure when associated with the idea of scientific teaching, I entered upon my task with what appeared to me to be a sufficiently clear apprehension of its scope, but that from the outset I have been conscious of the haunting suspicion that I should often fail to draw a very close distinction between the social science and social practice. Even so, I have been often reminded of the celebrated chapter of a celebrated writer on snakes in Iceland. "There are none," he wrote; and so I, too, have been tempted to think at times that of l'enseignement populaire social in this country "there is none" would be a true statement. I recalled, however, the unconscious achievements of a well-known character in the drama of Molière, and was reminded how hasty such a conclusion might prove to be, for even as le bourgeois gentilhomme had talked prose without knowing it, so also it appeared that in a considerable number of directions public and private authorities, when intrusted with the administration of educational matters, were apt, perhaps also without knowing it, to be sanctioning and organizing some branch or branches of popular instruction that would appropriately come before the notice of this congress.

In nearly all efforts to provide popular instruction for those beyond school age, in spite of the differences of plan and of practice that they may present, certain common objects that they have in view may be detected, for almost all aim at preventing the sudden lapse into mental stagnation that is the too frequent sequel to the school period, or, if, as is too often the case, this has happened at its dispersal, almost all strive to prolong or to renew the period of student life, and to provide a completer intellectual equipment, be it for the "young person" or the adult. The presence of

such objects does not, however, differentiate the popular instruction that is now given in most subjects, in science, in history, in modern languages, in technology, from that with which this congress is more immediately concerned. They are social in character, but they do not necessarily show any recognition of the importance of giving instruction in any branch of *les sciences sociales*. Many worthy citizens, for instance, might value highly the formation of classes in, let us say, building construction who might be not only indifferent to but actually opposed to teaching that would direct the mind of the students to the observation and analysis of the industrial structure of society; many, again, might favor the formation of classes in commercial correspondence in French or German who would look askance at courses of lectures on "The method of Le Play," or on "The working of the state pension scheme in Germany." L'enseignement populaire social seems to involve, however, not only a benevolent recognition of the general advantages of education, but the specific recognition of the benefit that will tend to accrue from a more widely diffused and a more intelligent comprehension of a certain group of subjects—of economics; of economic history, both of one's own and of other countries; of the use of statistics; of the history of industrial legislation; of socialism in its various forms; of the trade-union and cooperative movements; of the development of municipal life and the history of local government; of problems of poverty; of the principles of hygienic life; of the reaction upon social life of the appreciation of the beautiful in painting and in sculpture; of all social movements, both at home and abroad, and of the methods, historical or comparative, by which they can be most usefully studied. The list could easily be extended, but to describe the *état actuel* of the instruction given even in such a group as the foregoing in a modern and liberally governed community would be a somewhat overcomprehensive task, even if all the necessary material were at hand. Happily, however, the attempt became unnecessary. For the last few years I have had a close association with many of the steps that have been taken, not systematically, hardly consciously, perhaps—but, happily, many of the most useful things may be done without a clear perception of the relation in which they stand to wider principles—to apply some of the views that must, I think, have actuated the founders of *Le Collège Libre des Sciences Sociales*. It was a satisfaction, therefore, to be asked to treat my subject with more special reference to the east end of London, and to the work done at Toynbee Hall. This after-limitation of the scope of my paper had the further advantage that it still left me free to interpolate references to the larger movements and to the wider fields of operations which are illustrated at Toynbee Hall, and of which, indeed, it may be regarded as a convenient microcosm.

Toynbee Hall.—Toynbee Hall is the pioneer of the university and social settlements that are now found in sufficient numbers to explain, if not entirely to justify, the now common use of the expression "settlement movement." The story of the establishment of Toynbee Hall has been told on more than one occasion, and need not be repeated here. The building dates from 1884, and, coinciding as the inception of the settlement did with the sad death of Arnold Toynbee, his name was taken as one that fittingly expressed the hopes and aims of its promoters. It is situated in Whitechapel, in a spot that is well suited for the work, especially as being easily reached from all parts of the East and Northeast London, and from the City by those who work there in the daytime, and go east or north to their homes. Largely on account of its general accessibility, and partly because of the preponderatingly Jewish element of those living immediately around the settlement, those who have come to it have always been drawn from a large area. Thus, although the associations of the hall with its immediate neighbors, Jewish and non-Jewish alike, are numerous—through the schools, through local administration, through one or two clubs, through the conferences and concerts to which those living round about come in largest numbers, through the audiences that are attracted by the music in the quadrangles on

summer evenings—the settlement has never professed to confine its operations to any well-defined area, and the Tower Hamlets rather than Whitechapel is its “parish.”

By its constitution the settlement is a purely private undertaking, under the immediate control of a council elected by its subscribing members. It is dependent for its maintenance, as a “residential club,” upon the payments for board and lodging made by those who live there—the residents—and as a center of educational and social activity upon the donations and subscriptions of friends and sympathizers. Canon Barnett has been the warden from the beginning, and the settlement owes much to the inspiration and guidance of his continuous care. The residents have averaged about sixteen in number, and there is accommodation, including visitors who come for a shorter time than those who are elected as residents, for about twenty men. Nearly all who stay in the house are graduates of either Oxford or Cambridge. The presence of the residents gives to the hall its characteristic feature of a “settlement,” and much that is done necessarily emanates from them, aided by the much more numerous body of nonresident helpers. The annual expenditure on the various branches of the public work amounts to about £2,500. As the warden has himself written: “It is not easy briefly to answer the question ‘What is Toynbee Hall?’ It is not enough to say that it is the center of education, where every week some thousand students meet. Neither is it enough to say that it is a club of university men associated to promote the common good. It has rather become a name under which a society holds together, formed of members of all classes, creeds, and opinions, with the aim of trying to pass on to East London the best gifts of the age. Toynbee Hall has not been made, it has grown. Its classes, its lectures, its trade conferences, its excursions and entertainments, its pile of buildings—library block, exhibition buildings, Wadham and Balliol houses—have all grown out of the welcome extended by East Londoners to a few university men who came among them to share their knowledge and to do their duty as neighbors.” With one or two features peculiar to themselves, settlements are some among the many illustrations that we see of the greater importance that is being attached to the development of the individual, no matter to what class he may belong. The intelligence and the morality of a community form its most precious possession, and the obligation to strengthen and deepen these is being more widely recognized. Some day perhaps it will be generally admitted that education should begin rather than end for the rank and file of the children of our country when the term of their school life at present closes.

University extension and university settlements.—Some parts of the machinery by which the settlement carries on its educational work have been indicated by the above quotation from the warden, and most conspicuous are lectures, classes, and reading parties. In the organization of these Toynbee Hall has from the first been closely associated with the work of university extension, a development of university activity that started with quite distinct aims and with a different plan of operations some ten or twelve years before university settlements were thought of, but which is not infrequently confused with them.

University extension societies now exist in connection with Cambridge, the pioneer in this form of democratizing and expanding university influences, with Oxford, and with Victoria universities, and in London there is a separate society, unconnected with any single teaching body, although through its management closely allied to Oxford and Cambridge. All alike have education, and education given primarily through the medium of lectures, as their specific object, while, as we have seen, the characteristic feature of a university settlement is a place of residence in a working-class neighborhood, occupied by men (or women) of education and good will.

Although, therefore, there is no necessary connection between the two movements, Toynbee Hall has from the first been the chief center in East London of the London University Extension Society, and the four or five university extension

courses have always been important items in the scheme of lectures arranged there year by year. The classes and reading parties have also been often subsidiary to these extension courses, having been sometimes started to carry on a small body of students eager for further guidance in the study of some subject to which they have been introduced, or, *pari passu*, with the main course; and, in addition to the "class" that every extension lecturer himself takes at which papers sent in by the students are discussed, questions are answered, and special points more fully, if more conversationally, discussed than is perhaps possible at the more formal lecture, an additional class has been formed to give still further help to a selected body of the students, whose aim may have been more serious or whose needs for assistance have been greater. In these and in other ways the university extension work has influenced the general educational work of the settlement. Special importance has always been attached to the maintenance of a close personal relationship between teacher and pupil, and, on this account, large numbers have always been deprecated, especially in the "reading party," in which, while extension audiences may have ranged from anything between fifty and two hundred, numbers have been generally limited to ten or twelve.

The subjects taught have been almost always non-utilitarian, in the sense that they have not been chosen as directly and commercially helpful in trade or profession. "Life, not livelihood," has been the watchword, and it has followed that to a great extent, by pioneer lectures, by short courses, and by other means, the demand for the teaching that is offered has had to be created. Fees have been low, but with the great mass of the people it is more difficult to make them expend a little mental effort, and a share of what may be a scanty leisure, than to induce them to pay even a nominal registration fee.

The character of the attendance has been instructive. Thus, with a competent teacher, a class room could always be filled for cheap instruction in shorthand or in commercial correspondence in a foreign language, because the direct utility of such classes appeals to a large number. But the educational value of such subjects is small; it is better that they should be taught on a purely commercial basis, and it is on these grounds that they and analogous subjects have been excluded from the Toynbee Hall curriculum.

To lectures on the principles of science, such as chemistry or electricity, even apart from their technical applications, it has been found comparatively easy to attract audiences that are largely working class; but when we come to such subjects as literature, or even history, the resources of working-class intellectual curiosity are apt to break down, and it is only the quite exceptional men who will be attracted.

It might appear that the practical bearings of the study of such branches of the social sciences as have been mentioned earlier in this paper would prove more attractive, but this has rarely been found to be the case. Perhaps, in many such subjects it is felt that the practical experience of daily life outweighs the value of teaching of the class room. In any case, the fact remains that few are drawn to the systematic study of social or economic questions, and that those who are, are often apt to be already interested in some practical question, measure, or propaganda, and thus to approach the subject rather in the spirit of the partisan than the student. It has thus been found that, while conferences on social, economic, or political subjects always interest and attract, courses of lectures or continuous class teaching on similar subjects have done so to a much more limited extent. The consequence has been that only a very small proportion of the lectures and classes arranged at Toynbee Hall have had any connection with the social sciences, however widely we may interpret their sphere. The settlement has an atmosphere that doubtlessly makes many "think on these things," but the students who are specially drawn to them remain, as is the case in the university extension movement generally, and even in the universities themselves, few in number.

The general question of university extension is being discussed at its special congress, but it will be appropriate to draw attention here to this apparent neglect on the part of large bodies of students up and down the country of a class of subjects in which they might have been expected to show an exceptional interest. In London and the suburbs a few courses are given under the auspices of the London society on some branch of economics, and an occasional one on the development of citizen life. But these form quite the exceptions, and the great majority of the courses, of which there were 166 in the year 1898-99, were on history, literature, or natural science. The report of the Cambridge syndicate for the same year tells by implication the same story, since "of the 119 courses 44 were on scientific subjects, 36 on historical subjects, 28 on literary subjects, and 11 on subjects in the departments of art, architecture, and music." "History" may, it is true, occasionally conceal a course that is primarily sociological in treatment, and is concerned rather with the development of some special form of social life than with that of a nation regarded as a political unit. So also in natural science such a course as one that was delivered on problems of life and health might be brought under the wide ægis of the social sciences. But such are still the exceptions, and the fact remains that practically all the teaching given was in domains that lie outside the purview of this congress. This is not so, because the subjects were not offered. The sufficient explanation is that the people did not ask for them. Similar gaps are noticeable in the report of the more recently formed society connected with Victoria University, but it is in the report of the Oxford Delegacy alone that the fact is specifically admitted and referred to. In its report for 1897-98, when two courses out of one hundred and forty-five were stated to have been on economic history and political science, the slight diminution in economic teaching shown by the results of the year is commented upon as follows: "When the university extension movement was inaugurated, it was confidently believed that on no subject would the artisans in the great centers of industry be more eager for instruction than in economics. Recent experience tends to belie these anticipations. But while the demand for such teaching has unquestionably diminished, the necessity for it is more pressing than ever." And again in the following year, when four courses out of a total of one hundred and fifty-five given were on economics and political science, the following comment appears in the report: "Political economy is still unaccountably neglected," but the hope is added that through the closer connection that is being established with the cooperative union "the demand for teaching in these subjects may be increased at no distant date."

Education and the cooperative movement.—With the cooperative movement that has just been mentioned, Toynbee Hall has from the first maintained close and friendly relations, mainly in recent years through periodical conferences on subjects of mutual interest, and through personal intercourse with several of the cooperative leaders.

Perhaps alone among the great working-class movements of this country, that of cooperation has corporately identified itself with a concern for education, and, although there has been much more discussion among those who are genuinely interested in its promotion than solid educational work among the rank and file, the old ideal of making the movement an educational force has never been forgotten. It is, indeed, a matter of congratulation that in connection with a movement in which the primary bond is necessarily found in the material advantages of association, its moral advantages and the intellectual advantages of education should have been held even as much in the forefront as they have been.

From the nature of the movement and from the ideal that it has accepted, it has followed that most of such educational work as has been attempted has been connected with the application and methods of cooperation itself, and with economic history, especially with the development of the principle of industrial association. For general educational purposes grants are made by an increasing number of cooperative societies, the aggregate amounting in 1898 to the considerable sum of £53,000. A some-

what small proportion of this total is, however, devoted to the expense of systematic teaching, and probably the greater part of the educational work so far attempted is in the shape of lectures (often illustrated by magic-lantern slides), conferences, etc., rather than in class work. It would appear, too, that the promotion of sociability, in, it is true, very simple and wholesome forms, rather than of knowledge, is allowed to absorb a portion of the above grant in the case of many societies. Meanwhile much is being done to urge the claims of education, especially by the educational committee of the united board. By this body an elaborate educational programme is issued annually, giving a long list of lecturers whose services can be obtained, drawing attention to educational facilities of various kinds that are available to cooperators, and printing short syllabuses with lists of suitable text-books for the study of the subjects in which classes may be formed under the auspices of the united board, and in which grants and certificates are awarded to successful candidates. In the recent lists of lectures special prominence has been given to the housing question, in its social, legal, and sanitary aspects. Figures are not available to show how much the occasional lecture list has been used, but there is evidence that it has been to a considerable extent. The figures for those who joined the classes arranged as above under the united board are given, and the numbers are hardly satisfactory. The total number of classes recognized in 1898 was only 52 among the whole of the 656 societies making educational grants, and the total number of students enrolled was 1,114. Even of these, 620 joined the purely utilitarian classes in bookkeeping, the remaining 494 being distributed as follows: 339 joined the classes formed for the study of cooperation, 101 those in industrial history, and 54 those in citizenship. In 1899 the return of those joining the classes in cooperation and in industrial history is still smaller.

In spite, however, of such small figures, in spite even of the prevailing intellectual apathy that must be said to exist, and of the preponderating interest that cooperators naturally take in the success of their material undertakings, the enthusiasts within their ranks make themselves felt as a real force and prevent the movement from lapsing into intellectual stagnation, just as the sturdy common sense of all makes it forge ahead with remarkable steadiness on its industrial lines. The note of education is being constantly sounded, and the vigorous attempts that are made, not only to promote their own independent educational work, but to associate cooperators with the increasing volume of outside educational effort, especially perhaps with that emanating from the universities, are typical of the ideal that many among the cooperators have always striven to foster.

Social science teaching and elementary education.—But it must be remembered that nearly all divisions of the social sciences must be regarded as belonging to the higher branches of popular education. Few of the subjects would attract the young, and none could be taught to advantage unless the pupil had had the advantage of a fair general education. Of most the warning issued by the educational department with reference to its own scheme of instruction in the life and duties of the citizen would apply, that they “will be found difficult to teach except to those older scholars who are in the habit of reading and thinking intelligently about public affairs.” The special importance is therefore seen in connection with our subject, not only that the primary schools should be efficient, but that steps should be taken by which their influence may be prolonged. Although still very imperfectly, this is being done with increasing completeness, and the night schools and mechanics’ institutes of the past are giving way to centers more adequately equipped and more completely organized, though not always richer in the personal influences that are brought to bear upon them. The chief of these centers are the evening continuation classes of the elementary schools, the importance of which is greatly enhanced by the deplorably early age at which the limit of compulsory school attendance is reached. A slight

extension of this may be not unreasonably hoped for, but any proposal to extend the period of legal compulsion when the elementary school has once been left and the school age passed would probably be always doomed to failure, although much is to be said for a considerable age-extension of the period of compulsion, accompanied by a half-time system of employment. As things are, however, the organization of the continuation classes throughout the country is attracting increasing attention, and the scale on which they are being started is steadily growing. The provision is, however, still lamentably inadequate, and the attendance, in view of the need if not of the demand, painfully small.

According to the education returns for England and Wales for 1898, there were, on August 31 of that year, about five and a half million children on the registers of the various day schools, and of these, while more than 1,200,000 were under 6 years of age, only about 750,000 were over 12. In the same year the number of scholars attending the evening continuation schools was 435,000. About one-third of these, including those under the London school board, were attending classes for which no fee had to be paid, and the total numbers for the year show an increase of about 165,000 since 1895. Out of the total for 1898, 47,110 were over 21 years of age; 48,000 between 18 and 21; 220,000, or more than 50 per cent, between 14 and 18; and 119,000, or about 27 per cent, under 14. As considerably more than a half million children must cease day-school attendance each year, the number of those who at once cease attendance altogether must be very large, in spite of a certain amount of miscellaneous educational provision that is made and not included in the above returns.

The great bulk of the instruction given in the evening continuation schools has no immediate concern for this congress, but it will be instructive to give the following summary statement from the official return: "The elementary subjects—reading, writing, and arithmetic—are more taught than any other subject. In 1898, 127,518 scholars received instruction in arithmetic, 81,556 in writing and composition, 58,271 in reading and writing combined, and 42,345 in reading and recitation." This shows how many of the scholars still come to night schools in order to rub up or improve their knowledge in the elementary subjects. Of the other subjects for which grants are paid in these schools, needlework is much the most popular. Last year 59,159 girls and women received instruction in this subject. Next came geography, which was taken up by 47,532 scholars. Next, shorthand, which was studied by 47,302 scholars. Next, vocal music, which was taken up by 37,086. Bookkeeping, mensuration, and domestic economy follow in the order named. This indicates the practical turn that is being given to the studies of the evening schools. History, commercial arithmetic, "the science of common things," ambulance work, commercial geography, French, algebra, "the life and duties of the citizen," chemistry, English, human physiology, elementary physiography, hygiene, magnetism and electricity, elementary physics, and agriculture come next in popularity and in the order given. A comparatively small number of scholars took up Euclid, horticulture, Welsh, mechanics, commercial history, light and heat, botany, German, Latin, or navigation. Of these miscellaneous subjects that of "the life and duties of the citizen" will appeal especially to this congress, and the inclusion of a detailed scheme for guidance to teachers by Mr. Acland a few years ago, in the code of regulations for evening continuation schools, marked a new departure on the part of the education department.¹ In this subject 7,187 pupils were receiving instruction in 1898.

¹ The following are extracts from the scheme as it appears in the evening-continuation school code for 1899:

The nation and the State. What they mean ——. Responsibilities involved in representative government.

1. REPRESENTATIVE GOVERNMENT.

A. Local government: The village and the parish; school districts; the poor-law union; districts under district councils, boroughs, and counties, etc.

Work and powers of these bodies as regards rating and expenditure ——. health ——. education

Miscellaneous agencies as aids to education.—The figures given above, showing the low age at which public education stops for the great mass of children and the large proportion that at once drops out of all educational influences, show the importance of all agencies that endeavor to counteract the forces making for ignorance and stagnation.

In this connection, in addition to those who give their time to administrative work through the medium of publicly elected school boards, and to those connected with the great denominational agencies, such as the National Society (of the Church of England), the British and Foreign School Society, the Wesleyan committee of education, and the Catholic school committee, there are many other voluntary agencies, and among these the Union of Lancashire and Cheshire Institutes and the Yorkshire Union may be specially mentioned. The former of these was started about sixty years ago, and its general objects are stated in the rules as being "to promote primary, secondary, and technical education among the members of the institutes in union, and to secure the efficiency of such institutes." Examinations are arranged, certificates, special prizes, and exhibitions are offered; help is given in the arrangement of series of public lectures; and the general advantages, advisory and consultative, of associations are secured. The main function of the union may be said to be to advise, to strengthen, and, above all, to stimulate. Some 410 institutes of various kinds, with a total membership of 151,000, are affiliated, and a comparison of the list of these with the rule stating the constitution of the union is a sufficient illustration of the

(day and evening continuation schools, provision of schools and attendance at school, school-attendance officers, free libraries, picture galleries and museums, technical education); the destitute poor —; roads, streets, buildings, and land —; police and justice.

B. Central government:

(1) The Crown and the two Houses of Parliament —; working of the Parliamentary system —.

(2) The judicial system —.

(3) Executive government —, the work and the powers of the executive government —.

C. Duties of citizens in relation to local and central government:

(1) Right and duty of voting —.

(2) Rates and taxes —.

(3) Public health —.

(4) Education; Duty of parents —; duty of scholars —; influence of school on character as well as on intelligence; waste of force and money through leaving school too early; technical education, its value for the worker; higher education and the universities; school and college only the beginning of the citizen's education.

(5) Provision for the poor —.

(6) Need of order and respect for law —.

(7) Public spirit and public opinion —.

2. THE EMPIRE —.

3. INDUSTRIAL AND SOCIAL LIFE AND DUTIES —.

The great industries of the country, their growth and development. Changes caused by the use of machinery.

Association of workers:

(1) Trade unions, their history and work; labor disputes and strikes; arbitration and conciliation.

(2) Workmen's cooperative societies, their work in distribution and production.

(3) Friendly societies; training in habits of industry; thrift and self-help.

Value of the work of voluntary associations in the education of the adult citizen.

The State and labor: Factory acts; mine acts; women's and children's labor; dangerous employments; health and safety of the worker.

Information as to condition of workers: Labor department of the board of trade.

The Government and municipalities as employers of labor, dock-yards, arsenals, and public works.

The services rendered by retail shopkeepers, merchants, manufacturers, and other persons engaged in distribution and production. The importance to the nation of effective, honest, and intelligent management of all forms of business and industry.

The disastrous results from mismanagement or fraud.

The duty of the community to sympathize with every reasonable effort of the workers to improve their condition and develop their intelligence. That which injures their efficiency or lessens their hopefulness leads to natural loss and to the maintenance or increase of poverty and ignorance. A healthy and skillful body of workers, upright in character and self-reliant, is a source of strength to the country.

Faithful discharge of homelier duties of life is the best preparation for their discharge in city and nation. Civic duty begins in the life of the family; expands with occupation in trade, business, and profession.

In earning their livelihood men and women also serve their fellow-citizens and their country. Membership of self-governing societies is among the best means of civic education.

As intelligence, honor, and virtue are essential to the welfare of the family, so is patriotism necessary to national and social life. We have to recognize that our public responsibilities are duties as much as personal and family obligations. We have no right to expect just legislation or impartial administration unless we perform with intelligence those public duties which devolve upon all. If we suffer injustice in connection with public affairs, we have little right to complain unless we have done our duty.

change, already alluded to, that has come over the form which popular instruction is now taking. According to the rule, "the Union shall consist of mechanics' institutions, workingmen's institutes, mutual improvement societies, educational institutes, lyceums, athenaeums, useful-knowledge societies, technical schools, literary institutes, evening-continuation schools, young men's Christian associations, and other societies in Lancashire, Cheshire, and North Derbyshire, and also such classes under the auspices of a county council or county borough council within such area as may be agreed upon, etc." The rule in its present form was adopted in 1894, and while largely modernized the older enumeration of appropriate constituent bodies has evidently been retained. At the present time all excepting 15 or 20 of the 410 institutes in union might be comprised under technical and evening-continuation schools, and a very large proportion are connected with some public administrative body, either school board or county council.

In 1898, out of a total of 34,264 papers sent in to the examiners on various subjects only 158 were from candidates in history, 132 in The Life and Duties of the Citizen, and 13 in political economy.

The Yorkshire Union, of which it may be noticed the official name is the Yorkshire Union of Mechanics' Institutes, but which adopts the more comprehensive and more modern description in its report of the Yorkshire Union of Technical and Educational Institutions and Yorkshire Village Library, is a slightly older association than those of Lancashire and Cheshire. It has much the same ends in view, but, while its scope and methods are largely similar, a somewhat wider educational outlook is perhaps indicated by the simple statement in its rule that "the union is established for the advancement of literature, science, and the fine arts." More appears to be done to foster the older form of institute, but one feature of the Yorkshire Union, illustrated (but on a much smaller scale) in the union of the neighboring counties, is especially distinctive—the Yorkshire Village Library.

Most English towns now possess some kind of public library, and the difficulty of obtaining access to books is often no longer a crying evil there. But in the villages the provision of books is still much more meager, and the arrangement is admirable by which for a nominal subscription the affiliated institutions of the Yorkshire Union can obtain their boxes of fifty volumes each three months. This plan is especially useful to the small village institute and reading room, and it is stated that sets of books from the Union Library of something over 40,000 volumes are now circulating in about 200 villages. The particular educational value of these silent teachers can not be indicated, but in these villages and throughout the country the educational value of books, even when unaccompanied by the systematic guidance of a teacher or lecturer or some other friendly adviser, is perhaps exercising as great a quickening of intelligence as the organized educational work with regard to which it is possible to obtain more exact information.

Toynbee Hall cooperative travel.—Reverting now to Toynbee Hall, the various educational societies that have grouped themselves round the settlement may be mentioned, since they are in many respects distinctive features of its life. These organizations, including within their number two small economic clubs, have largely sprung from the impulse of the students themselves who have been drawn together by the attraction of a common interest. They are democratic and self-governing in their constitution and management, and several of them are chiefly differentiated from the smaller classes by this fact. Their chief business generally consists of their periodical meetings, but some, especially the antiquarian and the natural-history societies, arrange a considerable programme of visits, generally to places in or near London that offer especial attractions to their members. In the case of the last-mentioned society, however, summer excursions have been taken to more distant places, it having applied the principle of cooperative educational travel, inaugurated about fourteen years ago by the Toynbee Travellers' Club.

The inception of this club, now well known—for it has had many imitators and has led by example to the formation of several extensive organizations in this country—may be traced to the desire on the part of a few students of the life and writings of Mazzini to visit some of the places in Italy chiefly associated with his name. But the attractiveness of this proposal and the advantages in economy that could be secured by the inclusion of a larger body rapidly added to the number of those who wished to go, and in the event the ten special students of Mazzini had grown into the party of about eighty, of both sexes, who in the spring of 1887 made the first organized Italian expedition from Toynbee Hall.

On its return the club was formally constituted, and it has ever since been an important educational and social influence at the settlement. All excursions that the club arranges are preceded by lectures on the places to be visited and a bibliography is carefully prepared for the guidance of the reading of the members. Most of the expeditions have been to Italy; others have been to Switzerland, to France, to the Netherlands, and to Germany; while two, the club getting bolder with the success of its journeyings, have been to Spain and to Greece.

In 1892-93 the following expeditions were made:

	Date.	Duration.	Number of members going.	Cost per member.
		<i>Days.</i>		<i>£. s. d.</i>
Rome	Easter, 1892	18	55	13 18 1
North of France	July, 1892	10	30	5 13 6
Venice	Easter, 1893	18	32	11 18 10
Flanders	May, 1893	8	27	3 5 8

NOTE.—The cost given includes all necessary expenditures, except the midday meal.

As illustrating the ulterior educational objects that the club always endeavors to keep in view, it may be mentioned that the second expedition above was planned with "the special aim of studying objects connected with the Revolution of 1789." While in Paris the party was greatly indebted to the skilled guidance of M. Émile Corra, and in the same way while in Rome the party that went there is reported to have been greatly indebted to many friends, both Italian and English. In general preparation for the expeditions of the year fourteen meetings were held at Toynbee Hall, when papers were read, among others by the Bishop of London (Dr. Creighton) and Mr. Frederic Harrison. Two special lectures were also given by Dr. Rawson Gardiner, "in anticipation of the projected visit to Rome," on the place of that city in the history of the world.

In 1892 the occupations of 153 of the members of the club were classified as follows:

	Women.	Men.	Total.
Civil service:			
Post-office		10	10
Other departments		8	8
Clerks and salesmen	3	14	17
Domestic:			
Married	13		13
Unmarried	5		5
Miscellaneous: Architects (2), basket maker, bookbinders (2), brush maker, builder, chemist's assistant, hospital nurse, school-board kindergarten instructor, journalists (2), lecturers (2), librarian, printers (2), reporter, sculptor, secretary, shopkeepers (4), solicitors (2), solicitors' clerks (2), watchmaker, wood carver	7	23	30
Teachers:			
London school board	45	16	61
Other	9		9
Total	82	71	153

In 1899 there were 234 members in the club.

Residences.—Men and women have always been placed upon an equal footing in the enjoyment of the various educational facilities that the settlement is able to offer, and while the burden of organization has always been mainly borne by men it has been found that the influence and help rendered by those of the opposite sex has in many directions proved invaluable. In one special way, however, it has been found possible to provide for men only in the two "students' residences" now flourishing by the side of the settlement. These have now some fifty occupants. Each man has a separate room, with the use of a common dining and reading room, while the proximity of Toynbee Hall insures him many advantages, both social and educational, and the use of a good library. From 7s. to 8s. per week is paid for rent and attendance, and the internal economies of the house are managed by the students themselves. The houses are self-supporting, and the aim has been to provide residences to which men earning their own living could come, even though their incomes did not exceed £75 per annum. The qualification for residence, in addition to satisfactory references, is the willingness to study on one or another of the lines generally laid down by the governing body. The general supervision of the students rests with a censor of studies, who is appointed by the Toynbee Hall council.

These students' hostels, introducing something of collegiate life into the midst of a poor district in East London and planted at the side of a university settlement, have made some dream of their expansion into something of the nature of a democratic university. Such a development is, however, improbable, partly owing to the situation that has been chosen, and because the actual claims of the district around them are apt to make too strong a demand upon the thought and active sympathies of the men who may come to live in it. But the establishment of these residences, hardly less than that of the settlement to which they owe their origin, is of considerable interest, both on social and educational grounds.

Ruskin Hall.—During the past two years, by, as it were, a converse application of the settlement principle, another kind of students' residence, Ruskin Hall at Oxford, has been started on more classic ground, and with aims that bring it more directly within the notice of this congress. The hall is described as a "college for working-men;" there is accommodation for twenty-five students, and it is full, no vacancy, it is stated, having occurred without leading to many applications. The cost of residence, including board, lodging, and tuition, is £31 a year, or 12/6 a week.

In addition to the hall at Oxford (which can only be used by men who are able to leave their work and devote themselves for a time to their education), its objects are carried out in three other ways: (1) By the Ruskin Hall Correspondence School, in which some 1,500 students have been enrolled, and which is intended "to enable any student to study subjects of social and political interest under the direction of the staff of tutors at Oxford;" (2) by a system of lectures delivered in different parts of the country; and, lastly, by establishing other residential halls, where students who can not leave their work can live. Such halls have been already started at Manchester, Birmingham, and Birkenhead, and others are in contemplation.

The special educational object both of Ruskin Hall and of all the affiliated branches of its work is the provision for men who are working or who intend to work at their respective trades, of instruction in the broad outlines of the national history, and especially of the history of its political and social institutions. Thus industrial history and the history of the various working-class movements, such as trade unionism and cooperation, will be among the subjects to which prominence will be given. Great enthusiasm and ardor have characterized the inception of this Ruskin Hall movement, and already close relations have been established with many working-class organizations—with the cooperative movement, with the trades councils, and with the trade unions. The intimate association that the hall has established with the last of these is perhaps the most distinctive feature of the movement, and in it,

according to a recent statement, lies its chief interest and hope. "Five or six of the official leaders of the trade unions are members of the council, and it is intended that the property of the college shall be held in trust by the labor organizations." In their close connection with and in the welcome that they have extended to Ruskin Hall the trade unions have made a happy departure from the indifference that, so far as they are corporately concerned, they have generally shown in the past to the claims of education.

Investigation and research.—On the general question of investigation and research I have little to say with regard to its bearing on popular education. For the most part they must be the work of individuals, although in any investigation of contemporary phenomena many can often help in the collection and preparation, or, still more probably, in the giving of information. Thus, the interest of many individuals may be directed to a new field of thought; they may be led to look at old and familiar facts from a new point of view, and may discover in them a new significance. Among the subjects, for instance, in which a certain amount of investigatory work has been carried on from Toynbee Hall have been the following: The relation of voluntary to official sources of relief to the poor; the provision of meals for school children; the employment of school children; "shelters" and common lodging houses; the working of the Salvation Army social scheme; alien immigration, and the Jews in East London; household working-class expenditure; the building and furniture trades in London; the problem of the unemployed; and local house rents and overcrowding. In the study of such questions much of the general interest referred to above has doubtlessly been aroused, but the starting of a new curiosity is something distinct from education; it may lead to it, but can not be identified with it. For a full and practical description of the methods of social and economic investigation and research I shall probably be safe in referring my readers to the paper contributed to this congress by Professor Hewins, the director of the London School of Economics.¹

Other centers.—Other forms of educational work that are being carried on in East London might have been appropriately alluded to, such as the industrial exhibitions at the People's Palace, stimulating to a higher degree of technical achievement and to a more intelligent interest in the development of industries; to the excellent music provided at the same place, at Oxford House, the university settlement in Bethnal Green, and, on a smaller scale, at Toynbee Hall itself; or to the schools of handicraft, aiming alike at a restoration of the sense of the dignity of manual labor and at a greater beauty in the things produced. In other parts of London, also, other centers of "l'enseignement populaire" exist, such as the pioneer Working Men's College, Morley College, and other settlements, such as Mansfield House, in Canning Town, the Bermondsey settlement, the Passmore Edwards settlement, and the women's settlement in Southwark, to which reference might well have been made. But the exigencies of space, and not indifference to the value of their work, make curtailment necessary. The important group of London institutions known as the polytechnics is, I understand, being dealt with by Mr. Sidney Webb.

Art as a social influence.—To one other subject, however, suggested by the annual art exhibitions in Whitechapel and by the immediate prospect of the opening of a permanent gallery and museum in the same district, I would allude, namely, to the social and educational influence of art, referring in this connection especially to what is being done in Manchester through the Manchester Art Museum.

Probably no place is more alive to the great popular educational value of painting and other forms of pictorial art, especially, perhaps, to those who live in large centers of population—and to the need of systematic exposition, if this value is to be secured—than this great manufacturing city, a city that is also distinguished by the admirable organization of its various grades of evening continuation schools.

The work of the Manchester Art Museum was begun in 1877, and is now described

¹This paper, if presented, was not among the 29 reports distributed to the members of the congress.—L. F. W.

as having created "the largest and most carefully planned system which has yet been tried in a large town for giving the mass of the people knowledge and admiration of the beauty of nature and of the most beautiful and interesting forms of human work." "The museum contains the following, amongst other collections: Collections of pictures, with descriptive text, illustrating important epochs in the development of the art of painting from the time of the cave dwellers to our own days; of pictures illustrating the history of architecture and of sculpture; collections to explain and show the development of the chief reproducing processes, such as wood engraving, line engraving, etching, lithography (these collections include clearly printed descriptions of each process, and sets of tools, etc., used in it); pictures of wild and garden flowers, trees, butterflies, birds and other animals; pictures of beautiful scenery near Manchester, and of fine scenery elsewhere; pictures to give knowledge of the most striking part of the earth's surface—volcanoes, deserts, rocky and sandy coasts, etc.; pictures of historical scenes and noble deeds; portraits of historical personages and of local worthies; pictures for children, such as well-illustrated tales; casts of sculpture, textile fabrics, metal work, pottery, glass, etc., including many simple objects intended to guide work people in the choice of things used in their own homes." In addition there are about 250 collections of educational pictures, twelve in each, which are lent without charge to the elementary schools in Manchester.

"The whole scheme of our Manchester Art Museum," writes Mr. T. C. Horsfall, its honorable treasurer, "is based on our belief that l'action sociale de l'art may be very strong and very beneficial, and all the work done in and in connection with the museum—all the talks about pictures given to children in school hours and to grown-up visitors—are efforts to use art educationally." This systematic educational use of an art museum will be perhaps repugnant to the æsthetic sense of the hypercritical, and the prominence given to the ethical and even the didactic sides will seem to many to be inconsistent with the fullest appreciation of beauty. But for the purposes in view there is little doubt but that the Manchester method, this new "Manchester school," is on the right lines. Its ultimate practical object may be indicated by the following extract from the museum report for 1898-99: "As the inhabitants of our towns elect the town councils which govern them, the evil conditions now existing in the towns can not be altered unless the majority of the inhabitants desire that they shall be altered; and desire for the alteration of the conditions can be created in the majority of the inhabitants only by knowledge that existing conditions are bad; they must know that better conditions are possible, and know why the better conditions are to be desired. An alteration in the state of our towns great enough to make physical, mental, and moral health possible for the majority of their inhabitants can therefore only be the result of a process of education and training which makes known to them the fact that there is such a thing as full, healthy life, and gives them the strong desire to live it. * * * To this end," according to the museum handbook, "the collection has been chosen and arranged¹ for the purpose of making it as easy as possible for persons quite ignorant of art to acquire the knowledge and the habits needed to feel the best influences of works of art"—"knowledge,"

¹ Thus printed descriptive and explanatory labels are much used. In addition to labels describing individual pictures, others describing certain classes of pictures have been prepared. Thus the following is used for landscapes: "Everyone should learn to enjoy the beauty of beautiful scenery. The enjoyment of it is one of the greatest and most wholesome pleasures we can have. It gives us countless pleasant feelings and thoughts to keep our hearts and minds in healthy activity; it helps us to gain wholesome pleasure from books, many of the best of which describe scenery, from pictures which represent it, and from many other things made by men, such as beautiful printed stuffs, wall papers, wood carving, and metal work, which contain representations of beautiful things found in the country; and it gives great help to those who wish to become good designers. Everyone in Manchester who will take a little trouble can learn to love beautiful scenery, as on all sides of the town are beautiful places within a few miles. If most of the people in Manchester loved beautiful scenery,

to quote again from the report, "of the beauty of nature, and knowledge of the beautiful works of man, and of human lives."

Conclusion.—In the preceding paper I have endeavored, as requested, to indicate some of the representative phases of the educational work of a university settlement in the east end of London, and to describe some of the other more important ways in which attempts are being made to help the nonstudent class to have something of the student's mind, by which the social and industrial organism of which they form a part may be better understood, and the continuity of its life more fully realized. Knowledge helps to give a truer social perspective, and a truer perspective helps to the realization alike of duties and of powers. These between them have carried us far afield, and the variety of the subjects to which reference has been made will not, I trust, leave me open to the charge of having included the irrelevant. I am tempted to hope that this will not be so, because of the admittedly comprehensive character of the appropriate subject-matter of this congress, and by the scope of the subjects included in the curriculum of Le Collège Libre des Sciences Sociales itself, under the distinguished auspices of which we have been convened.

REPORT OF MR. WEBB.

The practical and enlightened socialism of England which could produce a Toynbee Hall has also invaded the local politics of that country and placed upon the London county council Mr. Sidney Webb, whose numerous writings are familiar to all serious readers. It was known to the organizers of this congress that Mr. Webb had interested himself deeply in the recent movement in London which resulted in the London School of Economics and Political Science, recognized by the commissioners under the University of London act (1898) as a school of the university in the faculty of economics and political science (including commerce and industry), and he was asked to prepare a report for the congress on commercial education, which he consented to do.

Owing to Mr. Webb's inability to attend the congress, this valuable report did not receive the attention which it deserved, but it was printed and distributed with the rest. With the approval of Mr. Webb and through the courtesy of the secretary of the congress, M. Hauser, I have obtained the original English draft, which is as follows:

The development of commercial education in London, with its effect upon the provision of instruction in economics and political science, by Sidney Webb, LL. B., member of the London county council.

Though England has contributed in no small degree to economics and political science, there was until a few years ago very little organized teaching in the subject. Twenty years ago, a century after the publication of Adam Smith's *Wealth of*

they could, by insisting on smoke prevention, soon have beautiful trees and flowers in the town.

"In order to learn to love it we must go to the beautiful places as often as we can, and try to see the beauty of woods, fields, clouds, and blue sky there, and we must notice also the beauty of form and color in trees, flowers, grasses, birds, and other beautiful things found in the country. And we must also look carefully at, and try to find beauty in, all the pictures of such things and of scenery that we can see.

"The world is full of beauty, and the perception of it is necessary for our welfare. It is as foolish not to learn to see it as it would be, if we had money in the savings bank which we needed for the purchase of food, not to learn how to draw it out."

Nations, there was practically no instruction in economics or political science in primary or secondary schools. At all the universities put together there were only about a dozen professors lecturing on the subject, and few of these devoted their whole time to it. With the exception of the Royal Statistical Society, in one part of the field, there was in all England not one scientific society or one scientific periodical dealing with economic and political science. During the last few years a great change has taken place. The elements of economic and political science are now occasionally taught in primary schools and often in secondary schools. The number of university professors in the subject has considerably increased. New societies and new journals testify to the great increase in the number of persons interested in the subject.

This change may be attributed to two main causes: First, the growing conviction that the social and political difficulties of the age are largely the result of economic causes, to be coped with by economic solutions; and secondly, the tardy discovery that economics and political science form the basis of all the higher types of commercial education. The recent great development in economic teaching in England has, in fact, been brought about mainly by the increased desire for a better system of commercial education. It is with this aspect of the change that I propose to deal in the present paper.

A few years ago it was common to say that there was no commercial education in England. Even as lately as 1893, when Professor James reported to the American Bankers' Association upon the provision made for commercial education in the various countries of Europe, he was able practically to omit all reference to the United Kingdom, on the ground that nothing of the kind existed there.¹ This statement is, as we shall see, no longer completely true, even if it ever was. But every foreign observer continues to be puzzled by the contrast between the boundless and ever-increasing business transactions of the British Empire, and the lack of provision for the technical training of those who are charged with them.

The main cause of this deficiency is, undoubtedly, the ingrained belief of the English business man that there is not, and never can be, any "commercial education" comparable with that which a man "picks up" in the actual business of daily life. Until quite lately the most intelligent merchant never dreamt of seeking for his son any special "commercial education." He either sent him to Oxford, where he usually studied the ancient classics, or else the father allowed his son to enter his office at 16, leaving school prematurely for this purpose.

Since the conference, convened by the London Chamber of Commerce in 1887, the subject has been persistently pushed by that body, which deserves credit for its early and unwearied efforts. Other chambers of commerce have since taken the matter up and have set on foot promising investigations.² But, until quite lately, all the attempts failed to create an organized system of commercial education in the United Kingdom, or, as it must be added, to accomplish anything to speak of in the way of converting the ordinary business man to a belief in the subject.

This long-continued failure, not yet wholly overcome, I attribute largely to the absence of any clear conception of what is required.

¹ The Education of Business Men in Europe; a report to the American Bankers' Association, by Prof. E. J. James. (New York, 1893, p. 232.) See also three other reports of the American Bankers' Association, entitled *The Education of Business Men*, I, II, III. (New York, 1891-1893.) For access to some of the works cited in this paper I am indebted to the courtesy of the education department, and the admirable library lately established in connection therewith under the direction of Mr. M. E. Sadler; and to the British Library of Political Science (10 Adelphi Terrace, Strand, London), where the student can consult a unique and enormous collection of public documents and other works not to be found elsewhere.

² Mr. J. J. Findlay's instructive *Brief Report on Commercial Education in England*, made to the Sheffield Chamber of Commerce, 1891; together with the *Report on Commercial Education* presented to the Associated Chambers of Commerce in 1887. (See also the papers on Commercial Education at the International Conference on Technical Education, held in London, June, 1897.)

What is now being supplied in England is—

I. More commercial instruction, not better commercial education.

"The Englishman enjoys the best commercial education in the world," I heard one eminent German remark. "What he needs is more instruction in commercial subjects." The distinction is fundamental, and the failure to understand it accounts for much of the apathy or hostility of business men to commercial education. Those who push schemes of what they call commercial education do not deny that far and away the best training for a business man is to be gained in business itself. They make no proposal to supersede the merchant's office by the school, or to substitute any academic pupilage for the apprenticeship of the city. Apprenticeship schools have found no favor in England, either in commerce or in the manual crafts. The English view is that technical classes are no substitute for the workshop, but only its complement. In the same way, schemes of commercial education are not intended to train the business man, but only to teach him things that he does not as a rule pick up in the city. He may do without this knowledge. He may hire some one else to supply it. But, speaking generally, he can not get it from any other source than a definitely organized institution.

II. Commercial education must be divided into three distinct grades.

There is, first, the instruction of the youth before he enters business life. There is, second, the provision of opportunities for evening instruction for the young clerk. And third, but perhaps most important of all, there is what may be called higher commercial education, required by every officer of the commercial army, if not also by every ambitious member of the rank and file.

III. We are obtaining more variety in our secondary schools, including some which prepare boys deliberately for business careers.

In spite of all the improvement in English middle-class schools, since Matthew Arnold bewailed their inefficiency, most of them still seem to me to suffer from not being quite sure what they are aiming at. I do not pretend to know what school curriculum will fit boys most successfully to be clerks or merchants, civil engineers or bankers, actuaries or chemists. Such a curriculum would perhaps have no very obvious connection with their future work. But I can not believe that the best curriculum in each of these separate cases is identical with the best curriculum for all the rest, and for a university career. The idea that a "good general education" of a literary or classical type is an adequate, if not indeed the best, preparation for every kind of career, sounds like a survival from the middle ages.

This has during the last few years become increasingly recognized in England. It is now held that there should, at any rate, be a clear distinction between an educational course which ends at 15 or 16, and one which is intended to be continued up to 22 or 23. Yet so strong in England is the tradition that education is one and indivisible, that the vast majority of "middle schools" continue to go the same way as the "high schools," habitually working up to the same system of examinations, and pursue accordingly much the same curriculum with merely minor variations as to the relative time allowed to the several subjects. This muddling up together of "gymnasium" and "realschule," of "lycée" and "école commerciale" can not but be detrimental to both varieties. There must be room for some schools, which need not be called commercial schools or bear any other badge of supposed inferiority, but which should reject all connection with the classical or mathematical sides of the university, which should decline to follow its traditional curriculum, and which should arrange a course of studies deliberately based on the needs of boys who will become clerks in commercial offices at 15 or 16.¹

¹ It is the crudest of misconceptions to suppose that such a curriculum would be made up of shorthand and bookkeeping, or the playing at commercial transactions, once tried (and, I believe, abandoned) in some German commercial institutions. The inimitable stock exchange school, described in R. L. Stevenson's *Wreckers*, is scarcely a wilder parody.

This, I know, will be misunderstood, as involving a too early "specialization," the loss of culture, and so forth. What I am advocating involves no "narrowing" of the curriculum. It implies, on the contrary, the inclusion of much more culture, the taking of a wider view of existence, a great deal more of "seeing life truly and seeing life whole," than the average secondary schoolmaster, experienced only in one narrow line, is as yet either capable or conscious of. One of the greatest difficulties in the way is, indeed, the lack of adequately trained teachers. But it does mean the abandonment of scholastic prejudice and tradition in favor of a purposeful adaptation of means to ends. It means putting a great deal of deliberate contrivance into the business of making the most of three or four years of a boy's life.

I do not pretend to suggest what form this contrivance will take in each case—how to produce the greatest possible efficiency without impairing the whole man. We are, in England, quietly learning much from the experience of other countries. The London county council has sent six selected teachers to work in German and French commercial schools, with a view to copying their best features in English schools. We have particularly admired the "*écoles supérieures de commerce*" of the principal French towns, and especially their deliberate choice of subjects with a single eye to turning out the best, and therefore the most highly cultivated, business man—the complete absence of Latin and Greek, but, on the other hand, the very high development to which other teaching is carried.¹

An experiment on these lines is now being tried in London. The London county council has arranged to have carried on, at University College, Gower street, a good secondary school, giving an education deliberately and exclusively directed to turning out the best possible (and therefore, let me repeat, the most highly cultivated) commercial clerk or business man. In this school we are to some extent following the model of that established as long ago as 1863 by the Paris Chamber of Commerce itself.²

IV. The special commercial instruction of the young clerk is part of the work of evening educational institutes. What is most needed here is the employer's cooperation and encouragement.

London is preeminently the city of clerks, containing not only a far greater number than any other center, but also probably a greater proportion to the total population than elsewhere. For their evening instruction in economics and commercial geography, French, German, Italian, Spanish, Portuguese, as well as in arithmetic, bookkeeping, typewriting, and shorthand, there is now fairly good provision made at more than a score of public institutions in different parts of the metropolis, which number in these subjects alone probably 20,000 separate students.³

But 20,000 students represent only a small proportion of the young men and women in London between 15 and 25, and I fear we must conclude that the majority do not trouble about anything but cricket or bicycling after their office day. This is where the German clerk gets ahead of us. "I would much prefer English clerks," said the head of one of the very largest firms in the city, "but I find my office full of Germans. The English clerk takes no intellectual interest in his work, and seems to give his mind to sport."

If employers made a point of letting it be known they liked their clerks to attend

¹ See, for a complete list of these and other schools, *The Annuaire de l'Enseignement Commercial et Industriel*, par Georges Paulet (Paris, yearly), p. 700; and *L'Enseignement Commercial et les Écoles de Commerce en France et dans le Monde entier*, par Eugène Léauty (Paris, 1886), p. 778.

² Notice on the Commercial Instruction Organized by the Paris Chamber of Commerce (Report to the Chicago Exhibition, 1893), Paris, 1893, p. 192. *Industrial Education*, by Sir Philip Magnus (London, 1888).

³ See the Sixth Annual Report of the Technical Education Board of the London county council, London, 1899, and the Report of the Special Sub-Committee of the London County Council on Commercial Education, London, 1899. This total does not include the evening continuation classes of the school board for London, which teach typewriting, shorthand, elementary French, etc.

evening classes, and considered the fact in their promotions, the 20,000 students might soon be multiplied fourfold.

V. In the teaching of modern languages in particular, England is behind both Germany and France in method and variety.

All competent witnesses seem to agree that English teachers of foreign tongues, whether in day schools or evening classes, have much to learn from Germany in pedagogic method. All testimony points to London being far behind both Berlin and Paris in the number of languages actually taught. England does more trade with the East than any other country, but the young city clerk or commercial traveler who sought to learn modern Greek, Arabic, Turkish, Persian, Malay, Armenian, Chinese, Japanese, Annamite, Hindustani, or Tamil, to say nothing of Russian, Dutch, and Norwegian, would find considerable difficulty in getting instruction at low fees and convenient hours. There is a School of Oriental Languages, promoted by the Imperial Institute in conjunction with University and King's Colleges, which has hitherto failed to secure more than an infinitesimal number of students, and these few are, I am informed, almost entirely noncommercial.¹ But with the establishment of a new university in London this year, this branch of commercial education has received a new impetus.

VI. Our most striking deficiency has hitherto been in higher commercial education, the provision of higher instruction in commercial subjects for the business man.

We have until lately had nothing in England to correspond with the *École Supérieure de Commerce* of Paris, for pupils between 16 and 20. We have equally had nothing corresponding with the *École des Hautes Études Commerciales*, which is intended to give pupils between 19 and 22, who have already completed their secondary education, two years special training in the subjects needed by the banker and merchant.

Similarly there has been until lately, in all England, nothing corresponding to the *École Libre des Sciences Politiques* at Paris, but this reproach has now been removed.

VII. The London School of Economics and Political Science is a high school of commerce.

London has now got the beginning of a high school of commerce in an institution started quietly in 1895 and already affording an experience of great interest. The London School of Economics and Political Science was founded by a little committee, who believed it possible to create a demand among men engaged in the practical business of life for instruction in the concrete applications of economics to the affairs of commerce, finance, and public administration. The London Chamber of Commerce had already tried the experiment of inviting Dr. Cunningham to give a course of lectures on commercial history, which had been well attended by attentive audiences of young business men. That experiment was followed up, systematically extended to other subjects, and made part of an organized course of education, under the directorship of Prof. W. A. S. Hewins, M. A. Through the intermediation of the London county council the new school was placed in communication with the London Chamber of Commerce, which readily lent its premises for some of the work and in every way promoted the idea.

The school is now completing its fifth session, during which it has had over 400 separate students, men and women, from 17 years of age upward, drawn mainly from two classes. The greater number belong to the class of clerks, managers, and young business men engaged in banking, commerce, insurance, railway administration, or the government service (national or municipal). The minority belong to the student class, including between sixty and seventy postgraduates, specializing on economics and political science and representing, besides the British seats of learning, universities from Moscow to Chicago, and from Budapest to Tokyo. Among the busi-

¹ Compare *Das Commerciale Bildungswesen in Oesterreich-Ungarn*, von Franz Glasser (Vienna, 1893), p. 422.

ness students, with whom I am more closely concerned here, are a few principals, bankers and merchants, actuaries and insurance brokers, railway managers, and heads of important public departments, but the majority are naturally young men in subordinate positions, for whose convenience the bulk of the work is done between 6 and 9 p. m. One or two business houses have paid the very low fees for their own clerks, and this course has been adopted by two railway companies—the Great Western and Great Eastern—whose example will probably be followed by others.

The curriculum of the school includes commercial history and geography, the principles and practice of banking, currency, and the foreign exchanges; commercial law, the economic and industrial history of the principal countries, the history and incidence of taxation, including customs tariffs; the principles and practice of railway administration at home and abroad, the history and present position of factory legislation and trade unionism, the methods and interpretation of statistics, with special reference to commercial, financial, railway, and administrative statistical returns, together with systematic courses in economics. There are also departments for political science (including the study of foreign constitutions and municipal government) and paleography for historical students.¹

In connection with the school there has been established a unique specialist library, the British Library of Political Science.

VIII. The influence of commercial education on the teaching of economics and political science is to render it concrete and specialized.

It is easy to see that this union of the idea of commercial education with that of economics and political science is destined to produce certain changes in the manner in which these subjects are studied and taught. For some years past there has been a strong reaction in England against the abstract and hypothetically deductive method of economics, employed by Ricardo, Mill, and Cairnes, as by the leading economists of France. In this reaction preference was at first shown—by such authors as Ashley, Cunningham, and Hewins—for the historical method followed by Roscher, Schmoller, and so many of the German economists. But with this historical method there is now coming to be associated that of the inductive investigation of the concrete facts of social organization. Professor Marshall happily combines all three methods. The work of Charles Booth, David Schloss, Llewellyn Smith, Clara Collet, and A. L. Bowley—and I may perhaps mention that of my wife and myself—proceeds, to a much greater extent than has before been the case, on essentially the same methods as those followed by the biologist. The social organism, or the particular part of it under investigation, is studied in much the same way as the biologist studies a plant or an animal. Direct experiment is, indeed, excluded—vivisection in sociology is not a possible method—but, on the other hand, the sociologist has some help which the biologist lacks, in the comparative analysis of social records, such as rules, reports, cash accounts, etc.²

The adoption of what may be termed the biological method in economics and political science—the investigation of the concrete facts of structure and function of actual social organization as it is, and as it has been—facilitates the great specialization demanded for the higher education of the commercial man. Commercial education of the university grade must be intensely specialized. Each class of business requires to be dealt with by itself.

It is useless to appeal to the clerk or the business man as such. The great world of clerks and business men, who seem to the academic student to form a single class, must be broken up. The merchant, the shipowner, the corn factor, or produce broker, and their employees, may, perhaps, form one large group. The insurance clerks, actuaries, and public accountants, who, in London, must number some

¹ This institution is recognized by German authorities as a higher commercial school. See the description of it in *Kaufmännisches Fortbildungsschulwesen* (Brunswick, 1896), Vol. II, p. 356.

² See the introduction to *Industrial Democracy*, by Sidney and Beatrice Webb, London, 1898.

thousands, require something quite different. The great army of railway officials, from the assistant traffic managers down to the youngest clerk in the Railway Clearing House, need yet another kind of instruction. The clerks in banks and finance houses have specialized wants of their own. Finally there are the tens of thousands of clerks and officials employed in the various branches of public administration for whom a distinct curriculum has to be provided. Probably there are several other distinct groups needing separate treatment.

So long as we offered these groups indiscriminately a general political economy as equivalent to commercial education they passed by on the other side, and economics languished uncared for. But put before any one of these classes a definitely specialized curriculum, based on the actual need of the calling, and experience proves that the abler, the more industrious, and the more ambitious of the young men will begin to take an intellectual interest in their occupation, and desire to learn something more about it than they pick up in the office. It is this discovery more than any other circumstance that is giving a new start to economics in London.

It follows that the demand for highly specialized higher commercial education of this economic type will tend to discourage merely abstract lectures, such as those delivered by Cairnes and Fawcett. The instruction in economics and political science in London is destined to become more and more concrete and specialized, dealing with the actual facts of structure and function in social organization.

IX. Economics is now recognized as a concrete science, and as the basis of higher commercial education.

The reorganization of the University of London, now happily accomplished, marks a great advance in the recognition, first, of commercial education as a subject of university study;¹ and, secondly, of economics and politics as a branch of science, properly so called. During the negotiations for the reorganization of the university, the London county council strongly urged the desirability of making distinct provision for higher commercial education, and offered to contribute a large annual sum toward its cost. At the same time strong representations were made that no modern university could afford to ignore political science as a distinct branch of university study, and that economics could no longer properly be included in the faculty of arts. Further representations were made in favor of the explicit recognition of post-graduate studies and research, and the desirability of allowing students of economics and political science to take degrees in science (the B. Sc. and D. Sc.).

These representations have been completely successful. The new University of London is to be divided into eight faculties—arts, science, law, medicine, theology, music, engineering, and “economics and political science (including commerce and industry).” This is the first time that commerce and industry have been, in England, recognized as subjects of study in a university, and the first instance of the recognition of “economics and political science” as a separate faculty. More significant still is the divorce of these subjects from psychology, philosophy, and metaphysics, which remain in the faculty of arts; the inclusion of the economic and political students among those of science, and the grant to them of degrees in science. We may recall the celebrated “Law of the three stages,” of Auguste Comte. Down to the latter part of the eighteenth century economics may be said to have been still in the theological stage. During the nineteenth century its study has been associated with the

¹ The absence of university recognition was pointed out in 1893 as the main defect of European institutions of commercial education. “What then is lacking in this economic (commercial) education to make it in demand? It lacks only the sanction which crowns university studies. It is not sufficient to open the doors of entrance into the schools of commerce, one must also open the doors of exit. Nothing further can be done until the legitimate demands in favor of economic instruction shall be met, and it shall be placed on a par with classical education.” (*The Education of Business Men in Europe*, by Prof. E. J. James, New York, 1893, p. 155.) In all the Belgian State universities, by royal decree of September 19, 1896, there is now a degree in commercial and consular sciences, forming a branch of the faculty of law. (*Moniteur Belge*, October 2, 1896.)

mental and moral sciences, and this may not inappropriately be described as its metaphysical stage. The new University of London significantly divorces economics from philosophy, and places it among the concrete sciences, thus unconsciously recognizing it as entering upon the positive stage.

Another reform, in which the new university merely follows the example of Paris, is the grant of the degree of doctor of science to graduates of other universities who come to London for research or specialist study. It will henceforth be possible for graduates of other universities to come to London for investigation into economic, political, or social problems, and, at the end of one or two years' research under the direction of the economic faculty, to present a thesis on their work, and if it is of sufficiently good quality, obtain the degree of doctor of science without examination. This opportunity may, it is hoped, encourage economic and political students from other countries to visit England and avail themselves of its unrivaled facilities for the study of industrial and social developments. There is, perhaps, no more promising method of advancing economic and political science, and at the same time of promoting an entente cordiale between the nations, than such an interchange of graduate students between their respective universities.

The report of Mr. J. Cobden-Sanderson on "The movement of arts and crafts in England;" that of Sir W. de W. Abney, on "Technical education in England;" and that of Mr. Horace Plunkett, on "Technical instruction in Ireland," are able documents, and well deserving the attention of educationalists, but they can be called social only in the sense that all education is social. We shall therefore be compelled to omit their detailed examination, and content ourselves with commending them to general attention.

UNITED STATES.

It is greatly to be regretted that the Congrès International de l'Enseignement des Sciences Sociales was unable to obtain a report on the teaching of social science in the higher institutions of the United States. The strong drift in this direction during the past decade is a most interesting phenomenon. That it is increasing is most apparent, and both its cause and its final outcome are problems of the deepest interest to educators and sociologists. In many respects we have gone much further in this direction than any European country. Columbia, Chicago, and several other leading universities, have not been afraid to establish and liberally sustain chairs of sociology, specifically so designated, and to call to them the ablest talent of the country, while nearly every prominent institution for higher education has one or more professors of sociology, either exclusively so engaged or combining it with other social science disciplines, such as economics, history, ethics, etc. The University of Chicago publishes officially a bimonthly magazine, the *American Journal of Sociology*, founded and edited by the head professor of sociology, Dr. Albion W. Small. At Philadelphia, the American Academy of Political and Social Science, which publishes its bimonthly *Annals* and other matters, is officered and conducted almost exclusively by the professors of the University of Pennsylvania. A number of noteworthy books on sociology have

been coming out of late, written by professors of sociology, and embodying the results of their class lectures. I need only mention those of Prof. F. H. Giddings, of Columbia, "Principles of sociology" and "Elements of sociology;" Small and Vincent (Chicago), "Introduction to the study of society;" Vincent, "Social mind and education;" and Ross (Cornell, Indiana, Stanford), "Social control."

Two reports were presented on secondary and primary instruction in social science in the United States. The authors of both these reports are connected with secondary instruction in the city of Chicago—Mr. Edward Emory Hill, professor of morals and political economy, at the Hyde Park High School, and Mr. Henry W. Thurston, director of the section of social and economic sciences, at the Chicago Normal School.

REPORT OF MR. HILL.

The teaching of social sciences in the secondary schools of the United States, by Edward Emory Hill.

If we except the subject of history, which, in our public schools, commonly means the chronology of important events and the biography of distinguished personages, nearly all of the formal instruction in social science that is provided for in the secondary schools of the United States is given under two heads—civics and political economy. Under the subject of civics, or civil government, attempts are made not only to impart a knowledge of the machinery of government, as embodied in the different political units of the country, such as the city, State, and nation, but also to give some instruction in political and constitutional history, to awaken an interest in questions of political philosophy, and to fix in the minds of pupils some of the fundamental principles of common and international law. The subject of political economy, or economics, is made to include not only a discussion of questions in economic theory, a survey of industrial and economic history, and a bird's-eye view of present economic conditions and tendencies; it also serves as a convenient catch-all for instruction in principles of ethics and sociology, whose relation, indeed, to political economy it is not always easy to detect, but which otherwise could find no niche in the high-school curriculum.

It is the object of this paper, first, to show what place civics and political economy have found in the programmes of our high schools; and, second, to indicate the character of the instruction given in these subjects.

In the last Report of the United States Commissioner of Education is a list of the sixteen more important studies of our secondary schools, with the number of pupils pursuing each study, and its percentage to the total number of pupils enrolled in these schools. Neither civil government nor political economy appears in this list. The fact that five of these more important studies are taken, each by less than 5 per cent and two by less than 4 per cent of the pupils enrolled in these schools, and that no mention is made anywhere in this report on secondary schools of the subjects that we are considering, is a silent commentary on the place that the social sciences have as yet found in the secondary schools of the United States that seems to have in it more of eloquence than of encouragement.

But the situation is not quite so discouraging as it at first seems from an examination of this document. If we turn to the educational reports of the different States we find that 215 out of the 244 high schools reported by Massachusetts offer a course in civil government, and that 77 of those schools provide for some instruction in political economy. In New York State, which has an enrollment in its high schools and academies of 66,342 pupils, 11,509 are reported as having taken an examination

in civics, and 3,012 in economics, during the past year; while in North Dakota these subjects are said to be prescribed in the course of study for high schools by the State board. That these are very favorable examples must be admitted, but they serve to show that the social sciences have secured some recognition in our secondary schools.

Prof. R. Clow, of the State Normal School at Oshkosh, Wis., who has made quite extensive investigation relating to the teaching of political economy, states the following conclusions: First, "that in the New England States, New York, New Jersey, and Pennsylvania there is a tendency to leave economics to the colleges, and that normal schools omit the subject altogether; second, that in the Central States and in Missouri and Colorado, economics is usually taught in the best high schools and normal schools, and third, that in all the old slave States and in the States of the far West it is generally omitted." In accepting these conclusions two facts should be noticed: First, that more than 80 per cent of the secondary schools of the United States are in the States named in his first and second conclusions, and second, that all of the high schools, except four, from which information was gathered are in cities having a population of over 70,000. According to the reports received by the Committee of Ten on this subject, from many different sections of the United States, it appears that political economy is taught in about 5 per cent of the secondary schools of this country. The number of schools giving formal and specific instruction in civil government is without doubt considerably greater.

A second point to be considered under this head is the amount of time allotted to these subjects and the number of pupils who take them in the schools where they are taught. Professor Clow's table again affords us valuable assistance. He finds that in the schools where it is taught the average time spent on political economy is 14.6 weeks for normal schools and 18.7 weeks for high schools. In the Chicago high schools, where the amount of attention given to these subjects is exceptionally large, civics and economics are both taught in the last year of the course, each running about twenty weeks. The number of recitation periods per week is four, each period being nearly fifty minutes in length. No pupil is required to take either of these studies. The number which elects them depends almost entirely on the popularity of the teacher or his reputation for being "easy." During the past year about half of the fourth-year class took civics and economics. As only about half of the pupils who enter the high school ever reach the fourth year, we find that only about 25 per cent of the pupils in the high schools of Chicago receive any formal instruction in the social sciences. But this number is exceptionally large.

The board of regents of the State of New York, in their last high-school bulletin, submitted to the principals of the high schools and academies of that State, for their consideration and adoption, nine courses of study arranged for schools having four years of work. In all of the nine courses we find elementary United States history and civics as one of the studies for the first semester of the first year; in four, civics as a separate subject during the second semester of the first year, and in two, economics as a study during the last half of the fourth year. These courses were arranged after a careful study of the working programmes now in use in that State. If they may be taken as reflecting present conditions, this means that nearly all of the pupils in the secondary schools of New York receive a little incidental instruction in civics in connection with elementary United States history during the first twenty weeks of their high-school course, that a few receive special instruction in this subject during the second twenty weeks of their high-school course, and that during the last semester of their high-school career a still smaller number, those taking what are styled the law and commercial courses, can have five hours a week to browse in the field of industrial history and digest a few of the leading principles of political economy.

More to be considered, however, than either of the points that we have touched

upon is the importance attached to these studies by the pupils themselves. The value of a subject from the pupil's standpoint is apt to be closely associated with the amount of credit he can get for it toward graduation or for entrance to a college or university. We may take the Chicago schools again as a type for our study. The credit allowed there for a subject is supposed to represent also the amount of time spent upon it. To graduate the pupil must earn fifteen credits. Of these fifteen credits at least 1.6 must represent mathematics, 1.6 natural science, 2.8 English, 0.8 history, and 1.8 foreign languages. Or he may elect work enough in these different subjects to secure in history 1.6 credits, in mathematics 2.8 credits, in natural science 4 full credits, and in foreign languages 8.2. If we include English with the other languages 11 of the 15 credits required for graduation can be gained in that department alone. But in the social sciences the greatest amount that he can possibly earn during his entire high-school career is 0.8 of 1 credit, and he is not required to study them at all. Chicago, however, as we have seen, is exceptionally liberal toward these sciences.

But if our high-school curriculums seem to be a little stingy in their concessions to the social sciences, what shall we say of the attitude of our higher institutions of learning? Only three out of twenty-eight of the leading colleges and universities in the United States have ever conceded to the study of these sciences in our secondary schools any value whatever as a preparation for their courses within their halls that are supposed to develop a larger manhood and womanhood. If the youth of our secondary schools is to measure the importance of those subjects that are fundamental to the practice of good citizenship by the place they hold in the high-school curriculums, or the value assigned to them by the colleges and universities of our country, what must be his conclusions? And yet we Americans are accustomed to wonder why it is that our educated men do not take more interest in politics.

In the second place, we are to consider briefly the character of the instruction in the social sciences in our secondary schools. "Charity," it is said, "covereth a multitude of faults," but by no possible stretch of her mantle could she hope to hide all the bad work that passes for instruction in civil government and political economy. This, however, is in no way the fault of the civics and economics teachers, for, strictly speaking, there are no such teachers, or very few at most, in our secondary schools. The teacher who attempts to give instruction in these subjects is nearly always the teacher of something else. The Latin teacher who may chance to have a spare hour can "fill it in" by hearing the class in civil government. The mathematics teacher is supposed in some way to have absorbed a sufficient knowledge of the principles of political economy to be able to spend profitably what might otherwise be three or four vacant periods in the week in judiciously instructing a class in that subject. This situation follows necessarily from the fact that these subjects have found so small a place in the programmes of the great majority of our schools.

But even those teachers who are specially interested in these studies and are fortunate enough to be able to devote the larger part of their time to them are as yet far from being satisfied with their success. They feel that they are pioneers in a new field of pedagogy. They find themselves in the midst of a great amount of material from which they must select a little—that which is likely to be of most value to their pupils as future citizens and which at the same time is best adapted to the needs of their present stage of development. The difficulty of this problem can be appreciated only by those who have attempted to solve it. Many text-books, some of them excellent in a way, have been written on these subjects, it is true, but their writers have shown the same confusion in their selection of the subject-matter that has characterized the work of the teachers. One gives so much space to national government that he has no time left for local institutions. Another becomes so much absorbed in local government that he seems to forget that he is also a citizen of a great nation. Some have plunged into the history and philosophy of our

social organisms. Others have contented themselves with a bare description of the machinery of our various governments. In the field of political economy the text-book situation has been even worse. With one or two very poor exceptions the only text-books on this subject that have been on the market for use in secondary schools were spoiled abridgments of works prepared primarily for colleges. It is only recently that a desire to produce text-books on political economy suited to the needs of the secondary school seems to have become epidemic among students of economics. The results are full of encouragement to those who believe that political economy should receive respectful attention in our high-school programmes. They are not only the substance in part of things hoped for, but also, we trust, the evidence of things not yet seen. To sum up, then, we find, first, that in the United States the teaching of the social sciences has not as yet found a very important place in the work of the secondary schools; that they are taught in a comparatively small number of these schools, and that in the schools where they are made subjects of instruction they are usually elected studies taken by only a small number of pupils and receiving little time and attention. In the second place, we have found that the character of the instruction in these subjects is for the most part very poor; that not many of the teachers who are compelled to "hear classes" in these branches are interested in them or know much about them, and that the few instructors who devote themselves with zeal to this line of work labor under serious disadvantages.

These facts, however, are stated in the spirit of truth and honesty, and not with any feelings of pessimism or despair. The movement in this country to put the study of the social sciences down into the secondary and elementary schools is still in its infancy. We believe, too, that it is a healthy, growing infancy. As encouragement for this belief we find that each year an increasing number of schools is introducing them into their programmes and that other schools are giving them a larger place in their curriculums; that their importance is being emphasized by frequent discussion in teachers' conventions, in educational journals, and in the public press; that their study is being made compulsory in some of our best normal schools, and that the colleges and universities of our country, which formerly assumed an attitude not only of indifference, but of hostility, toward their introduction into the public schools, are now swinging into line, not only giving them some recognition as preparatory work, but also strengthening their own courses in these departments, with a view of sending out better equipped teachers into this field.

REPORT OF MR. THURSTON.

The teaching of social sciences in the elementary schools, by Henry W. Thurston.

A.—THE DEMAND.

Although later in time than the demand for the teaching of social sciences in secondary schools, still the demand for such teaching in the elementary schools of a democracy is just as logical and inevitable. Already this demand is beginning to make itself heard in the United States.

The most exhaustive discussion of the advisability of such teaching is that of Prof. Edmund J. James, of the University of Chicago, entitled: "The place of the political and social sciences in modern education and their bearing on the training for citizenship in a free state." (*Annals of the American Academy*, Vol. X.)

In this monograph a parallel is drawn between the social sciences on the one hand and the natural sciences on the other, and it is argued that, just as the study of the physical sciences has entered our educational system through the university, and has been pushed downward through the college and secondary school into the elementary school in the form of "nature study," so the study of the social sciences must find its way downward through the whole system.

The thesis of Professor James, in his own words, is, "that the political and social sciences, or perhaps better, that the subject-matter of the political and social sciences must be utilized for purposes of education or instruction in all grades of our educational system, from the university to the kindergarten. I mean that politics and economics, using those terms in the largest sense, or that the subject-matter of those sciences must become a constituent part of the educational curriculum, using that term in the largest sense, of our system of intellectual, political, and industrial training." (p. 361.)

Two other important discussions of the same general problem should be mentioned here, namely, the monograph entitled "Training for citizenship," by J. W. Jenks, of Cornell University, published in the Supplement to the Second Year Book of the National Herbart Society, 1896; and a discussion of the same topic by Messrs. E. J. James, C. C. Van Lieu, J. W. Jenks, Frank McMurry, Louis Galbreath, H. M. Slauson, O. T. Bright, and Frank Dixon, in the Supplement of the Third Year Book of the same society, published in 1897.

It may be said further that during the last ten years the interest of educators generally, and to a less degree the attention of thinking men and women has been turning toward the problem of a better preparation of boys and girls for the inevitable duties and responsibilities of citizens in a representative democracy, and what is far more necessary, for intelligent and genuinely social community life under urban conditions.

As this new interest in social education has come first through a consciousness of the political incompetency and venality of many of our voters, it has naturally enough resulted in some quarters in an effort to have special civic instruction given in the elementary schools. So far as can be ascertained, this effort began with individual teachers, principals, and superintendents in different parts of the country, but it is now becoming organized on a larger scale. For example, the regents of the State of New York now practically require candidates for diplomas from the public high schools of that State, from which class the elementary teachers are largely drawn, to pass an elementary examination in civics. The city of Chicago, Ill., has also begun to demand evidence of some special civic knowledge from candidates for positions as elementary teachers and principals. In the State of North Dakota likewise candidates for a county teacher's certificate must pass an examination in civics, and candidates for a State certificate an examination in both civics and economics. Doubtless similar demands are also made elsewhere and will soon become quite general. In fact although comparatively little has yet been done to satisfy this new demand for a better social education, it is gradually becoming evident to thoughtful persons that the demand itself is inherent in our democratic American life and consequently that the demand is bound to find expression. Even now it may perhaps be said with truth that the chief problem in the United States is not how to develop a consciousness of our need for a better social education, but rather how to give in a genuine and vital form that socializing education that we already feel ourselves to need.

B.—EFFORTS TO MEET THE DEMAND.

For a long time in the United States it was generally supposed that the public school system per se was in some genuine but unanalyzed way able to prepare all children for democratic citizenship. As soon as this proposition began to be doubted in some quarters naturally enough the first conscious attempts to give a better social education were made along the line of a purely political education.

The method at first used consisted in pushing down into the higher grades of the elementary schools, from the college and the secondary school, the same system of analysis and dissection of the Federal constitution that had been customary in those higher institutions. By this analysis it was hoped to give that special social educa-

tion called preparation for citizenship which the public-school system of itself had failed to give.

Even this education, in the few schools into which it was introduced, was given only in the sixth, seventh, and eighth grades, to which only a comparatively small number of the elementary school pupils ever attain. Here is a summary of replies given by fifty persons, living in twelve different States, but most of them connected with secondary education. Some of the replies are applicable also to elementary schools, and thirteen apply exclusively to them.

In reading this summary of replies received one can get some idea of the end these methods have in view and of the results already obtained from the teaching of civics in the elementary and secondary schools.

1. Economics as a separate discipline is attempted in no one of the grade schools reporting.

2. Civics is taught in more secondary schools than is economics, and in the schools which offer both subjects civics is taught, on the average, for more periods to a larger per cent of all the pupils than is economics.

3. There is a distinct preference given in the answers, as a whole, to methods which allow more than one book, encourage study of local, political, economic, and social facts, and promote discussion; in short, methods which attempt to connect the subjects with the immediate environment of the pupils rather than to confine them to the mere text-book study of political and economic theory.

4. Very little definite knowledge of the effects of right civic knowledge upon the civic action of public-school pupils is shown by those who answered the questions. The assumption, however, is quite common that an intellectual grasp of the facts about good citizenship will somehow, as a rule, lead to the practice of good citizenship by those who know such facts.

5. The answers show a general conception of the importance of the discipline of the school in training young people to be good citizens, but in comparatively few instances is any evidence given to show that the discipline maintained is training for citizenship in a democracy rather than for citizenship in an autocracy.

6. Opinions are very diverse respecting the ability of students to run their own clubs, athletic associations, etc.

7. There is comparatively little emphasis put upon the value of these voluntary associations in training for democratic citizenship.

8. The questions respecting the share of pupils in the larger civic life of the community were frequently ignored, often misinterpreted, and sometimes answered facetiously. Comparatively little conscious connection between school life and the community life as a whole was revealed.

9. The consensus of opinion is general that training for citizenship is a matter of fundamental importance in the United States just now, and the belief—perhaps the hope, rather—is frequently expressed that the influence of the whole public-school system is in the direction of good citizenship, but, nevertheless, some fear creeps in lest, in spite of all, the real training of the schools may tend toward the ideals and practices of the political boss and partisan politics rather than toward genuinely good citizenship.¹

In order to gain further information about the methods of civics teaching, and some idea of the degree to which it was taught in the different grades of the elementary schools, a second inquiry was made, to which came 75 answers from 22 different States, 35 of the answers being from persons now connected with elementary schools, and several more from persons who at some previous time had taught in such schools.

From these answers it is clear that formal civic instruction has gained at least a

¹ Taken from an article entitled "An inquiry relating to training for citizenship in the public schools," by the writer (School Review, October, 1898, University of Chicago Press, Chicago, Ill.).

foothold in some elementary schools of most of the Northern States of the Union and of a very few of the Southern. The grades in which such instruction is offered, in the schools from which replies were received, are as follows: Twenty schools teach civics in the eighth grade only; 9 schools teach civics in the seventh and eighth grades; 6 schools teach civics in the sixth, seventh, and eighth grades; 2 schools teach civics in the fifth, sixth, seventh, and eighth grades; 3 schools teach civics in all the grades.¹

As a whole, these replies show that what Professor James argues for so conclusively (in the monograph before cited), namely, that the subject-matter of civics and economics should be taught in all grades of the public schools, is already, so far as civics is concerned, attempted in at least a few isolated schools, and that there is some tendency toward this end in other schools.

Again, in the same inquiry, in answer to the question, "How early should civic instruction begin?" the replies point still more strongly in the same direction. These replies are as follows: Twelve persons think civics should be taught in all grades; 3 persons think civics should be taught informally in the first grade and formally in grades 6 to 8; 4 persons think civics should be taught in grades 3 to 8; 1 person thinks civics should be taught in grades 4 to 8; 3 persons think civics should be taught in grades 5 to 8; 9 persons think civics should be taught in grades 6 to 8; 6 persons think civics should be taught at 10 years of age; 5 persons think civics should be taught from 12 to 14 years of age; 2 persons think civics should be taught only in the high school; 2 persons think civics should be taught only when the child is adolescent.

The various methods for beginning the study run as follows: Orally, 11; with a book, 2; through field work, 5; current events, 2; study of home, city, 8; school government, 10; from an ethical point of view, 2; by giving proper conceptions of privileges and rights of property through school life, 3; in connection with geography and history, 1; by study of occupations, 1; by study of biographies, 4.

Another hopeful sign for better social education of a political sort is seen in the recent publication of several text-books that are better suited to the nature of children than any that have heretofore been written. Among these special mention should be made of three: (1) Willoughby's *The Rights and Duties of American Citizenship* (American Book Company, New York); (2) Forman's *First Lessons in Civics* (American Book Company); (3) Dole's *The Young Citizen* (D. C. Heath & Co., Boston).

The intelligent use of books like these, supplemented by a great deal of observation and discussion of the special functions and forms of organization of the local political units that touch the life of the child at so many points, can hardly fail to develop citizens who possess a genuine social consciousness and intelligence.

Such instruction needs only to become vitalized by bringing it one step nearer the child by socializing his habit as well as his intelligence. What is wanted is to secure his active cooperation in making the school community "an ideal community," in socializing his games, clubs, societies, etc., and in making his own town all that it may be, in short to socialize him with reference to every group of which he is a member. In a few places in the United States there is already promise of work of this character in the elementary schools. The work halts in general only because teachers who are able to do such work are not yet numerous.

From the facts set forth in this paper, from further information of a similar character obtained in answer to the inquiries before mentioned, and from personal experience, observation, conference, and correspondence it may be said in conclusion, and to summarize: .

1. The demand for a genuine social education that will take hold on both the habit and intelligence of the normal child in the elementary school in small and local matters as well as in national affairs is inherent in our ideals and institutions, and is

¹The results have not yet been published.

already beginning to find both scholarly expression and an intelligent hearing in the United States.

2. The conscious efforts to give such a social education in the elementary schools are thus far confined almost entirely to the teaching of civics only in the seventh and eighth grades of a very small per centum of the total number of such schools. Almost no attempts are yet made to give any specific economic instruction in the elementary schools. All carefully conceived social instruction of whatever sort is as yet confined to those schools and those school systems which happen to be under the control of unusually progressive men.

3. Chaos in method still prevails. The majority of teachers doubtless continue to lay special emphasis upon the analysis and discussion of the Federal and State constitutions. Still there are some signs that a few teachers are preparing themselves to lead the way in the task of developing a pedagogy of social good will, social habit, and social intelligence. Such teachers are making use of the school community life on its active side, of the games and voluntary organizations of the children, of the concrete functions of various local political units that touch the child's life on every side, and of the great universal facts of the industrial interdependence of men and women of different occupations, in such a way as to work a gradual socialization of the child in act, purpose, and intelligence. Upon the possibility that these few sporadic cases of good social teaching may slowly become contagious and epidemic depends the future progress of an adequate teaching of the social sciences in the elementary schools of the United States.

FUTURE OF THE CONGRESS.

In the above somewhat extended treatment of the important International Congress on Instruction in the Social Sciences I have purposely reserved to the last the report of Mlle. Dick May, secretary of the congress and general secretary of the École des Hautes Études, under whose auspices the congress was organized, and largely through her initiative. Education in France, and also the international educational and social movement, owe much to this intelligent, public-spirited, and enterprising woman, who seems possessed of unlimited activity and energy coupled with great practical executive ability. Her report, which is brief and to the point, and purports to relate to education in France, under which country it might have been logically treated, is really of a much broader character, and, as will be seen, led to such important results, that it properly forms the transition to our next subject and may fittingly conclude the treatment of the congress. It was the last to be presented, on August 2, and was discussed at length, especially the series of propositions or desiderata with which it concludes. These latter were taken up systematically, discussed, somewhat amended, and formally adopted by the congress, resulting in converting it into a permanent international body, the character of which will be set forth later. The following is the report:

Creation of a system of international social instruction in France, by Mlle. Dick May.

This paper can not be a report. The very terms of the question submitted to the congress, "Creation of a system of international social instruction," preclude the idea of an investigation of definite realities or an account of experiments realized.

Moreover, my friend, M. La Fontaine, was able to point out to us the importance of the question under consideration by explaining to us the distribution and functions of the chairs at the Institut des Hautes Études de Bruxelles, and there is no one of us, I think, who is not ready to applaud the partial success of the efforts made under the most unfavorable circumstances to inspire good will at all hazards and to preserve or restore harmony of action.

It is this perpetual element of uncertainty in the organization of international social instruction that I would eliminate, or at least reduce to a minimum, by the presentation of the project which I venture to submit to the deliberations of the congress. The framing of this project was not an altogether easy task, and I do not see to-day how I could have conceived it a few months ago. I add in all humility, that when I asked the committee of organization to add this fourth point to the programme I did not exactly realize what I was asking, nor the difficulty of carrying out the project that I hoped to result from the discussion. After a more thorough study of the data of the problem and the further reduction in the number of possible solutions during the eighteen months that have elapsed since the drafting of the programme, I have finally formulated for my own edification two series of observations, of which the following is a summary:

1. If there is to be a system of instruction susceptible of wide diffusion, and whose cosmopolitan unity, if I dare so express myself, is of a nature to interest the educators as well as the sociologists of all countries, this is certainly what it has been sought to establish for several years in the domain of social science. It is not at all a question, it is necessary to say, of adopting a grammar or a catechism, nor of placing at the disposition of a new school the golden thread of general rules among the scattered pearls of authorized exceptions. The object, infinitely more simple, would be to bring to light and to cause to be appreciated the conclusions drawn, no matter from what source, by certain rare observers, as to the theory and practice of societies. Temporary and partial conclusions, slow and difficult studies, a rather limited scientific personnel, teaching body still more limited; would it not be opportune to facilitate study by an exchange of hypotheses, by a comparison of conclusions, by association, by the perpetual variation of experiments to be applied and of ideas to be adopted, to prevent them from becoming laboratory experiments and academic ideas? Everything that is called social ought to be first human, and everything that is human ought to be conceived or foreseen to be international. But all the right-minded people of the universal élite have now given their adhesion to international social education.

2. The first thing is to localize this organization, to give it not methods, which would interfere with its flexibility and its variability, but a material center and tangible seat on definite soil, benches, a desk, and a roof.

The *École des Hautes Études Sociales*¹ was recently founded to study, in their extreme complexity, the totality of social questions. For the purely theoretical instruction given at the Institut des Hautes Études of Brussels, at the Instituto Cesare Alfieri of Florence, at the Collège Libre des Sciences Sociales of Paris; for the more specially economic and political teaching of the École Libre des Sciences Politiques of Paris, and the School of Economic and Political Sciences of London, it proposes to substitute a more purely and directly social instruction, not at all hostile to theory (which occupies a considerable place in its programme), but broadly open to the immediate and real study of those social questions which the wants and sufferings of human beings, the eternal and painful aspirations of man after happiness imperatively thrust home to the quickened conscience of society. The École des Hautes Études Sociales in its moral section resolutely attacks these problems of education and control, the solution of which for several years has seemed to be unfolding itself to the researches of western Europe. In its social section, properly so called, with its exercises prepara-

¹École de Morale, École Sociale, École de Journalisme.

tory to popular instruction, with its studies in labor organization, with its practical courses in hygiene and mutual aid, in "cooperation and mutuality," with its union of professors, laborers, and students, associated in a common task, it plunges into the very realities of social life. Finally, its third section does not content itself with studying in its origin or its special legislation the primary social fact of the weighty influence of the press of our time. It will endeavor to disentangle and define the conditions of professional preparation and practical education by which the journalist of the twentieth century, safe in his work, proud of his independence, conscious of his worth, will henceforth live by his profession without bargaining either his pen, his name, or his ideas.

The school has much space at its disposal and an administration familiar with the material details of organization. Perhaps it could place an office at the disposal of the permanent international committee, whose appointment I propose to the congress. Perhaps it could open its lecture halls and its library to teachers from all countries who should testify a desire to lecture there during the summer months from Easter to the November opening. And, if I may express myself conditionally, having no claim to express myself otherwise, I have at least every reason to hope that a request addressed to the director of the school would be kindly received.

The project proposed at the conclusion of this report, as amended and adopted by the congress, embraced the following articles:

ARTICLE 1. The International Congress for Instruction in the Social Sciences shall meet every two years. The place of meeting of each session shall be fixed at the preceding session by a vote of the congress.

ART. 2. A permanent international committee shall transact the business of the congress in the interval between the sessions. This committee shall be located in Paris in the rooms of the *École des Hautes Études Sociales*. It shall choose its officers from among its members, who are subject to reelection at each session of the congress.

ART. 3. International social instruction shall be organized in all the countries that shall request it of the committee. The permanent committee is charged with facilitating the international circulation of the teaching body.

ART. 4. The establishing of an international social fund is intrusted to the care of the permanent committee.

THE ÉCOLE DES HAUTES ÉTUDES.

Before passing to the consideration of the permanent Congress of International Instruction in the Social Sciences, as thus constituted, it may be well to say a word relative to the almost equally new educational institution under whose auspices it was formed and with which it is to be so intimately associated, viz, the *École des Hautes Études Sociales* at Paris, of which some account is given in M. Gide's report; but since his report was written it has taken more definite shape, and started on its career a short time after the congress closed. The organization and programme of lectures were drawn up in the form of a circular of announcement and distributed to the members of the congress during the session. The board of administrators consists of MM. Félix Alean, the publisher; Charles Guieysse, and Georges Sorel. The council of directors has for its president M. Émile Boutroux, of the Institute, and counts among its 55 members such men as Berthelot, Espinas, Fouillée, Gide, Anatole Leroy-Beaulieu, Seignobos, Sorel, and Tarde. The director is M. Émile Duclaux, and the general secretary Mlle. Dick

May, who was also the secretary of the congress. As stated by M. Gide, it embraces three schools—morals, social science, and journalism. The president of the School of Morals is M. A. Croiset; and MM. Marcel Bernès, Émile Boutroux, Charles Gide, and Gabriel Tarde are among the members of its council. The president of the School of Social Science is M. Émile Duclaux, and its council includes thirteen leading sociologists. M. J. Cornély is president of the School of Journalism.

The programme of all three of the schools is given in full and is very attractive. Most of the persons above named are among the lecturers, but there are many others. We note those of M. de Roberty, who gives a course on Frédéric Nietzsche; of M. Xavier Léon, whose subject is the life of Fichte; of M. G. Séailles, social philosophy; of M. Georges Dumas, origin of positivism.

THE COLLEGE LIBRE DES SCIENCES SOCIALES.

Before leaving the general subject of social instruction in France, it may be well to mention also the somewhat older, but still young, Collège Libre des Sciences Sociales, founded in 1895. Its programme for the current scholastic year (1900–1901) is also before me. Dr. Delbet, president of the congress, is its director. He is a positivist without disguise, and gives a course on sociology according to Auguste Comte. The programme is full and varied, and in the truest sense free. Mr. Félix Le Dantec treats the important subject of biology applied to sociology; M. Jacques Bertillon, that of demography; Mr. Kelles-Krauz, that of sociologie marxiste; M. Maxime Kovalevsky, that of the economic situation and social doctrines of France in the second half of the eighteenth century; M. Albert Métin, that of the history of labor, etc.

PERMANENT INTERNATIONAL CONGRESS FOR THE TEACHING OF THE SOCIAL SCIENCES.

As already stated, the temporary congress of the Exposition resolved itself, on August 2, into a permanent congress with biennial meetings. It also at the same time created a permanent international committee to transact its business in the intervals between the meetings of the congress. This committee was constituted as follows:

President: M. Émile Duclaux, honorary president of the congress, director of the École des Hautes Études Sociales de Paris.

Vice-presidents: Germany, Professors Barth, of Leipzig, and Lexis, of Göttingen. Belgium, Hector Denis, deputy and professor at the Université Libre de Bruxelles; Henri La Fontaine, senator and professor at the Université Nouvelle de Bruxelles; Ernest Mahaim, professor ordinary at the Université de Liège; Émile Vandervelde, deputy, professor at the Université Nouvelle de Bruxelles; Émile Waxweiler, chief of the bureau of labor, lecturer at the Université

Libre de Bruxelles. United States, Simeon E. Baldwin, judge of the supreme court of errors of Connecticut, professor of constitutional law in Yale University; Lester F. Ward, geologist of the United States Geological Survey. France, Alfred Croiset, member of the Institute of France, dean of the faculty of letters of the University of Paris; Charles Gide, professor at the University of Montpellier, lecturer in the faculty of law of Paris; Alfred Fouillée, member of the Institute of France. Great Britain, James Bryce, M. P.; Patrick Geddes, professor at the University of Dundee; Horace Plunkett, vice-president of the Ministry of Technical Education for Ireland; Michael Sadler, director of the Board of Education Library of London. Italy, Enrico Ferri, deputy, professor in the University of Rome; Achille Loria, professor in the University of Pavia; Luigi Luzzati, former minister. Russia, Maxime Kovalevsky, former professor at the University of Moscow; Eugene de Roberty, professor at the Université Nouvelle de Bruxelles and at the École des Hautes Études de Paris; A. Tchouprov, professor in the University of Moscow.

General secretary, Dick May, general secretary of the École des Hautes Études de Paris.

The permanent committee held its first meeting at No. 16 rue de la Sorbonne, Paris, on the 17th of December, 1900. It decided to publish as a volume the various reports submitted to the congress, to take steps to provide for the resources of the congress, to call for propositions from collaborators as to the proper course to pursue, etc.

The congress was hospitably received by the École des Hautes Études, and comfortable quarters were furnished for the sessions and for the transaction of its current business. It is too early to speculate as to what the movement signifies for the future.

THE CONGRESS OF SOCIAL EDUCATION.

Next in importance for our purpose must be classed the Congress of Social Education, which was originally called for the 6th to the 9th of September, but which was obliged to hold its sessions just twenty days later, i. e., from the 26th to the 29th.

To judge from the title alone of this congress and that for the teaching of social science, which we have been considering, it might be supposed that they would conflict somewhat, or at least cover much of the same ground, but, as we shall see, this was not the case, and the real object of the two congresses was quite different. Social education (*éducation sociale*) does not well express the purpose of the congress so named, at least not when thus literally translated into English. But it must be remembered that the word education has a different meaning in French from the usual English sense of that word. The fact is that in our tongue it is an ambiguous term, and includes not only the French meaning of the word but most of what

the French imply in the word "instruction." But, unless explained either expressly or by the context, it is this latter alone that is commonly understood by education in English usage. The French, however, draw the distinction sharply, and advertisements may be found in the French newspapers for the private instruction and education of young persons. The reader does not need to have this distinction further pointed out, and it is still wider between *éducation* and *enseignement* (teaching), which is the term that specially characterizes the functions of the congress to which we have been devoting so much attention in the foregoing pages.

But aside from this difference between precept and example, between the influence of the active personal instructor with his pedagogic appliances and the intelligently organized environment exerted in a thousand subtle and nameless ways in building up and rounding out mind and character, the Congress of Social Education had a special and well-defined function and purpose, and it was this that its organizers sought to express by the word social. In English, at least in America in our times, this conception is habitually conveyed by the term "civic," and it is possible that the expression "civic education" may be a better translation of the name of the congress than the usual one of social education. But all this will be fully brought out by the documents issued by the congress and by such an insight into the results accomplished as space will enable us to present.

The original announcement issued in 1899 was in a circular of the customary form, and is as follows:

INTERNATIONAL CONGRESS OF SOCIAL EDUCATION.

Political and social discussions that have been agitating men's minds since the middle of the nineteenth century have gradually resulted in one idea which has received the assent of very different minds, viz, the idea of a social bond existing among individuals, and of their mutual responsibility in social matters.

Hence the necessity of determining, both from the data of experimental science and with a view of satisfying the idea of justice, the conditions of association to be voluntarily established among all men; and this not merely for the determination of political rights and duties, but also and especially for defining the rights and duties which affect the material and moral life of individuals, the legal status of the family, the organization of labor, and, in a word, for the definition of social rights and duties.

To make this new idea penetrate the mind—to bring about, in short, the education of the social sense of humanity—is the task which henceforth devolves upon those who seek a peaceful solution of the social problem.

The search for the means to this end is the object of the effort which we here propose. According to the programme drawn up by the committee of initiation (*groupe d'initiative*) for social education * * * the first question is to ascertain the present state of opinion on this subject, and then to decide upon a method to follow in order to insure to all individuals this education. The committee of initiation proposes * * * the organization of a special exposition which shall furnish the greatest possible amount of information. In order to complete its action and prepare for the work of the future we have undertaken to bring together in a special congress at the Universal Exposition of 1900, all those who can to any extent cooperate in the

work of social education, and we ask their assistance in the preliminary investigations, at the congress itself, and in the subsequent prosecution of the work.

In order that social education may be rational, it is necessary first of all that special investigations determine a method for it, thus far little known and badly defined. The method must include, first, observation, the ascertainment of facts, in order to acquire a clear view; thus their existence is made known. Then account must be taken of the principles that they teach, the laws that govern them; thus their philosophy is made known. Finally, it is necessary to examine the practical consequences that flow from them, and thus to complete the necessary theoretical knowledge.

The method once established, the work of educators consists in disseminating it, in preserving, in the knowledge acquired, the same course and the same order that have led to its adoption.

Social education will thus become a means of bringing individuals to a knowledge of social facts, of fixing the idea in the mind, of calling forth in consciousness the sentiment which determines action conformable to the ideal adopted; finally in sufficiently strengthening this idea and this sentiment by constantly repeated action to secure the complete formation of what might be called the social sense, i. e., to secure action that has become unconscious through acquired habit.

This procedure will constitute the necessary practical means of making possible at a later date a complete education. Education is not really attained unless the individuals, by a sufficient study, have arrived at a clear idea of what is true. This idea is then sufficient to determine their choice and their action, but in the present state of average intelligence it is necessary, by an immediate practical activity determining customs and shaping new surroundings, to lead on further progress to a point where a full knowledge of social truths shall be acquired by all the individuals composing society.

In order to obtain such a result, it will be necessary to arrange the studies under three different grades: (1) Questions of general method tending to establish the theory of solidarity; (2) means of diffusion or propaganda wherever the education of individuals can be assured; (3) means of applying whatever the work of collective activity may represent.

We have accordingly adopted a programme embracing these three divisions: theoretical ideas, means of diffusion and instruction, efforts for application. (This programme is inserted at the end of this circular.)

We urgently request you to identify yourself with this congress of social education, the work of which can be made so important for the development and progress of humanity.

You can see by the programme itself that a vast field is open in which there is work for men of all capacities. Thinkers and men of action, all may bring their aid to it. The first part appeals to scientific minds, philosophers, in the study of a doctrine of high social import; the second part should attract all those who can perform a part in the education of a people: teachers, professors, students, public-spirited citizens; the third part is addressed to all those who are already taking, or are ready to take, an active part in laboring for the greatest good of the future.

Identification with the congress involves no obligation. A fee of 10 francs once for all has been decided upon to defray the expenses of organizing the congress.

The committee of organization will limit the discussion to the lines announced in order to avoid duplication as far as possible; it will neglect nothing in order to bring out at this congress a very complete expression of the social thought at the opening of the twentieth century, but in order to accomplish that object it needs your cooperation and the support of the wise and the devoted everywhere.

This circular is signed by M. Léon Bourgois, president of the committee of organization; the two vice-presidents, Senator Jules Sieg-

fried and M. Etienne Jacquin, councillor of state; by M. L. Mabillean, director of the Musée Social, general reporter; by the secretaries, Mme. Anna Lampérière (general secretary), M. Marcel Charlot, chief of bureau at the Ministry of Public Instruction, and M. Ch. Favaron, president of the Trade Syndicate of Carpenters; and by the treasurer, M. Étienne Charavay.

The committee of organization was constituted as follows: MM. Briat, secretary of the Syndicate of Instruments of Precision; Buisson, director of the Painters' Association, *Le Travail*; Buisson (Ferdinand), professor in the faculty of letters of Paris; Catusse, Minister Plenipotentiary at Stockholm; Chauffour; Dumarousen; Dunay, controller of the labor bourse; Fontaine (A.), subdirector of the office of labor; Geffroy (G.), publicist; Giry, member of the Institute, professor at the École des Chartes; Keufer, president of the Fédération du Livre; Lavy, formerly deputy; Letourneau (Charles), professor at the École d'Anthropologie; Manouvrier (Dr.), professor at the École d'Anthropologie; Maynier, member of the Paris Typographic Syndical Chamber; Papillault (Dr.), preparator in the Laboratory of Anthropology; Ramet (A.), avoué près le tribunal de première instance; Romanet; Seignobos (Ch.), maître de conférences at the Faculty of Letters; Siegfried (André), student of law; Tissier (Th.), auditor to the council of state; Vel-Durand, councillor of state; Viturat, president of the Syndicate of Shirt Cutters; Wulff, publicist.

PROGRAMME.

I. GENERAL METHOD.—OBJECTIVE STUDY OF SOCIAL FACTS.

1. Establishment of the facts of natural solidarity:
 - a. Phenomena of interdependence—
 - In nature (family, heredity, epidemics, climate, etc.).
 - In history (groupings of races, classes, countries, opinions, etc., according to external conditions).
 - b. Analogous social phenomena—
 - Facts of hygiene (public health, diseases, infirmities due to the bad distribution of labor, charges for medical attendance, etc.).
 - Economic facts (production, consumption, strikes, public works, etc.).
2. Theoretical and philosophical study of social solidarity:
 - a. Foundation of the idea of solidarity, its nature, its limits, its relations with the idea of liberty and with the idea of justice.
 - b. General laws that govern the relations of social beings, consecutive sanctions.
3. Consequences of the law of solidarity applied to social relations among individuals:
 - a. Differences of appreciation and of opinion according as one is an individualist or a solidarist. Advantages of solidary (collective) action; the interests of individuals are harmonious and not opposed; necessary substitution of the idea of solidary (collective) struggle of men for existence with external obstacles, for the idea of individual struggle between men.
 - b. Influence of social education on the organic character of society. Need of this education in order to arrive at right founded on the principle of justice.

II. PRACTICAL SOCIAL EDUCATION.

1. Diffusion of ideas of solidarity; theoretical and objective teaching:
 - a.* Duties, readings designed to make known the facts of solidarity, then the principles which govern them and the laws that result from them.
 - b.* Application to the existing facts in the school, in the family, in the general environment.
2. Development of social sentiment:
 - a.* Practical action conformable to the principle of solidarity; organization of temporary groups and with a special object.
 - b.* Enforcement of solidary action in these groups; encouragement of private initiative, of the recognition of abilities brought out by circumstances, etc.
3. Exercise of the social sense:
 - a.* Organization of groups of children and men for all cases in which solidary action can be efficacious.
 - b.* Creation of an environment in which the individuals shall have to act from a social interest; to practice an exchange of services, solidarity between strong and weak; to learn the mechanism of collective action; to acquire administrative experience, the knowledge of capacities, the voluntary acceptance of the opinion of the largest number—in a word, all that conduces to the intelligent organization of free individual initiative.
 - c.* The putting into practice of solidarity in all matters of social life in which individual initiative can be exercised; education of the less informed by the better informed; solidarity in the family, in the regiment, in work, in production, in consumption, in mutual aid, etc.

III. PRACTICAL APPLICATIONS.

1. General characteristics of collective work:
 - a.* Denominational propagandist work; its special conditions.
 - b.* Works of charity; distinction from works of solidarity.
 - c.* Works of solidarity; organization, social efficiency.
2. Examination of work now going on; progress attained:
 - a.* Pure practical work (aid, orphanages, dispensaries).
 - b.* Practical educational work (student and alumni associations, mutual aid associations, syndicates, federations, cooperative associations, etc.).
 - c.* Theoretical propagandist work (lectures, libraries, journals, reviews).
3. Conditions to be established for the improvement and perfection of the operation of collective work:
 - a.* Conditions relating to the founding and administration of such work.
 - b.* Nature of the progress to be realized through the initiative of citizens.
 - c.* Works to be founded in order to complete the sum total of collective operations necessary for social education.

The following is the "questionnaire" which was prepared by the committee of initiation and sent out in the spring of 1900 to educators and chiefs of educational institutions:

THEORETICAL INSTRUCTION.

What works are recommended for making known the principles and facts of solidarity?

Primary instruction: Readings, dictations, compilations, phrases for written exercises, etc.

Secondary instruction: Compositions, translations, various exercises.

Higher instruction: Public lectures, theses defended, publication of books, articles, reviews, or memoirs.

PRACTICAL INSTRUCTION.

Attempts at effective cooperation (solidarization) of students, in the class, in the school, in the lyceum or the faculty.

Collective rewards and punishments; generalized responsibilities, disciplinary measures, etc.

Temporary groups for a single purpose to be dissolved as soon as the result is attained.

Provisional agreements for a definite object; exchange of services called out under given circumstances, etc.

Permanent organized groups.

Whether in the school, the lyceum or the faculty (cooperation for the purchase of school furniture, sewing materials, models for drawing, library books, laboratory instruments, materials for trying experiments, etc.), or outside of the school (mutual associations with or without capital; student and alumni associations; associations common to different orders of instruction, etc.).

EDUCATIVE EFFECTS OF THE GROUPINGS.

From the point of view of—

1. The acquisition of ideas of effective solidarity among living beings in society (collective effect of mistakes or of acts useful only to one individual—injuries experienced directly by all through the misfortunes which befall one of the members of the group or association, etc.).

2. Administrative experience (management of interests by those interested, control, discipline, etc.).

3. Recognition of abilities (choice by students themselves of the directors of plays, of temporary supervisors, of treasurers, of representatives, or chiefs in whatever capacity, etc.).

4. Acceptance of the decision of the majority (submission to the result of a vote, discipline of propaganda, etc.).

5. Exchange of services, whether organized in a regular way or not.

MATERIAL RESULTS.

From the individual point of view: Results secured by an associate from his association with others.

From the collective point of view: General results secured by the totality of the associates.

These several documents bring out in a clear light the essential difference between this congress and that for the teaching of social science. Here the fundamental idea is that of solidarity. This word solidarity, primarily a legal term signifying joint liability in business, has received its present broader meaning within the past half century, first in France, but now become cosmopolitan, so that it scarcely requires definition in any language.

The congress met as stated, and held regular sessions to receive and discuss the various reports presented, some of which were of great value. Owing to the postponement above mentioned it conflicted with the sessions of the International Institute of Sociology and made it impossible for me to attend it, and I found it very difficult to acquaint myself with its results. One of the reports was made by M.

Émile Durkheim, professor of sociology in the Faculty of Bordeaux, editor of the *Année Sociologique*, and author of important works on the division of labor, suicide, and other sociological subjects. M. Durkheim represents a particular school of sociology which makes a much larger claim than any other for the independent character of society as against the individual, and he has emphasized with great power the paramount importance of association as the fundamental fact of civilization. His paper was on the rôle of the university in the work of social education.

M. Jules Payot, inspector of the Academy of the Marne, dealt with the question of primary instruction, and M. Giraudeau with that of secondary instruction in this new art of social solidarity. A number of resolutions (*vœux*) were adopted with a view to giving a definite expression to the leading ideas entertained by the members of the congress.

On motion of M. Darlu the congress resolved:

That in the training of teachers for the secondary schools and in all examinations, whether literary, scientific, historical, or philosophical, a prominent place should be given to questions of social morality.

That in secondary education (lyceums and colleges for boys and girls) the teaching of morals should assume in a very marked manner the character of instruction in social morality founded upon ideas of solidarity and social justice.

That a chair of social education should be created at the higher normal school.

On motion of M. Durkheim it was voted that it is desirable that courses in social economy be multiplied in the universities.

MM. Payot and Petit proposed and the congress agreed: That children and adolescent persons should be more and more trained in matters of mutual aid, association, patronage, etc., in tests of personal and collective initiative, and in voluntary concerted action; that alumni associations of State lycées and colleges and student organizations should become centers of educative action, should utilize their capital in the form of loans on honor in favor of university chapters; that alumni associations of universities, lycées, colleges, and schools should take more and more the direction of social action toward the practice of solidarity.

The following proposition, offered by Mme. Dr. Edwards Pilliet, was also adopted by the congress: That in the three grades of instruction and in all societies for social education efforts be made to give a legitimate place to the educative action of woman.

The three following propositions were also indorsed by the congress: That the officers of public instruction of the three grades lend their aid more and more to the work of popular universities; that the funds necessary to institutions created by private initiative in aid of social

education outside of the schools be inscribed in the local budgets or, in default of resources in these local budgets, in the national budget; that the public authorities insure the legal limitation and gradual reduction of the hours of labor, in order to secure to laborers the necessary leisure for their intellectual, moral, and social improvement.

None of the papers or reports submitted to this congress have come into my possession, and the above represents substantially all the information relative to this congress that any except its adherents possess.

THE INTERNATIONAL INSTITUTE OF SOCIOLOGY.

I will pass now to the consideration, as my final task, of the only exclusively sociological congress that met in Paris during the Exposition—i. e., the only one of a high scientific character devoted to what may properly be called original research in sociology, wholly disconnected from any propagandist or pedagogic objects, viz: The International Institute of Sociology.

ITS HISTORY.

Although not one of the regular congresses of the Exposition, the meeting of the International Institute of Sociology in Paris during the progress of the Exposition rendered it practically such, and it was generally so regarded by the world at large. It met in rooms of the Sorbonne from the 25th to the 29th of September, and placards were posted at the entrance and through the halls, "Congrès de Sociologie," precisely as in the case of other congresses. It is not one of the older associations—like, for example, the International Geological Congress, which was in fact for 1900 one of the regular Exposition congresses and met in the Palais des Congrès—but is a comparatively young institution, having been founded in 1893, and being a normal product of the modern awakening to the necessity for a more thorough and scientific study of the phenomena of society. As very little is known of it outside of its membership and a few special sociological students, a brief sketch of its history and operations not only will be appropriate but seems to be demanded here. I can not better begin such a sketch than by quoting the words of M. René Worms, who has been at once its secretary and its inspiration from the first, and which form the introduction to the first volume of its "Annales:"

No one any longer fails to understand the supreme importance of social studies, but they are understood in very different ways. Without wishing to blame or to ignore what others are doing, a certain number of men who have for a long time been devoting themselves to these studies have come to agree on certain very simple rules of method that they consider necessary to apply to them. These rules may be reduced to this form:

1. To regard all orders of social facts as intimately connected with one another, without omitting any of them in the process of investigation.
2. In the study of each one of them, to proceed by the objective method rather

than by the subjective method; to observe, classify, induce¹ (*induire*), instead of inventing and constructing.

3. Then to strive to understand the world such as it is, which alone will enable us to say what it ought or is to be; to make a science before pretending to make reforms; to know in order to act, but to know before acting.

Such are the essential views which should, according to these thinking men, govern the work in sociology. Having associated themselves since the end of 1892 for the publication of a *Revue Internationale de Sociologie*, which has appeared since January, 1893, following the initiative of the director of that review, they concluded that they ought in addition to form a scientific association whose work should carry this conception into operation. It was their idea that this association, being open only to experienced investigators, should become the authorized guardian of the principles above laid down and the regulative center of the young sociological science. It was thus that was founded in July, 1893, the International Institute of Sociology.

One year after its birth the Institute held at Paris in October, 1894, the first of its annual congresses.

ITS CONSTITUTION.

The following statutes of the Institute will render still more clear its nature and purpose:

ARTICLE 1. The International Institute of Sociology has for its object to group the sociologists of the various countries for the common study of sociological questions.

ART. 2. It shall consist, at the most, of one hundred members and two hundred associates.

ART. 3. It shall meet periodically in congress. Each congress shall fix the place and date of the next.

ART. 4. The congress shall hear and discuss the communications of members and associates of the Institute on sociological questions brought before it. It shall elect the members and associates of the Institute. It shall choose the officers who are to serve until the next congress. Members and associates may take part in the congresses and speak in the scientific discussions. Members only may take part in or vote at the elections.

ART. 5. The governing board of the Institute shall consist of a president, four vice-presidents, and a general secretary. Its members shall be chosen as far as possible from different nations. They shall serve one year, except the general secretary, who shall serve ten years. In the intervals between the congresses the board shall have power to choose members and associates. All correspondence relating to the Institute should be with the general secretary.

ART. 6. The Institute shall publish annually a collection of memoirs, containing the communications made to the congress and the discussions to which they have given rise. There may be inserted, with the approval of the board, papers on sociology emanating from members and associates of the Institute which have not been communicated to the congress. The collection shall be offered for sale at a price fixed by agreement between the board and the publishers. Each member or associate shall receive gratuitously one copy of the volume in which he has inserted a memoir.

¹I venture to use this word, as do the French, in the sense of *make inductions*, after the analogy of *deduce*, although this meaning is not yet recognized by dictionaries. There seems to be special need of a verb in this sense.—L. F. W.

ART. 8. Any speaker may express himself in his own language. The memoirs designed for the *Annales* shall be furnished to the board by their authors in the French language.

ART. 9. No reproduction or translation of the papers that have appeared in the *Annales* shall be made except with the common consent of the board of officers of the Institute, of the author, and of the publishers. Each author shall, however, have the right to publish a translation of his memoir in a periodical other than French, with the words: From the *Annals of the International Institute of Sociology*.

ART. 10. To defray the expenses of the Institute the members of the Institute shall pay an entrance fee of 20 francs, and the associates an entrance fee of 10 francs.

ART. 11. Any proposal for amendment to the statutes shall be brought to the knowledge of the members at least six months before it is voted upon. It may be adopted by a vote either of a majority of the members of the Institute or of three-fourths of the members voting.

ITS MEETINGS (CONGRESSES).

The first meeting or congress of the Institute was held in Paris on the 1st to 4th of October, 1894. Sir John Lubbock (now Lord Avebury) was its first president and attended the congress. His opening address was to some extent a defense of the movement, which did not, as is well known, find universal favor, especially in England. Some of the leading men, however, who could not see their way clear at that time to identify themselves with it, have since become members of the Institute.

After quoting a statement by M. Fustel de Coulanges, that he regarded the terms sociology and history as synonymous, Sir John proceeded to remark:

However, I can scarcely think that these two words can be employed as synonyms. In some respects history means more than sociology. The accidents, the successions, the dynasties, can scarcely enter into sociology, while the discussion of questions relating to education, health, the condition of the poor, and many other circumstances contributing in great measure to the prosperity and welfare of mankind, have not, so to speak, formed any part of history, at least thus far.

There are, then, parts of history that do not enter into the domain of sociology, and questions in sociology not entering into that of history. How sad it is that historians have so neglected the social side of history. We find pages, and even chapters, devoted to wars, battles, struggles for power, while the social condition of the people is wholly omitted or treated in a phrase or two.

It is said that "happy is the people who have no history." There can not be a people without a history. It may be that their history consists of the quiet and silent growth of the people; but that is none the less a history, and it is for that very reason more instructive and more interesting.

He then proceeded to give his ideas of the advantages of international associations, which he reduced to the three following:

1. The fact of uniting the representatives of different nations is an advantage. It establishes friendships which contribute and will contribute still more by degrees to avoid those errors and those misunderstandings which, between nations as between individuals, are the beginning of grave disputes.

2. They bring together men who are devoted to similar studies, and give them an opportunity to compare their views and to have friendly discussions, although criticizing one another.

3. They permit every nation to profit by the experience of all the others.

After adducing quite a series of cogent reasons for approving the steps taken, he concluded his address with the following words:

For all these reasons I think that we are making a wise decision in founding this institute, and, if it succeeds, as I believe and hope it will do, we shall have taken to-day one more step in the march of civilization.

This congress met in the Ancien Couvent des Cordeliers, 15, rue de l'École de Médecine, above the Musée Dupuytren, which is the meeting place of the Société d'Anthropologie de Paris, which placed its hall at the disposition of the Institute. The vice-presidents for that year were: Enrico Ferri, Jacques Novicow, Albert Schaeffle, and Gabriel Tarde. The general secretary, M. René Worms, followed the president in a short address on the organization and objects of the Institute, and papers were read by M. Maxime Kovalevsky, "L'étude du préhistorique en Russie;" Paul de Lilienfeld, "La méthode d'induction, ou méthode organique appliquée à l'étude des phénomènes sociaux;" Sir Douglas Galton, "First results of an inquiry into the physical and mental deviations of children in the public schools;" Louis Gumplowicz, "Un programme de sociologie;" Giuseppe Fiamingo, "La question des sans travail et ses solutions;" G. Combes de Lestrade, "La sociologie et la division du sol;" Enrico Ferri, "Sociologie et socialisme;" René Worms, "La science et l'art en matière sociale;" Jacques Novicow, "La justice et le Darwinisme;" G. Tarde, "La sociologie élémentaire;" Ferdinand Tönnies, "Considérations sur l'histoire moderne;" Casimir de Krauz, "La psychiatrie et la science des idées;" Pedro Dorado, "La sociologie et le droit pénal;" Adolfo Posada, "La sociologie et l'anarchisme;" Émile Worms, "L'avenir économique des sociétés;" Jules Mandello, "Importance sociologique des agglomérations;" Nicolas Abrikossov, "L'adaptation des individus au milieu social;" and Georg Simmel, "Influence du nombre des unités sociales sur les caractères des sociétés."

These papers and the names of their authors sufficiently attest both the serious scientific character of the work commenced and the thoroughly international complexion of the membership of the Institute.

The second congress was held at the same place a year later, viz, from September 30 to October 3, 1895. Dr. Albert Schaeffle, of Stuttgart and Tübingen, had been chosen president, but owing to advanced age and feeble health he was unable to attend and M. Kovalevsky was requested to preside. It was equally enthusiastic and successful with the first; and the second volume of the *Annales*, containing the papers presented, is somewhat larger than the first.

No congress was held in 1896, but the papers that would have been

presented had the congress met were sent in and published in the third volume of the *Annales*, which forms a not less solid and important volume than the two that preceded it.

The third congress was held in 1897, from the 21st to the 24th of July, this time in a hall in the Sorbonne that had been generously assigned to it by the authorities of that institution. Its president was M. Paul de Lilienfeld, senator of the Russian Empire and a well-known sociological writer. The leading topic for discussion at this congress was that of the organic nature of society, a doctrine which has for its defenders many of the leading sociologists of the world, including the president and general secretary of that congress and M. Jacques Novicow, all of whom contributed to the discussion. It was not, however, a wholly one-sided affair, and the more extreme views were severely criticised by M. Tarde and other members. All the papers and discussions are printed in full in the fourth volume of the *Annales*.

CONGRESS OF 1900.

The Institute held no other congress until the year 1900, but a volume of the *Annales* for each of the years 1898 and 1899 appeared well stored with valuable matter. The board of managers of the Institute, with the exception of the general secretary, was changed each year. The following is a list of the successive presidents: 1894, Sir John Lubbock (Lord Avebury), England; 1895, Albert Schaeffle, Germany; 1896, Alfred Fouillée, France; 1897, Paul de Lilienfeld, Russia; 1898, Gumersindo de Azcárate, Spain; 1899, Achille Loria, Italy; 1900, Guillaume de Greef, Belgium.

Dr. De Greef was unfortunately ill at the time of the meeting, and unable to attend. M. Jacques Novicow, of Odessa, one of the first vice-presidents of the Institute, was chosen to preside in his absence.

The congress of 1900, meeting as it did, in Paris and in the Sorbonne during the progress of the Exposition when the French metropolis was thronged with all classes of people from every country in the world, would naturally prove a success, and as a matter of fact it was a very important gathering. It was well attended and the papers presented were of a high order. The programme embraced five principal topics: (1) the clan; (2) the artificial family; (3) social mechanics; (4) historical materialism; (5) industrial associations and the peaceful solution of strikes.

While there were usually several speakers on each subject, the principal paper on the clan was by M. Maxime Kovalevsky, the eminent Russian anthropologist; that on the artificial family was by M. Raoul Guérin de la Grasserie; that on social mechanics was by Mr. Lester F. Ward; that on historical materialism was by Baron Casimir de Kelles-Krauz; and that on industrial associations and strikes was by M. Albert Jaffé of Hamburg. This relates only to those who

were actually present and read their papers, but a very important contribution to the subject of historical materialism by Dr. De Greef had been sent in and was read in full. The learned professor informed me later, when I called on him in Brussels after the congress was over, that the effort to prepare this paper, made in the midst of arduous professional duties at the close of the year at the Université Nouvelle de Bruxelles, of which he is rector, was the cause of his break-down, and that as soon as it was completed he was compelled to go to the seaside to recover his health.

To political economists and sociologists, especially in these days, no explanation is needed of the term "historical materialism," but in purely educational circles it may not be familiar. Indeed, this formula is somewhat new, much more modern than the subject itself, which is more or less familiar to all who read, either by some other name, or as a principle or question not yet crystallized into a single phrase. To some it is better known as economic materialism, or as economic determinism. It is essentially the doctrine that civilization rests on a material basis, and that the spiritual side is the natural outgrowth of the material side of social life, a function of it, as it were. It is the doctrine that puts economic considerations first, as the condition and *sine qua non* of all progress and social welfare. The word "materialism" in this connection is perhaps unfortunate merely on account of a certain stigma that has become attached to that word, though in quite another connection, for no one denies that economics deals chiefly with material facts. In its crudest form the conception is embodied in Moleschott's calembour: "Man ist was man isst," but latterly it has undergone a process of refinement and moral sublimation at the hands of Karl Marx, Friedrich Engels, and Achille Loria, until it has come out as the symbol of all social reform and the hope of the producing masses. This is not, of course, the place to discuss it, but it is important to draw attention to the sociological significance of the introduction of such a question into the deliberations of such a strictly scientific body as the International Institute of Sociology, and it is also a pleasure to testify to the entirely objective and scientific treatment that it received. All the papers and discussions on this subject, which took more than two days of the congress, will appear in Vol. VII of the *Annales* of the Institute.

SOCIOLOGICAL METHODOLOGY.

The subjects of the clan and the artificial family called out less discussion, perhaps because it was felt that they were more in the line of anthropology than of sociology proper; that of industrial association and the prevention of strikes, though treated from the strictly sociological standpoint, was seen to belong quite as much to politics in the broad sense, or political science, and also to involve economic ques-

tions. The leading paper on social mechanics, however, was recognized as coming strictly within the purview of theoretical sociology, and that from the side of methodology, and its presentation and discussion consumed an entire day. M. Winiarsky, whose report on this subject to the International Congress on the "Teaching of the social sciences" was given in full in its place (see *supra*, pp. 1496-1500), though not yet a member of the Institute (he was elected an associate at the close of the congress), had sent in a letter of some length which was read, and his advanced views on the application of mathematics to sociology were discussed.

So far as the use of mathematics is concerned, it must be done with great caution and only in the most general way. The appetitive faculties of man constitute true natural forces, and in so far as their operation can be accurately known they are as susceptible to mathematical treatment as any other natural forces. That "hunger and love," of which Winiarsky has so much to say, constitute the great mainsprings of social as of individual action has not only been clear to all the economists from Malthus and Ricardo to Mill and Jevons, but has been perceived and stated by earlier philosophers like Kant and poets like Schiller, especially by the latter in the celebrated lines of his *Lyrisch-didaktische Gedichte*, written in 1795:

Doch weil, was ein Professor spricht
Nicht gleich zu allen dringet,
So übt Natur die Mutter-Pflicht
Und sorgt, dass nie die Kette bricht,
Und dass der Reif nie springet.
Einstweilen, bis den Bau der Welt
Philosophie zusammenhält,
Erhält sie das Getriebe
Durch Hunger und durch Liebe.

It is the recognition of this truth that alone can make sociology a science. The difficulty does not lie here, but in the little that is known of the workings of the complex psychic forces. It must be admitted that even these affective or appetitive forces are far more subtle and recondite than any of the physical forces with which the other sciences deal, so that if all we had to study was what I have called the "dynamic agent" of society, that part of the individual and social mind in which the social forces reside—the mere propelling power of the world—we should still have a very difficult problem. The great danger is that it will be forgotten that this is not the whole of that problem. This has been, in fact, forgotten by the economists, not only of the mathematical, but of the purely physical school. They created the "economic man," possessing nothing but physical appetites that they could calculate as the law of gravitation can be calculated, and the consequence was that the economic science founded upon such a man has been found to correspond with nothing real in

society, and that nearly all the "economic laws" deduced from this principle have not only proved to be false, but have, as I have shown,¹ turned out to be for the most part the reverse of the real state of things.

This has been almost wholly due to the neglect of the other correlative and equally important factor which, in contradistinction to the dynamic agent, I denominate the "directive agent," which exists in all grades of humanity but increases in influence with the intellectual development of the race, until in all industrial peoples, and especially in our modern highly civilized societies, it so immensely complicates all these simple economic calculations as to seem almost to render hopeless all efforts to establish an exact science of social phenomena. Some, indeed, are ready to abandon the task.

While I recognize the extraordinary difficulty in the way of the scientific sociologist and deny the possibility at the present stage of applying mathematics to sociological problems as a rule, I do not admit that even the most complex spiritual considerations create a qualitative distinction between sociology and other sciences, but only that they are calculated to make the students of this young science modest and circumspect in all attempts to use exact methods. In the hands of masters like Cournot, Gossen, Jevons, and Walras, even mathematics is a safe instrument of economic and sociological research. The danger is that lesser minds, fascinated by the charms of such exact processes, may carry them to excess and bring all our labors into disrepute.

It would be impossible, even if it were desirable, to introduce into this sketch the important papers that were laid before the congress of sociology relating to the clan, the artificial family, historical materialism, and industrial associations, for the reason that they are not obtainable, being in the hands of the editor of the *Annales* of the Institute, in which they will duly appear. My own communication I have concluded to use here, both as an example of pure sociology as brought out in connection with the Paris Exposition and also as relating strictly to the methodology of that science, and therefore in a very proper sense pedagogic and educational.

I think I can say without undue egotism that the considerations put forth in this paper, by whomsoever they may be presented, are those that lie at the very foundation of the science of sociology and constitute the justification of the claim to the existence of such a science. I had the necessity for some such a presentation so forcibly thrust upon me by the character of sociological literature in general that I felt impelled to formulate once for all the basic principles of the science and to make the effort to attend the only international congress of sociologists in the world and endeavor to impress these principles upon the minds of the members of that great representative body of sociological thinkers.

¹ *The Psychic Factors of Civilization*, p. 278.

The appreciative reception with which the communication met emboldens me to make the further effort to lay it before other classes of thinkers and in my own language. Such is my apology, if any were needed, for concluding this report with this paper.

SOCIAL MECHANICS.

Read before the Fourth Congress of the Institut International de Sociologie at Paris, September 25, 1900, by Lester F. Ward.¹

INTRODUCTORY.

Many thinkers deny that there can be a social mechanics. They maintain in varying degrees that the phenomena of society are so complex and irregular that they can not be subjected to exact methods of investigation. Some very logically claim that this excludes them from the domain of science altogether, and hold that there is no such science as sociology. Others recognize such a science, but say that it is not of the same class as other sciences, but is only a *moral* science, contingent and conditioned, in which the truth attained does not possess real or apodictic certainty, but only moral certainty, or probability.

I do not propose to discuss this point, but shall postulate the true scientific character of sociology, and proceed at once to set forth the grounds on which I consider the claim to rest. I will only say at the outset that if social phenomena are in fact not uniform and invariable, the same as in other sciences, and if social laws are not exact, as in the physical world, then there is no true science of society. I will also say that if I regarded social phenomena as wholly lacking in the quality of exactness, and all sociological truth as necessarily conditioned and only probable, I should have no interest in sociology, and should devote no time or energy to it.

But it is said that anyone must certainly see a difference between the phenomena of society—historical events, political affairs, religious movements, moral reforms, and industrial transformations—and the action of physical bodies, as in astronomy, physics, and chemistry. I do not deny that from a superficial standpoint there does appear to be such a difference, but it is scarcely greater than that which we find between certain of the sciences that are recognized by all as such, even some of the purely physical sciences, as, for example, between astronomy and meteorology. Here it is clear that the difference lies wholly in the degree of knowledge possessed of the causes of the phenomena, and no one questions that the most capricious atmospheric phenomena are the effects of unvarying physical causes, but which are concealed from direct observation.

It is only a step from this admission to the recognition of the same truth in human events. Nearly all true philosophers have taken this step, and what is called the philosophy of history is neither more nor less than such a recognition. It is said that while it is impossible to see this orderly causation in individual actions it can be seen in those continued collective actions which make up the history of the world. That it is also true of individual actions, though concealed from view, is virtually implied in this, and some great thinkers have distinctly so stated. No one has expressed this more clearly than Kant,² who is never classed as a determinist.

Before proceeding further let me lay down the principle upon which the scientific character of sociology and all the other complex sciences rests. It is that *in the complex sciences the quality of exactness is only perceptible in their higher generalizations.*

It is well known that as we rise in the hierarchy the sciences diminish in generality as they increase in complexity. By generality is meant the relative number of phenomena that take place under any one law, and simplicity is virtually the

¹ From the *Annales de l'Institut International de Sociologie*, Tome VII, Paris, 1901, pp. 163-203.

² *Kritik der reinen Vernunft*, Ed. Hartenstein, 1863, p. 380.

same thing, viz, the occurrence of many phenomena as the result of a single force or cause. Any field of phenomena, as that of astronomy, in which this is true, becomes the subject of a highly exact science. As we rise in the scale a larger number of principles come into action and the number of phenomena, relatively to those of the whole field that are controlled by a single principle, diminishes. In other words, as the number of principles increases their range or scope diminishes. The causal quality of the phenomena is not affected, but the difficulty of perceiving and understanding it is increased. A point is at length reached at which it is impossible to recognize the direct action of any one single principle. It then becomes necessary to group the principles or laws into classes and deal with these classes as units. The action of such groups or classes of principles can be seen to be uniform and an exact science can be based on such collective action. The most complex of all fields of phenomena, viz, that of human society, can be made an exact science by this method and by no other. A few illustrations will make this clear.

In any complex field of phenomena the ability to see the action of law is diminished or wholly annulled by the multiplicity, obtrusiveness, and proximity of the objects occupying the field. These arrest attention and defy classification. One can not see a city when in it on account of the buildings, or a forest on account of the trees. All attempts to reason about things under such circumstances are vitiated by what I call "the fallacy of the near." All observations are attended with what may be denominated the Brobdingnagian perspective. To overcome this the first prerequisite is distance. The greater the distance, provided the objects can be clearly seen, the greater the degree of order that they will present. This order is simply the visual manifestation of the uniform laws under which they have been produced.

In climbing a rugged mountain covered with forests one gains no idea of shape or symmetry. Lost amid deep ravines, rocks, crags, and heavy timber, all seems chaos. The same mountain viewed from a distance may present a symmetrical cone as smooth as a sugar loaf.

The earth's surface as we journey across it seems very uneven, the maximum irregularity exceeding 10 miles in vertical measurement. The surface of the moon is probably much more irregular than that of the earth, yet it presents a perfect circle to our view. So it is with the limb of the sun, notwithstanding the enormous heights to which the flames of incandescent gases are known to project themselves from its surface.

Distance is said to "lend enchantment," but this enchantment is wholly due to the sense of order which it arouses in objects which seem shapeless when we are near them. Nearly the same effect is produced by reversing a field glass, while a somewhat different effect, but of the same class, is obtained by a bird's-eye view.

The result of generalization is also illustrated by physical geography. Nothing seems more irregular than the coast lines of continents or the trend of mountain chains, but a study of the orogenic and epeirogenic movements of the earth's crust brings order out of this chaos and presents to the eye of reason a definite system of mountain chains and continental areas. The physiography of any region also yields to this class of speculation, and comes forth with a symmetry and beauty that are fascinating in a high degree.

Passing over many great fields, which, if examined, would be found to furnish equally good examples, we may first approach the human plane by a glance at the lessons of ethnography. There is no more seductive study than that of the similarity presented by the customs and arts of uncivilized races in widely separated regions of the globe. The phenomena called "ethnographic parallels," by Dr. Edward B. Tylor, while doubtless sometimes pointing to a common origin and natural derivation, are now for the most part explained as the result of uniform causes pervading the whole field of human activity. No better illustration could be adduced of the presence of law in the psychic, anthropic, and social worlds.

Many interesting examples are furnished among civilized races by the movement of population. Only one of the least observed of these will be cited, viz, that which is dependent upon the physical fact called by geologists "the fall line of rivers." The law is that the chief seaboard cities of any country settled by migration will be determined by this fact, and will be situated at or near the head of navigation of the principal streams. A striking example of this is presented by the eastern United States, where all the large and many of the minor towns are located at the foot of the Piedmont plateau and on the landward margin of the coastal plain, at the points where the principal streams intersect this line.

Advancing one step farther in the direction of the recognized domain of sociology proper, we may consider the conclusions reached by statistics. The eminent Belgian statistician, Quêtelet, although a poor reasoner, saw the workings of law in human affairs so clearly that he named one of his principal works *Social Physics*, probably unaware that Comte had already used this expression for the entire domain which he afterwards baptized "sociology," taking great pains to point out their perfect synonymy. In the whole field of vital statistics, including chiefly the facts of marriages, births, and deaths, Quêtelet found that it was only necessary to collect a sufficiently large number of such facts in order to deduce from them exact and uniform laws, and he tells us just how often it will happen not only that a man of eighty will marry a girl of sixteen, but also how often a man of twenty will marry a woman of sixty.

Statistics of suicide and other crimes have been extensively studied since Quêtelet's time, and although a great number of special conditions modify the result, it is only necessary to make the investigation broad enough in order to arrive at laws that are exact and uniform.

From this the passage is easy to the multitudinous social phenomena which make up what is called the daily news. Most unphilosophical people pore with rapt interest over the columns of the daily press, noting as unique and remarkable all the accounts of crimes, fires, railroad and other accidents, and the innumerable social events that are continually taking place. But the philosophic mind sees in all this nothing but the regular and ordinary course of things, and nothing in any proper sense exceptional or extraordinary. The particular names, places, and details are of course utterly heterogeneous, and incapable of prediction except by those fully acquainted with each particular case, but the general result is something well known, since it is constantly going on, and there is no essential difference between one year and another or between one country and another. If there is a difference in time and place, even that difference is due to special causes which can be discovered with sufficient research.

Thus we might go on to multiply illustrations of the reign of law in the most complex fields of social activity, all going to prove that the science that treats of that field is an exact science if we only confine it to the most general aspects. It can only descend more and more into the details as the data for such less general conclusions slowly accumulate and are arranged and coordinated for the purpose. While, for example, it is impossible to say what a particular individual will do under a given set of circumstances, because this would require a knowledge of his entire character as the result of his education, experience, and hereditary predispositions, it is possible to say what general course all mankind may be depended upon to pursue under certain general conditions. From this knowledge of "human nature," i. e., of the social forces as natural forces, the law of parsimony, or of greatest gain for least effort, has long been recognized, and it is about as exact, i. e., reliable, as any law of physics. This is merely saying that there is not much more chance of the existence of unknown perturbing influences that will overcome this law than of unknown bodies in space that will cause perturbations in the movements of the heavenly bodies.

In all attempts to find the beginnings of sociology, and to point out who have been its true precursors, there has been complete harmony in recognizing the primary principle of law in human events. Those who have in any degree perceived this

have been placed on the list of early sociologists. Passages to this effect are culled from the writings of Plato, Aristotle, Lucretius, Tertullian, Machiavelli, Bruno, Bacon, Hobbes, Descartes, Bossuet, Locke, Leibnitz, Fontenelle, Vico, Montesquieu, Buffon, Hume, Adam Smith, Ferguson, Kant, Turgot, Condorcet, Saint Simon, Carey, Bastiat, and John Stuart Mill. This was the first and for ages the only conception which gave to history a scientific character. It is the conception that underlies all the other steps in the process of creating a science of society, and it has now culminated in the more definite formula that such events are true natural phenomena, to be studied by the same methods as other natural phenomena. The idea conveyed by the word "actions" is wholly misleading, since it implies that they might have been other than they were, while the scientific idea is that, given all the circumstances, nothing else could have taken place than precisely what did take place.

All this may be regarded as preliminary to the treatment of social mechanics, but it is a preliminary which, in the present state of our science, seems essential. It is the mechanical basis of the science of sociology, without which there could be no such science. It establishes the existence of a class of true natural forces in society, which places sociology fully in line with the other true sciences. I prefer the name "social mechanics" to the "social physics" of Comte and Quêtelet, because it more clearly expresses the idea of force and law in society, and also because it more readily admits of the fundamental classification which I shall propose.

I have always insisted that this mechanical force which produces the phenomena of society is a psychic force, but I have carefully distinguished it from thought, which is not a force, and which, in so far as it is a cause, is a final cause (*causa finalis*) and not an efficient cause (*causa efficiens*). The social force resides in the affective or appetitive department of the mind, and is a true propelling force. It is the cause which makes all sentient beings move and act, a true or efficient cause, producing effects in the same way that they are produced in the physical world. The social forces are chiefly appetites, and Professor Fouillée has proposed for them the term "appetition," which I am quite willing to accept, but I can not agree with him in classing them as ideas. It is, however, a perfectly legitimate extension of this general conception to regard these appetitive impulses, or springs of action, taken collectively and viewed from a broad general standpoint, as constituting the will, and the term "will" has the advantage of applying equally to the negative class of impulses, which impel away from the undesirable, as to the positive class, which impel toward the desirable.

Having thus found and defined the social forces, we may proceed at once to the fundamental subdivision of social mechanics. This can be none other than the subdivision of mechanics itself as a mathematical science, since there is no essential difference in the mode of operation of natural forces in general, and we have seen that the social forces are true natural forces. As, therefore, the primary subdivision of mechanics is into statics and dynamics, these branches of social mechanics become respectively social statics and social dynamics. They will be treated in this order.

Many sociologists have seen the logical necessity of this classification, but it has never seemed to me that a single one, not even Comte, has clearly perceived or adequately expressed its true meaning and import. There are some who reject it altogether, but such usually also fail to perceive, or at least to admit, that sociology is a domain of natural forces.

SOCIAL STATICS.

In view of the general confusion on the subject of social statics, I will perhaps be permitted to go somewhat into detail and to set forth with special care the fundamental principle upon which I conceive this branch of the science to rest.

Any true force acting alone causes motion in a straight line. The universe consists

chiefly of aggregates which are in the nature of systems, and these have their existing configuration by virtue of the action of many forces which modify one another. The action of each of these forces alone would tend to carry the portions of the aggregate affected by it out of the system into space, and thus to disintegrate and destroy it. The different forces working together tend to preserve it. They do so by partially antagonizing one another and bringing the different parts or elements into a condition of approximate equilibrium.

This holds true for every form of aggregate or system throughout the entire universe, and in every department of nature, in the organic as well as in the inorganic, and in the psychic and social worlds. So far as the maintenance of systems is concerned, every force, considered in and for itself alone, is essentially destructive, i. e., it is centrifugal. This has always been perceived so far as the social forces are concerned, for the affective faculties to which these forces belong include the passions of men, and their destructive and dangerous nature has formed the subject of most ethical teaching. The true reason why they have not been scientifically studied is that they have been regarded as essentially unworthy and bad. Sociology is the only science that can explain their true nature as the propelling forces of society, or, as I have called them collectively, the dynamic agent. And it is true that if there were no way of curbing this social energy it would quickly destroy the social order.

Social statics deals with the process by which social energy is conserved and converted into a useful instead of an injurious agent—that is, rendered constructive instead of destructive. Social statics might therefore be called “constructive sociology.” It deals with the process of social equilibration.

Among the many crude conceptions of social statics is that which identifies the terms “statical” and “stationary,” and thus confounds social statics with social stagnation. The distinction will become clear as we proceed, but a single illustration will prepare the way, viz, that the difference is essentially the same as the difference between a mill pond and a stagnant pool.

Although the process involved in social statics is a strictly unconscious and genetic one, still, as our thinking is largely anthropomorphic, we can best understand it if it can be illustrated by human methods. The true effect of every mechanism is to create an equilibrium, more or less complete, of natural forces. Of course the purpose is to use these forces, and all invention proceeds upon the assumption that the quantity of force is not diminished by the mechanism, but is controlled in the interest of man. Devices for constraining and directing force convert it into energy. The force previously exerted in useful ways is made to act in useful ways. The amount of force caused to act in useful ways is greatly increased at the expense of that acting in useless ways. In a word, the previously scattered force is now concentrated, focalized, and directed into advantageous channels. Previously diffused in space, it is now condensed and applied to a given point, as the sun's rays in a burning-glass; or, previously continuous in time, it is now restrained and set free all at once, as in gunpowder.

Perhaps the most typical example, and the one which, by giving the proper latitude to the terms, can be considered as covering every form of mechanism, is the storage battery. The essential principle is the storage of energy for subsequent use, the time, the direction, and the quantity being subjected to the will of the inventor. It is not confined to electricity or combustion, but applies to all forces, and the mill pond, to which reference has been made, is a simple case in point.

We thus see that the action of the human mind is in the direction of creating artificial mechanisms for the utilization of natural forces, and that the quality common to them all is their power to produce a more or less complete equilibrium that can be disturbed at the will of the user and for his benefit. Such mechanisms may be called structures, i. e., they are things constructed. The purpose for which a mechanism is constructed—what it does—is called its “function.” We therefore always have

the two facts, structure and function. The advantage of these terms will presently appear.

Sociologists constantly speak of social structures, and this is altogether proper. Social structures may include such as are artificially devised and correspond to the mechanical structures that we have considered, but it is evident that the ordinary use of the term does not contemplate these, and by social structures is usually meant those which are unconsciously and spontaneously produced. The analogy is generally with organic forms, which are the products of evolution and wholly beyond the inventive genius of man to create or even imitate. Most social structures are in fact of this class. But just as the comparison of mechanisms to structures widens our view of their true nature, so we may profit in the same way by looking upon all structures as in a certain sense mechanisms. We saw that the common quality of all mechanisms was that of equilibrating forces. We may now, if we take the right view of them, perceive that this quality is also common to all structures whatsoever. The full realization of this truth opens up to the view one of the broadest philosophic fields that present themselves to thinking minds. Without a survey of this field and some idea of its nature and scope, the science of social statics can not be clearly comprehended.

The fundamental question is: By what process are natural structures formed? We know how artificial structures or human mechanisms are formed. We have also seen that they have the same leading quality as unconscious or genetic structures. The two are alike not only in both being structures, but also in both performing functions, i. e., they do not exist simply for themselves, but, as it were, for some purpose. If, however, the term "purpose" is applied to both it must be taken in a different sense. Its meaning applied to the human mechanism is clearly teleological. Applied to genetic structures, even those of society, it can not be regarded as teleological, since there is no design, and we can only say, in the language of modern science, that the structures are adapted to their functions. The problem is then reduced to that of ascertaining how this adaptation is brought about.

Fully to grasp the subject, it is necessary to start from the broadest possible basis. Not limiting the conception of a structure to social and organic forms, we must expand it to include all systems and all aggregates of whatever kind. We shall then be better able to see the one universal law that controls them all. This law is not the same as the law of evolution, i. e., the unfolding of something previously conceived as rolled up. It may be called adaptation, but this term helps us not in the least to understand the true process.

It is necessary, first of all, to distinguish between a law and a principle. A law is an expression of the order in which phenomena take place. A principle is the manner, mode, or method of their occurrence. It answers the question: How? For example, evolution is a law, but natural selection is a principle. The world has never been fully satisfied with laws. It is only satisfied with principles. Principles alone explain, and the mind is never fully at rest until the phenomena under consideration are explained. Adaptation must also be classed as a law, since, as already remarked, it requires explanation, and the problem before us is neither more nor less than that of discovering the principle that will explain adaptation.

Notwithstanding the modern tendency toward monistic conceptions in all things, we must not be blinded to the fact that in every department of nature there exists opposition. The universe is, as it were, polarized. This shows itself not merely in the form of centripetal and centrifugal forces, but also in that of gravitant and radiant forces—in all the forms expressed by the antithetical terms attraction and repulsion, concentration and dissipation, condensation and dissolution. We need not consider the question whether or not these are merely different modes of manifestation of one universal force. To our powers of observation they are real, if not antagonistic, at least antithetical forces, everywhere operating throughout the universe.

From our present point of view the important fact is that the interaction of these antithetical forces always results in some kind of structure. It has the effect of producing symmetrical bodies.

In the realm of space portions of the primordial nebula are separated out, condensed, and rolled up into spherical or spheroidal forms. If smaller masses fail to aggregate with the larger ones they assume similar forms and are made to revolve about the larger ones as secondary bodies, often with still lesser tertiary bodies revolving about them, the whole forming a system and obeying exact laws.

The particles of which these orbs consist are also subject to this same law and form molecular systems which are believed to be as symmetrical and exact as the solar systems. Such molecular systems are numerous, and aggregations of them constitute the different substances known to chemistry and mineralogy. Whether these be called elements, inorganic compounds, or organic compounds, they all have the same fundamental constitution.

In the organic world the symmetrical bodies produced by the interaction of antithetical forces are the organized forms, both vegetable and animal, with which the earth is peopled. These, too, are systems wonderfully adapted, and although the bodies are themselves ephemeral, they possess the power of self-renewal, thus rendering the forms permanent.

In the social world the same antithetical forces are in operation with the same result, and social products scarcely differ more from organic products than do these from cosmic products. All the forms produced by the interaction of antithetical forces are structures, and social structures are as definite and symmetrical as organic, chemical, or astronomical structures.

We shall return to this subject, but it is essential to connect the entire train of phenomena considered with the principle primarily laid down that all structures whatsoever, and whether the products of human design or of spontaneous natural forces, have for their essential characteristic the partial equilibration of the forces in action, and that the necessary effect of the conflict of forces and the constraint and alteration of motion is to produce symmetrical forms or systems—i. e., structures. The generic term for the whole process, in whatever department of nature, is organization, and that which has always been going on in the universe and has resulted in the present condition of things is nothing more nor less than a process of organization whereby the previously unrestrained and unproductive forces of nature have been arrested, stored, and appropriated to constructive purposes.

This is the great underlying principle of all organization, and I have long sought for an appropriate term by which to express it. It is primarily collision, deflection, constraint, and transformation of motion, resulting in greater intensive activity at the expense of extensive activity, a shortening of paths with a repetition of circuits, and ultimately the formation or building up of definite circumscribed structures. Although begun in opposition and antagonism, it soon assumes the milder forms of antithesis and interaction, resulting at length in compromise and ultimately in cooperation.

I have alternately used all these terms, but none of them seem fully to describe the principle under consideration. Equilibration and adaptation are the important resultant effects. We are carried back to the well-worn Hegelian trilogy, and plainly see in this process a synthesis of the antinomies at work. After much reflection, I have finally selected as the term that embodies the most complete expression of this all-comprehensive principle the word *synergy*, in which is contained not only the passive idea of coexistence or mutuality, but also the active idea of work or energy.

Synergy, then, is the principle which explains organization and adaptation in the universe, and these must therefore fall wholly within the province of statics. Whatever relates to structure belongs to statics, and as function is only the utilization of the energy stored by structure, function must also belong to statics. It is remarka-

ble that so many sociologists have fallen into the error of supposing that the distinction between structure and function is the same as that between statics and dynamics, and that while anatomy is statical, physiology is dynamic.¹

All this is as true of sociology as of biology. The process is the same in all departments of nature, and the same principle, viz, synergy, produces the same results. It is only necessary to recognize the homologues of these products in different fields of phenomena. These products of cosmic synergy have already been mentioned in most of the fields of more general law, and we have seen that celestial structures are orbs and solar systems, that chemical structures are atoms, molecules, and substances, and that vital or biotic structures are biophores, cells, and organisms. There are also psychic structures, and if we were to seek for them we should find them in the states, or more properly the acts or phenomena, of consciousness, which are as intelligible products as any of the material products considered.²

We are, of course, chiefly concerned with social structures, and must discover what is the exact homologue in society of the cosmic, organic, and psychic structures enumerated. The forces at work in this field are the social forces, and at every point they are polarized in the same way as the physical and vital forces. In biology this dualism is the interaction of the centripetal forces of heredity and the centrifugal forces of variation, and the result is an adaptation of the organism to the environment. The psychic reverse of this vital obverse is the great dualism of function versus feeling, upon which I have so frequently laid stress.³

Function represents heredity and is centripetal, metabolic, conservative. Feeling represents variation and is centrifugal, catabolic, destructive. Adaptation, which is the resultant of the work performed by these antithetic forces—i. e., the effect of psychic synergy, is synthetic, anabolic, constructive. In the animal world this psychic structure, as it may be called, is chiefly instinct. In the lower races of men it becomes that great homogenous plasma out of which are subsequently differentiated religion, law, and social order.⁴

¹I will cite among others: Auguste Comte, *Philosophie Positive*, Tome IV, p. 231 (but Comte half perceived his error in saying that social dynamics treats of the "continued movement" of society, and that "the popular division into anatomy and physiology tends to disappear entirely"); Roberty, *La Sociologie*, see third edition, Chap. VII, especially the footnote on p. 112; Bernès, *Sociologie et Morale*, 1896, p. 59; Novicow, *Annales de l'Institut International de Sociologie*, Tome IV, p. 190; Ludwig Stein, *Wesen und Aufgabe der Sociologie*, p. 8 (Abdruck a. d. Archiv f. system. Philosophie, Bd. IV); René Worms, *Revue Internationale de Sociologie*, sixième année, 1898, p. 539.

It is true that some have combated this idea. Dr. De Greef did so in his *Introduction à la Sociologie*, Première Partie, 1886, p. 89. I have done so in the *American Journal of Sociology* for September, 1896, Vol. II, p. 244, and in my *Outlines of Sociology*, 1898, p. 173. More recently Dr. Worms has corrected his mistake, and MM. Coste, Dubuisson, d'Araujo, Delbet, and other members of the Society of Sociology of Paris, have exposed the falsity of this idea with considerable clearness. (See the *Revue Internationale de Sociologie*, septième année, 1899, pp. 455, 462, 465, 539, 541, 544, 549.)

²See my article entitled *The Natural Storage of Energy*, in the *Monist* for January 1895, Vol. V, pp. 247-268.

³My efforts to unfold this principle date back to 1889, when on August 31 I read a paper before the anthropological section of the American Association for the Advancement of Science, at its meeting in Boston, entitled, *Feeling and Function as Factors in Human Development*, abstracts of which appeared in the *Boston Advertiser* for September 1, and in *Science* for October 23 (Original Series, Vol. I, No. 17, pp. 210-211). The idea was extensively developed in *Dynamic Sociology*, Vol. I, Chap. VII (see especially pp. 455 ff, 601 ff). A chapter (XIII) was devoted to it in the *Psychic Factors of Civilization*, and it received treatment in several of the chapters (V, VII, VIII, X) of the *Outlines of Sociology*. New light was shed upon it by still later researches, and I returned to it from a somewhat different point of view in an article in the *American Journal of Sociology* for January, 1898 (Vol. III, pp. 520-536), entitled *Utilitarian Economics*. A much longer article, written in French, and entitled *L'Économie de la Douleur et l'Économie du Plaisir*, but dealing with the same thought in a much expanded form, was read before the third congress of the *Institut International de Sociologie* in September, 1897, and appeared in the *Annales of the Institute for that year* (Tome IV, Paris, 1898, pp. 89-132).

⁴See my article entitled *The essential Nature of Religion*; *International Journal of Ethics*, Vol. VIII, Philadelphia, January, 1898, pp. 169-192.

As the social forces are psychic, all social structures must have a psychic basis. They are all evolved out of this primordial psychic plasma, which seems to me more nearly to constitute the essential germ of religion than of any other human institution.¹ And in speaking of religion as a human institution, we have employed a highly generic term, which may serve as a name for all social structures whatsoever, and we may say that the social homologue of the products of cosmic, organic, and psychic synergy is human institutions.

The synergetic products of physical and vital forces are material objects; those of psychic and social forces are chiefly immaterial. They are instincts, habits, aptitudes, customs, and institutions. These are all adaptive, protective, and constructive. They produce, like the others, a partial arrest, restraint, and equilibration of the interacting forces, a transmutation of motion, a conversion of molar into molecular, and of extensive into intensive activity, and they may be denominated mechanisms or devices for the gathering, focalizing, husbanding, and storing of the psychic and social energy.

While in the broadest sense of both terms all social structures may be called institutions and all institutions may be called social structures, there is a narrower sense in which a distinction may be drawn, and the term "institution" may be applied rather to those spontaneous products of the social forces which are more basic and of a more exclusively psychic character, while the term "structure" may be given to the superstructure, as it were, which men more or less consciously erect upon these natural foundations. In many cases the distinction is vague and difficult to draw, while in others it is perfectly clear. Among the most important of these latter may be mentioned religion, as the institution out of which rises the church as a structure; marriage, as an institution upon which rests the family as a structure; government, as an institution to which corresponds the state as a structure. To these might be added matriarchy and the clan, patriarchy and the gens, the blood bond and the tribe, law and courts of justice, punishment and prison systems, education and the school, etc.

Among human institutions which do not so readily admit of this contrast may be mentioned language, literature, art, and science; while to the class of social structures in the restricted sense, but to which the corresponding institutions are vague or wanting, may be referred all the multitudinous voluntary organizations and associations, whether for social, moral, educational, or industrial purposes. In a certain sense, however, the division of labor may be said to be the institution corresponding to such structures.

Any one or all of these examples might be taken up and analyzed from the point of view of the present discussion, and shown to be the product of social synergy as that term has been defined. Our limits compel us to restrict this analysis to a single example. The case that I shall cite is one which a priori would be perhaps least expected to furnish a good illustration. It is that of the blood bond which binds primitive races into tribes. If the terms are taken with sufficient latitude, however, they represent a most critical stage in the history of mankind. Under matriarchy, or clan life, and to a less degree under patriarchy, or gentile life in its earliest and simplest forms, comparative peace prevailed. The warlike stage of culture followed these, and grew out of the formation of larger groups firmly cemented into tribes, in which, along with an intense tribal attachment, or race instinct, there went a considerable sense of power. The love of race, i. e., instinctive attachment of each individual for all other members of the same group, was always accompanied by a corresponding hatred of the members of other groups, a fact which led to constant wars.

The whole subject, which is far too large for me to outline here, constitutes what

¹ Mr. Herbert Spencer has brought out this truth in a very clear manner. See his *Principles of Sociology*, Vol. III, p. 131 (sec. 662).

is known as the "struggle of races," upon which so much has been written and the true significance of which has at last been discovered and made plain by the writings of Ludwig Gumplowicz and Gustav Ratzenhofer. It fits admirably into the broader scheme that I have here unfolded. It is a perfect illustration of the working of social synergy. Every step in the process of the equilibration of these at first wholly antagonistic forces has been clearly traced and the successive resultant social structures named and described. Ratzenhofer shows in a masterly way how the several steps are taken throughout the entire process. The order is as follows, the words in italics marking the steps or stages: (1) *subjugation* of one race by another; (2) origin of *caste*, the conquered race forming a lower and the conquering race a higher stratum of society; (3) gradual loosening of this condition, leaving simply a state of *inequality*, individual, social, and political; (4) gradual rise from purely military dominance to a recognition of *law* and the origin of the conception of legal *right*; (5) origin of the *state*, under which all classes have both rights and duties; (6) cementing of the whole mass of heterogeneous elements into a more or less homogeneous *people*; and finally, (7) development of a *nation*.

In all this we see in the most vivid way the various aspects of equilibration or social synergy, from the primary conflict and antagonism, through the successive stages of resignation, acquiescence, compromise, affiliation, cooperation, and ultimate complete coalescence and unification, such as are manifested by the originally heterogeneous French, German, and British nations. The net result is *social organization*, and it constitutes a typical case of organization in general. In fact, the process can be much more clearly seen in society than in any of the lower departments of nature, and a clear comprehension of it throws a flood of light upon the obscure processes of organic life of which we can only see the matured results. Thus does sociology often illuminate the simpler sciences.

This example leads us directly to the broader truth that organization is the basis of and in fact constitutes order in the social world, and all the different social structures and human institutions are themselves organized into a whole, which is the social order. The social order is the subject of social statics, and all that has been said comes under that division of social mechanics. Social structures are reservoirs of power applied to social ends. They are the conditions to social efficiency. They are all, as much as the state and the nation, products of a struggle. Darwin has taught us that throughout the organic world there is a "struggle for existence." Society is also a theater of struggle, but a broader view of the subject in both fields and in all other fields justifies us in modifying Darwin's severe formula, and in looking at the order in the inorganic, the organic, and the social worlds as the product rather of a *struggle for structure*.

In society the structures that result from this struggle are human institutions, and without indulging too much in metaphor, we may justly say that human institutions are the storage batteries of society that husband the social energy, the products of social synergy, which is the highest expression of the cosmic synergy, or universal struggle for structure.

SOCIAL DYNAMICS.

We have seen that the proper subject of social statics is social order. In sharp contrast with this, the proper subject of social dynamics is social progress, or at least social transformation. The one deals with the status, the other with the movement. We found the social order to be the result of organization, and that this organization consists in the formation, under the principle of social synergy, of social structures, which are further coordinated into one supreme structure, viz, society itself. What, then, constitutes social progress?

Every structure represents a certain type of organization. This is as true of cosmic and organic as of social structures. Under the synergetic principle of equilibra-

tion all organized structures tend toward fixity, and statics deals with an assumed condition of structural fixity. But as the whole process consists of a struggle between centripetal and centrifugal forces, the actual state of fixity is in fact never reached. In biology it was long supposed that organic forms were absolutely fixed, but Lamarck and Darwin showed that this was not the case, and that all forms are in a condition of perpetual change. Although it has not been called by that name, the recognition of this truth really added to the current science of static biology a new science of dynamic biology, and the enormous strides that have been taken in biology since this discovery was made only attest its immense importance and fertility.

Most of the sociology, even down to the present time, relates to social statics. It is occupied with the discovery and description of social structures, even as the old biologists collected and described animals and plants; and many still insist that this is all there is of sociology. Eighteen years ago I made an effort to break with this tradition and emphasize the dynamic aspect of our science, but it was premature, and had about the same effect as did Lamarck's *Philosophie Zoologique*, written half a century before the world was ripe for it.

The principal obstacle to the acceptance of the general truth of dynamic sociology is the failure to recognize the science of social mechanics, due to the almost complete chaos and confusion that prevail among sociologists on the subject. If there is no clear conception of what constitutes social statics it can not be expected that there will be any definite idea of social dynamics. I have tried to show what social statics is, and I now propose, as my concluding task, to indicate the true nature of social dynamics.

The fundamental fact is that all structures are constantly changing, so that social statics is really a theoretical science, though none the less legitimate and necessary on this account. The fact that species are not fixed, but constantly changing, does not prevent our study of plants and animals, considered as ultimate products, and the statical sociologist may at any time take, as it were, an instantaneous photograph of society and study it at his leisure as a naturalist studies a cabinet specimen.

But when we say that social structures are changing we do not mean that the individuals are renewed or that the groups are growing and expanding. Growth and multiplication are simply the functions for which the structures exist, and, as we saw, all considerations of structure and function, sometimes called anatomy and physiology, belong to statics. What has the physiology of animals to do with the great dynamic process of organic development? Nothing whatever. It is precisely the same with social phenomena, and to find the dynamic element we must look further.

To come at once to the point, the change that constitutes dynamic movement is change in the type of structure. Under an ever-changing environment the centrifugal forces are constantly seizing opportunities to break over, be it never so little, the barriers set by the centripetal forces, and wherever this results in advantage, however slight, it is attended with success. In biology this constitutes the principle of natural selection or survival of the fittest, which is the fundamental principle of dynamic biology. My own expression for it is the principle of advantage. Social structures are subject to the same laws as organic structures, and human institutions also constantly changing in type and character to meet the changes in the social environment, which are far more numerous and varied than those of the organic environment.

We might rest the case here and refer all changes in social structures to the principle of advantage, but obviously this would be quite inadequate and unsatisfactory. We must analyze the phenomena much more closely, and find the sociological principle through which they are brought about. There must be some underlying heuristic principle which will explain the modification of social types of structure.

It must be constantly borne in mind that the activities of men are the effects of the social forces as causes. Most of these activities are purely statical. They come under M. Tarde's law of imitation, and are mere repetitions. But there are some, and the frequency of these increases with the increase in human intelligence, that break over this rule, and, to however small an extent, depart from the normal, add some little to what has gone before, and improve upon the old way. This is what M. Tarde calls invention. The term innovation seems preferable, as more generic. All this is little more than the simple statement of the observed facts. The principle underlying it remains to be sought. It is to be found in the psychology of human action.

We will suppose a given action to be dynamic and not merely static, to be an innovation and not a simple repetition. If we analyze such an action we shall find that it has three distinct effects: 1, to satisfy desire; 2, to perform a function; 3, to modify the environment. Only the first of these effects is consciously sought. The individual as an organism is impelled to action by the motives that are in his nature, and he can only act in obedience to these motives. They are the psychic, and become, when taken collectively, the social forces. The generalized formula to which all such motives can be reduced is the satisfaction of desire, and when this phrase is comprehended with sufficient breadth it is seen to be true that no action ever is or can be performed except for the purpose of satisfying desire. The action is supposed to accomplish this end, but whether it does so or not, it must be intended to do so, otherwise there would be no motive, and we should have an effect without a cause. But whether an action does in fact satisfy the desire for which it was performed has, as we shall soon see, no bearing upon its dynamic character. It may fail entirely in its primary purpose and still be a dynamic action.

The second effect of the action, viz, the performance of function, is primarily a wholly unconscious one. The agent is not normally concerned at all with it. It is the result of ages of cosmic adaptation so complete that the individual has no need to know that his action will produce this effect. Throughout the entire animal kingdom below man it is not probable that the functional effect is ever considered, or that it is known to the agent that a given action, such as eating, will have a functional effect, such as to nourish the body. The sole motive is desire (hunger, etc.). Even in the lowest races of men, as M. Letourneau has pointed out, it is doubtful whether the reproductive act is known to be the cause of reproduction, and in the most civilized communities of the world the cases in which it is performed for that purpose are extremely rare. The functional effect is altogether statical, and merely results in the repetition of cells (nutrition, growth) or of individuals (reproduction, multiplication), and adds nothing in the direction of modifying the type of social structure.

Let us now consider the third effect, which was characterized as modification of the environment. Social progress, as I have so often pointed out, differs from organic evolution in the important particular that, whereas in the latter the environment transforms the organism, in the former man transforms the environment. This third effect is in chronologic sequence the first. The end of the individual is the satisfaction of desire, but except in the very simplest cases this end is not the immediate effect of the action. The end must usually be attained through means. The action is expended directly and immediately upon some means which secures the end. The extent to which this is true depends upon the position of the agent in the scale of organic development. The lowest of all creatures are simply bathed in a nutrient medium which penetrates and nourishes their bodies. A little higher, as in *Vorticella*, they draw the nutritive particles to themselves by the vortical action of cilia. At still higher stages they seek their food with increasing conscious effort, until, in the highest animals, such as the Carnivora, the pursuit and capture of their prey involves great effort and exertion. But here, as throughout the entire animal

kingdom below man, the effect is to strengthen and adapt the organism by virtue of the Lamarckian principle of increase by use, supplemented by the Darwinian principle of natural selection. The extent to which the environment is modified is comparatively trifling. It is true that through certain instincts some changes are occasionally wrought in the environment. Birds build nests and beavers dams, and some rodents, such as the prairie dog, make subterranean homes that are more or less permanent. On the other hand, the effect is often destructive instead of constructive, as where all the food animals of a predatory species are destroyed, or where all the grass and herbage of a herbivorous species are eaten up. Instincts rarely produce any enduring results. Birds abandon their old nests every year and build new ones even in the same tree. It is clear that we can not say of any animal that its action tends to transform the environment in which it lives to its own permanent advantage.

But with man this is just what occurs. His efforts have very little effect in modifying or perfecting his own physical powers. Up to a certain point in the course of his slow emergence out of the animal state the biologic law doubtless applied to him, and in various ways, unlike those of the other animals, it modified his physical nature, giving him the erect posture, the plantigrade foot, the high facial angle, and the massive brain. But this process gradually diminished until for all the races now known to inhabit the earth it is inappreciable, and for all the developed races it is nil. In fact, a reverse process, at least in part, seems to have set in, and instead of physical advancement there is a tendency toward physical degeneracy.

On the other hand, even the most primitive types of men accomplish something in the direction of transforming the environment and adapting it to themselves, while everything that is included in the phrase material civilization consists in just this and nothing else. This general truth is vaguely recognized, but it is commonly supposed that it is the result of conscious and intentional action on the part of men. A careful analysis of the conditions shows that such is not the case, but that it is merely incidental and unintended, an unsought and undesired result of the effort to satisfy desire. If desire could always be satisfied without effort, without causing any modification of the materials which are in contact with man, there would be no human progress. No effort would be put forth for this purpose alone. The environment would remain as little changed as it is by the birds and animals that inhabit the forests and the plains.

The only reason for this difference is human intelligence. Man is the only animal whose mental powers are strong enough to enable him to see that his end, the satisfaction of his desires, can be attained through certain material means, through transformations in his environment. And the higher his intelligence the more of these means he perceives, but the more subtle and recondite the means the more difficult they become. The more remote the end the more laborious the means, and the employment of such means involves prolonged effort. But the more severe and protracted the effort the larger will be the incidental results, i. e., the greater will be the transformation wrought in the environment. The individual end is the only thing that is desired, but it is perceived by the reason that the end can only be attained through effort applied to the means.

Now the attainment of the end—the satisfaction of the desire of the individual—has no social importance. It may be set down as wholly statical. So also must be considered statical the indirect functional effect of satisfying desire—sustenance, nutrition, growth, reproduction, multiplication. The only consequence of the action that has any social value is the incidental alteration in the surrounding material conditions that had to be made before the other effects could be secured.

The most obvious form of transformation, and the one that still continues to be the most important, consists in the artificial shaping of raw materials to man's needs. The animal finds a world with such and such objects in it. It knows no other way

than to utilize these objects nearly as they are. Man finds the same world, but he knows how to adapt the objects to his use, and he proceeds to do so in proportion to that knowledge. The result is that in a civilized race nearly everything that is said to have value in the economic sense has been transformed. Let anyone look about him and try to discover a wholly untransformed object of which he ever makes any use and he will find it a difficult matter to do so. Even light, heat, earth, air, and water are more or less modified to man's advantage.

This transformation of raw materials into objects of human use is accomplished by means of two processes—invention and labor. Every perception of the possibility of modifying the environment or any part of it in such a way as to secure the fuller satisfaction of desire is an invention. All the effort put forth in producing this modification is labor. The result, i. e., the actual modification brought about, is production in the economic sense of that term, and all production is of this kind and can be nothing else.

These products of invention and labor, i. e., of art, are therefore merely means to the individual end, which alone is a conscious and purposive effect. The second effect, viz, the functional end, or end of nature, of preserving and continuing life, is unconscious, and is the result of adaptation brought about by natural laws. Both these effects are statical in the scientific sense. The third effect, viz, that of modifying the environment, also unconscious, unthought of, and undesired, is the dynamic effect, and the only one that has any social value. Or, to express it in language that is teleological in form but not in fact, the end of the individual is the satisfaction of desire, i. e., human happiness; the end of nature is the preservation of the individual and the race; the end of society is the amelioration of the conditions of existence.

It remains to connect these conclusions with the primary definition of social dynamics, viz, that it deals with the modification of the types of social structures. So far as industrial structures are concerned this is clear enough, but for other structures than industrial it is not so clear. It should apply to all human institutions whatsoever. It does so apply as soon as we give sufficient latitude to the terms employed. Every human institution is constantly undergoing modification, and every increment of modification is the result of the operation of this dynamic principle. We must give to the term invention all the breadth that M. Tarde gives to it. The labor involved in realizing and perpetuating the invention is either a part of the act of invention or else it is simply imitation and repetition in manifolding the objects wrought.

But the objects need not belong to the industrial world. The product need not be a material product at all. The institution may be any of those immaterial social products that were dealt with under social statics. One of these which seems the least tangible, one about which there seemed to be doubt as to whether it should be classed as an institution at all, is language. No more difficult one could be selected by which to illustrate the principle under consideration. If our dynamic principle proves applicable to language it surely can be applied to any other human institution.

In this case the end desired is intercommunication between men. The means employed is speech or gesture or some form of significant action. The change or modification of this immaterial social structure, or primitive human institution, takes place in the direction of improving and perfecting the symbols employed in the conveyance of thought from one individual to another. Every step in this direction is an invention in the proper sense of the term, and the increments gained are preserved by imitation and repetition, which may be characterized as labor or human effort. If we were to trace the whole history of the science of *semantics* we should find that it consisted entirely in a continuous application of this process from the rudest forms of language to the highest flights of oratory or literary expression.

The only difficulty with this illustration is that language is such a primitive institution that it can not be called exclusively human. It shades off into an animal instinct, and in tracing it backward the dynamic principle here set forth applies in diminishing degrees until it is lost or merges into the principle of natural selection, which is its biological homologue. The same would be found true of many other primitive institutions, such as religion, marriage, and even government. But this does not prevent the principle from coming gradually into full force with the progress of human society and constituting the basis of social dynamics in all departments. It is that which brings about all modifications in the types of social structures, and introduces new and more efficient structures that gradually succeed the old and obsolescent ones. Changes may of course be retrogressive, and we have in society forms of local and restricted catabolism corresponding to atrophy, reversion, atavism, parasitic degeneracy, and even extinction, in biology. These would form interesting subjects for discussion, and could be shown to come under the same law as the anabolic transformations, but this would carry me too far.

While the science of social dynamics is thus much broader than the simple question of social progress, still it is the science that deals with social progress, and it is the only science that can adequately explain the nature of progress. It not merely asserts, as did Auguste Comte, that progress depends upon order as its essential basis, but it shows, as he did not, just how this is so. For if progress consists exclusively in the advantageous modification of social structures, it is clear that the existence of such structures is presupposed. But order, as we saw, consists in the formation and coordination of social structures under the principle of social synergy, which is the principle of social statics. Without such structures there is no society, and society consists of social structures. Hence all social progress must grow out of social order, and be, as Comte said, "the development of order." It consists exclusively in the advantageous modifications of social structures, brought about unconsciously and unintentionally by the direct action of man upon his material and spiritual environment in his efforts to satisfy his wants. Both invention and labor come under this head of effort, which is the ultimate principle of social dynamics. We have endeavored to explain this principle rather than to name it. It corresponds to the Lamarckian principle of effort in changing the organic structures employed in securing the ends of the creature, such, for example, as the lengthening of the cervical vertebrae of the giraffe by the effort to browse on the boughs that are beyond the reach of other antelopes. In the other characteristic that the result is wholly unsought and even unknown to the individual there is also perfect parallelism in the biological and the sociological principle.

The only essential differences are, (1) that human effort is telic, in perceiving that the means will secure the desired end, and (2) that human effort affects the environment and not the organism. For convenience of distinction, therefore, between the purely automatic and reflex effort of the animal and the rational and teleological effort of man, we may apply to the latter the term *conation*.

The two great principles of the science of social mechanics are, therefore, social synergy, which controls the phenomena of social statics, and conation, which controls the phenomena of social dynamics.



CHAPTER XXIX.

EDUCATION IN THE PHILIPPINES, CUBA, PORTO RICO, HAWAII, AND SAMOA.

INTELLECTUAL ATTAINMENTS AND EDUCATION OF THE FILIPINOS.

CONTENTS.

Sources of information.

Ethnological, social, and intellectual characteristics of the Filipinos.

Effects of Spanish culture upon the Filipinos.

Literary and scientific activity among the Filipinos.—Native authors.

Early insurrections and conditions preceding the insurrection of 1896.—Free Masonry and the Katipunan Society.—Letters and documents illustrating the propagandism of revolt.—Filipino political writings.

Statistics of education.

Higher education.—The University of Santo Tomás, the Medical College of San José.

Secondary education.—Colleges and private schools, normal and special schools.

Primary education.—Condition on arrival of Americans, as shown by reports of army officers; recent laws.

Appendices.

Bibliography and ancient alphabet.

In the following summary, besides giving the statistics of education proper in the Philippines from official sources, an attempt is made to produce evidence taken from other and foreign sources as to the character and intellectual capabilities of the Filipinos, and the results of the education which has been afforded them in the past. The account of the characteristics of a people by foreigners is always incomplete and unsatisfactory, because the observers are necessarily, if unconsciously, influenced by their own national temperaments, prejudices, and education. Especially is this true of observations made by Europeans upon a people so radically different from themselves in race, language, and antecedents as the Filipinos. It has, however, been possible to select testimony which may be regarded as entirely impartial, if equally unsympathetic, the observers having had a merely scientific interest in their work, with no political or religious bias. Their testimony to the natural capabilities of the Filipinos has been supplemented by extracts from the writings of the latter themselves, as an illustration of their ability to share in the intellectual life of the modern world. The observers referred to are a number of German and French scientific men who have visited the Philippines within the last sixty years and have published works upon the geology, natural history, and ethnology of the islands, with observations upon the character and intellectual capacity of the Filipinos. These writers were not mere transient visitors or ordinary travelers or news collectors, but were especially qualified men who were sent to the islands, in some instances, by institutions or by their governments, to prosecute their researches, and they either remained there a long time or made repeated visits, and possessed exceptional facilities for becoming acquainted with the people. Their opinions are therefore of especial value. Besides the writings of these scientific visitors there are a great many Spanish works, both ancient and recent, upon the history and ethnography of the islands which contain a vast amount of valuable information, to which Filipino writers have also made

valuable contributions in recent years. The following summary was prepared from a study of a number of the works alluded to above, a list of which will be given in the appendix.

It appears from the authorities above referred to that the natives of the Philippines may be divided, for practical purposes, into the Christianized or civilized peoples, called "Indios" by the Spaniards, who alone are now designated by the term "Filipinos," and who form the great majority of the population; the wild mountain tribes called "Infieles" (infidels or heathen) by the Spaniards; and the Mohammedans of Mindanao and the Sulu Archipelago, to whom the Spaniards gave the name of "Moros" in memory of their ancient enemies, the Moors of Spain. Ethnologically the Filipinos as well as the wild tribes are divided by a diversity of dialects into a number of separate peoples, who were formerly tribes, but they all have long had a common form of settled municipal life under the Spanish Government. Taking both Filipinos and wild tribes together, there are in all sixty-nine subdivisions of the population with separate or tribal names given in the atlas of the Philippines prepared at the observatory of Manila and published by the United States Coast and Geodetic Survey. Some of the wild tribes consist of only a few persons. The most representative of the Filipinos are the Tagals, the Ilocanos, the Visayas (who are the most numerous), and the Vicolos or Bicolos, the Tagals being the foremost intellectually and the natural leaders of the islands. The Filipinos number about 6,000,000. The diminutive blacks, called for that reason "Negritos" (small negroes) by the Spaniards, were probably the earliest inhabitants of the islands, whom the immigrant tribes of Malay stock gradually drove to the mountains. They are now confined to a few localities in the islands, and number about 20,000. By a second Malay invasion the first comers were in turn gradually driven to the mountains, while the new immigrants settled along the coasts and became the ancestors of the present Filipinos. A third, much later invasion, was a Mohammedan conquest and was interrupted by the arrival of the Spaniards. The islanders had been engaged in traffic with China and Japan for centuries before their discovery by the Spaniards, and many Chinese and Japanese had settled among them and left descendants of mixed blood. To these oriental elements of the population Professor Blumentritt adds Mexicans and Peruvians, who used to serve in the army in the Philippines, and from the intermixture of all these various races the Filipinos are derived. The Spanish element in the population is comparatively insignificant. The wild tribes inhabit the mountainous regions of most of the larger islands of the archipelago. They are usually described as of Malay origin, but the atlas before referred to assigns the wild tribes of a large part of the great island of Mindanao to the Indonesian race. These wild tribes retain the religious beliefs, the customs (including head hunting), and weapons of their ancestors. They live in a state of constant feud among themselves, and their life as described by M. Montano, who traveled through eastern Mindanao in about 1880, is an existence of perpetual terror. Their number is difficult to estimate, but it is supposed that there are nearly 1,000,000 of them. The same uncertainty exists in regard to the Mohammedan Malays or Moros, whose number is put by Professor Blumentritt at about 500,000.

The Filipinos proper—that is to say, the settled, civilized peoples whose representative men are educated professional and business men, the best of whom are, as will appear, on a par with the corresponding classes elsewhere in the world—are descendants of those dwellers on the coasts of Luzon and the Visayas who were already advanced in civilization when discovered by the Spaniards. Long before that event they had been carrying on a trade with China and Japan.¹ Philippine vessels were

¹ According to De Morga, who was a member of the high court at Manila and vice-regent there in 1598, the Chinese were sending twenty ships a year to Manila at the time of the conquest, laden with cotton, silk, porcelain, sulphur, iron, copper, flour, quicksilver, cloth, and gunpowder, in exchange for skins of deer, buffalo, and marten. The Filipinos had small brass and cast-iron cannon in Manila when the place was taken by the Spaniards.

seen in Malacca by the Portuguese on their arrival there in 1511, before the Philippine Islands were discovered by Magellan. Notwithstanding their conversion to Christianity, and even since their modern civilization, the Filipinos have never had a share in their own government, except for two brief periods when the right was granted to them, as it was to the Cubans and Porto Ricans, to send deputies to the Cortes, but the privilege was quickly taken away again. The islands have otherwise always been a military, or rather an ecclesiastical-military, possession of Spain; so that the position of the Filipinos in recent years has come to be a political anomaly, a condition which was keenly felt by the educated and wealthy class.

The history of the subjection of this mixed race—imaginative, emotional, and capable of culture—to European influence begins with their spiritual rather than their military conquest more than three centuries ago by a few Spanish Catholic missionaries, and the dominion of the conquerors, which was for the most part peacefully secured, has been administered since in such a way that the modern successors of those who were at first the devoted intellectual and spiritual benefactors of the converted heathen have become obnoxious to the descendants of the latter. The “Indios” for many generations yielded to superior knowledge and force emanating from a distant, mysterious, and dread source of authority, but eventually, partly through the enlightenment brought by their conquerors, but especially through contact with modern European ideas, their leaders came to know their equitable rights and have demanded the exercise of them by the same methods which have been followed time after time in European history.

The modern social organization of the population is substantially the same as the Spaniards made it three hundred years ago, who wisely forbore to run counter to the national disposition of the “Indios” in subjecting them to Spanish rule, but diplomatically perpetuated their original organization as far as form is concerned. The reorganization was brought about in the following way:

At the time of their discovery by the Spaniards the Filipinos were living in independent communities or villages, except in the region about Manila, in Mindanao, and Sulu, where larger governments or sultanries existed. Each village (called *barangay* in Tagalog) was governed by its *datto*, or chief, and his lieutenants, who composed the nobility of the village and formed an hereditary caste. Below them were the common people, the plebeians, and below them again the slaves, who were divided into several classes. The power of the *datto*s was absolute. The caste system is inherent in the race, and remains to this day, the Spaniards having preserved its form or spirit while they took away the original authority of the chiefs and converted them into dependents of the Spanish Government. The transformation was effected mainly by means of religion. The Filipinos were naturally religious and eagerly accepted the Catholic form of Christianity, which appealed to their temperament and imagination. Their eagerness to be baptized into the new faith made them willing to become the subjects of the King of Spain, a step which they seem to have regarded almost as a consequence of baptism, so that the use of troops after the first military demonstrations was seldom necessary to “subdue” the settled natives, the missionaries being the heralds of the Spanish civilization, while the soldiers were only their auxiliaries.¹ The practice of the missionaries was to unite several neigh-

¹ The Dutch expedition which made a hostile visit to the Philippines in 1600 found that there were very few Spaniards in each district. “They have a priest for each [district], whom the inhabitants hold in great veneration, so much so, that it is only for want of priests if they do not hold all these islands in servitude, for there are even places where there are neither priests nor Spaniards and nevertheless they cause the tribute to be paid there.” That the Spanish “conquest” must have been one of peace rather than violence is further illustrated by letters found by the Dutch while preying upon the traffic in Manila Bay in 1600. These letters showed that complaint had been made to the governor of certain Spaniards who had ill-treated the “Indians.” The governor had given orders to the priest to take information on these acts and transfer the guilty to Manila at the King’s expense. “The monks were the first to effect the conversion and administer the spiritual and temporal and ecclesiastical affairs of the natives, but after the arrival of the archbishop and bishops the manage-

boring barangays, after they had accepted Christianity, into a new municipality or pueblo (the Spanish word for town) in order to break down the individual authority of the dattos and facilitate administration.¹ But the members of the different barangays came together under their own chiefs, forming the wards or barrios of the compound pueblo, and resumed the old name of barangay, although in a few generations the memory of an independent political organization died out among them and the barangay was made a mere fiscal unit of fifty families.

In order to prevent hostility on the part of the dattos their original dignity was preserved to them by the Spaniards under the mixed Spanish-Filipino title of *cabeza de barangay*, or barangay chief.² From among these a chief of the entire municipality was elected annually by a board consisting of a certain number of the nobility of the pueblo. This head man of the pueblo received the title of *capitán* or *gobernadorcillo* (petty governor) from the Spaniards. The election was attended by the local friar (the nomination being subject to his approval), was presided over by the Spanish provincial governor or his representative, and was subject to confirmation by the Spanish governor-general at Manila.³ Thus both the spiritual and civil branches of the Spanish Government exercised supervision and control over the municipal government, while in form it was conducted by the native aristocracy. The *gobernadorcillo* was responsible to the Spanish Government for the general conduct of his pueblo and the taxes, while the ancient hereditary authority of the chiefs of barangay dwindled away and they became mere tax collectors. As the actual governing authority of each chief of barangay was only temporary—during his term

ment was transferred to their vicars. The governor and high court of Manila aided the monks in their work of conversion." (De Morga, Hakluyt Society translation, p. 321.) A letter from Pope Clement VIII, dated March 25, 1592, addressed to all the spiritual and temporal authorities and all classes of people in the Philippines, contains the following exhortation. "Since," says his holiness, addressing the "older Christians" (*vetustiores Christianos alloquimur*, i. e., those from Spain), "those nations, as you see, are to make their way of life conform to the example of each of you, we ask you to bestow your humanity and kindness upon both the converted and unconverted in every possible way, in order to confirm the former in the true religion and invite the latter to it." (P. 321.)

¹M. Montano, the French savant who visited the Philippines in behalf of the French minister of public instruction, found Jesuit priests in northern Mindanao in 1880 freeing the slaves of the wild tribes, "reducing" the latter to Christianity, and settling the converts in new pueblos, exactly as their clerical predecessors used to do three hundred years ago.

²De Morga states that not long after the occupancy of the Spaniards the King of Spain directed by royal order that the honors that had belonged to the chiefs in former times should still be paid to them. The election of chiefs as described by De Morga toward the close of the sixteenth century remained substantially unchanged in the nineteenth, when the German savant Jagor witnessed one about 1860, except that De Morga (in the English translation) states that the electors consisted of all the married men of the town, whereas in modern times they are confined to the nobility. The *gobernadorcillo* was the administrator of justice and heard civil suits up to a certain small amount. Appeals lay from him to the Spanish governor of the province. The Spaniards did not disturb the old customs of the natives as far as they were not contrary to natural right, such as slavery (which was a "natural right" in 1590), successions, inheritances, adoptions, wills, and lawful contracts. It was lawful to plead native custom in lawsuits, as had been the case in suits before the dattos previous to the arrival of the Spaniards. The jewels and gold which the natives held from their ancestors were exempt from taxation. All this by royal order.

³The German savant, Jagor, witnessed an election on the island of Samar in 1860. He says (*Reisen in den Philippinen*): The election took place in the communal building (tribunal). The representative of the Spanish governor sat at the head of the table as president, with the cura on his right and the clerk, who was also interpreter, on his left. All the *cabezas de barangay* of the village, the outgoing and the ex-*gobernadorcillos* then took their seats. Six *cabezas* and as many ex-*gobernadorcillos* were first chosen by lot to serve as electors, the outgoing incumbent making the thirteenth. All but the electors then left the room. After the president had read the election law and cautioned the electors to perform their duties conscientiously, the latter advanced to the table, one after the other, and wrote the names of three candidates upon a ticket. The candidate who has the greatest number of these votes is thereby elected *gobernadorcillo* for the ensuing year, unless the cura or some elector objects, the election being subject to confirmation at Manila. The confirmation rarely fails, because the cura would prevent an unsatisfactory choice. The other officers are elected in the same way. Everything was done with decorum. The proceedings were in the native language, hence the need of an interpreter.

of office as *gobnadorcillo*—the sentiment of loyalty of each *barangay* for its hereditary chief became weakened in the course of time, although respect for him as a member of the caste of nobles survived and still remains.

The *gobnadorcillo* was aided in his functions by various officers who were elected, like himself, from among the nobility and received Spanish titles like those of similar communal officers in Spain. They had charge of the policing of the municipality and decided petty actions at law. These functionaries represented the old pre-Spanish village nobility, and in many cases were direct descendants of them. A modern Tagal or Visaya *pueblo*, with its *gobnadorcillo* and his lieutenants, and its tribunal or council house, is often likened by Europeans to a French *commune*, with its *maire*, *juge de paix*, and *gens d'armes*.

The periodical transfer of allegiance by the members of a *barangay* to another chief than their own, to whose election, however, their own nobility contributed, doubtless had the effect, which the Spaniards could not have anticipated, of familiarizing the natives with a form of elective government and so of preparing the way for the revolutionary organization on a large scale which preceded the insurrection of 1896.

As to the natural endowments of the Filipinos, understanding by that term, as has been explained, the settled, Christianized communities, the following seems to be a fair summary of the testimony of various observers: "The people who inhabit the great island of Luzon," says De Morga, "are of a clever disposition for anything they undertake, sharp and choleric, and resolute. All live by their labor, gains, fishing, and trade, navigating by sea from one island to another."¹ Modern writers say substantially the same thing. The German and French writers describe them as intellectually quick in many ways. They are excellent imitators, but without much originality. They are inclined to subjects which impress the imagination and appeal to the emotions rather than to matters which require mathematical reasoning; yet they are good mechanics, and there are civil, mechanical, and mining engineers and draftsmen among the professional men. They are preeminently artistic, and some tribes are noted for their skilled handiwork. Members of the Ilocano tribe leave their own country and travel from place to place as handicraftsmen, and become goldsmiths, artistic jewelers, musicians, sculptors, and wood carvers. Native sculptors and painters are patronized by the church for its many statues and pictures, and their work is praised by travelers, although most of them have only attained mediocrity in the fine arts for want of proper models. The artist Luna, whose paintings attracted attention in Madrid and Paris some years ago, was an Ilocano. His subjects were striking scenes in Roman life, such as gladiatorial contests in the arena, and are said to have been treated with natural power and fidelity to history. The selection and treatment of such subjects by a person so far removed from historical sympathy with them as a Filipino would, in the common mind, be supposed to be, show the susceptibility of the native imagination to European culture. All Filipinos are musical, and there is no *pueblo* without its band which plays superior music (operatic airs, for example) which was introduced by the Spaniards and is appreciated by the common people.

As to morals and conduct the Filipinos are described as inclined to pleasure and ease, a disposition which, perhaps, has been confirmed by the facility of getting the necessities of life—rice and fish—and the want of inducement to labor. Nevertheless, they are said by some employers to make good laborers when certain of pay. All appear to be addicted to gambling, as shown particularly in the sport of cock fighting, but not to drunkenness. They are ambitious, possess a high degree of amour propre, and will revenge insults to their pride.²

¹ Hakluyt Soc. translation, p. 241.

² De Morga says that in his day "they considered many things and words as the greatest outrage and insult, when said to men and women, and they were less easily forgiven than wounds or violence."

The common people are described as naturally timid, but nevertheless are capable of heroic deeds under the leadership of their superiors, or when aroused by religious fanaticism.¹ Isabelo de los Reyes y Florentino, a Filipino (Ilocano) writer, says of his countrymen² that the Ilocanos have been neglected by European writers, owing to the practice of describing all Filipinos as if they were Tagals, and even the latter have been caricatured and described with coarse strokes, as if with a whitewasher's brush. The Ilocanos are small in stature; are ambitious, energetic and enterprising, timid, but capable of heroism, and have furnished brave soldiers. They are polite and not sensual. There are three classes—(1) the principales, or the rich and influential; (2) the common people of the pueblo; and (3) the country people or peasants. The principales are of a more delicate appearance than the other classes. They are educated, and some have distinguished themselves as students. They are addicted to card playing, and some preserve the ancient despotism which distinguished their ancestors. To the lower class belong the painters, musicians, sculptors, and mechanics. They are mostly imitators, and have not had the best of teachers. They built vessels in the last century from drawings made by Europeans.³

Probably a large majority of the Filipinos can read and write their own languages, but few of them know Spanish, only those having taken the trouble to learn it who wished to use it in business. Under Spanish rule much of the routine official business of the government was conducted by Filipinos who had learned Spanish. The common people are eager to read anything they can get which is printed in their language, but hitherto they have been starved in this respect, their reading having been confined to sacred subjects, the lives of saints, and poetry, while all knowledge of the intellectual movement of the modern world has been kept from them. Among their intellectual amusements is the theater, and they follow with unflagging interest the plots of interminable plays.⁴ M. Montano, a French savant, describes a play which he witnessed in 1880 at a pueblo of the Bicolos on the east coast of Luzon on the occasion of an election of the *governadorcillo*. The inauguration was celebrated by feasting, music, processions, and the play in question, which was written by a native poet in Bicol. The plot, as given by M. Montano, is clearly an imitation of the old European romances which were still in fashion in the sixteenth century. This play lasted several days, and had been more than a month in rehearsing by the young people who took the parts in it. On the opening day everybody was in gala costume, and the neighboring villages had contributed their population. There was a procession with a flat representing a vessel, which was manned by small Bicolos in the costumes of sailors, who executed maneuvers while singing. Then came the accessories of the play, carried by workmen concealed in them, such as lions, a fabulous serpent or dragon of paste-board, whose folds reached back into the procession, and immense whale-like monsters. Next followed a chorus of young girls, each carrying a lantern with a

¹ In this connection the following facts, as illustrating their nervous and emotional temperament, are of interest. A curious nervous disease has been noticed among the Filipinos by several observers. When suddenly attacked by this affliction, which may occur, it would seem, at any time or place, the patient uncontrollably imitates the actions of the person he happens to be with, and obeys his suggestions absolutely. Some Filipinos are capable of religious frenzy, like the Moros. The latter, as is well known, sometimes become fanatical, devote themselves to death by an oath (*juramentados*), and then attack Christians without regard to odds.

² *El Folklore Filipino*, Manila, 1889. The author was honorary member of the Society of Commercial Geography of Madrid, of the Royal and Imperial Geographical Society of Vienna, and delegate in Manila of the *Société Académique Indo-Chinoise* of France.

³ De los Reyes points out the superiority of Filipino women to the men in some respects, and says that they advise and guide their husbands in business affairs. It was the influence of the women that made conversion easy in early times. Other writers have made the same observation.

⁴ De Morga (p. 320) states that the monks taught the natives to "represent dramas and plays in Spanish and in their own language very gracefully." This was before 1600.

letter on it, the whole spelling the words *Milagrosa Imago Virginis*. Then came bands of music, artillery, and ornamented cars bearing glittering images of the saints. The day wound up with fireworks and illumination of houses. There were triumphal arches and obelisks of bamboo on the line of march. At the play the crowd stood in the open air facing the stage. The theater itself only afforded shelter to the principales of the pueblo, who occupied the boxes. The authorities of the pueblo sat upon the stage itself (as the grands seigneurs of the time of Louis XIII were accustomed to do), which also accommodated the orchestra. The stage fittings were as simple as those which sufficed for Shakespeare, in whose time a sign, hung upon the stage, answered for scenery. Here even the sign was wanting, and it was only by the actors calling out "What a frightful desert," or, "I salute your majesty in fear and trembling," that one knew whether the scene was in a desert or a palace. The play was in part as follows:

During the day performance the princess of Constantinople, after many catastrophes, was carried off from her father's court by a shepherd, who was also a powerful magician, and he took her to the most inaccessible parts of the mountains, where she was guarded by the pasteboard lions and dragon which had cut such a prominent figure in the procession. When the play opened in the evening the father of the princess was seen, surrounded by his court, bewailing his loss. He paused, however, long enough to salute the new *gobernadorcillo*, who entered to take his seat, while the band played the royal Spanish march and the audience applauded. After this interruption the unfortunate monarch sent his courtiers in search of his daughter. Just as they were about to start some Moorish ambassadors arrived, who also offered to join in the search. This offer aroused a commotion, and provocations and challenges were given. The ambassadors and courtiers danced about in a saber fight; the ladies of the court also seized sabers, and the ballet became general. M. Montano remarks that the Filipino drama often introduces Moros, both ladies and paladins, and their dialogue always concludes with this ballet, called "*Moros-Moros*," from which circumstance plays of this kind take their name. The finale was as follows: The princess had resisted the magician shepherd in spite of his threats, and had subdued the monsters to her will. Now appeared on the scene the valiant Prince of Tuscany, who alone of all the searchers had been able to find the missing princess in the desert, with whom he is desperately in love. The prince, however, has one capital fault which would forever prevent his marriage with the princess. He is a Moro, that is to say, an infidel, while the princess is a fervent Catholic, and feels in duty bound to conceal from him the sentiments with which his splendid appearance and his valor have inspired her. The prince presses his suit and falls upon his knees before the princess, who is half won, but still restrains herself sufficiently to say that perhaps she might have listened to the seductive words of her wooer were it not for his wicked religion, which he must renounce if he expects to receive any kindness from her. At this point, says M. Montano, the audience, completely wrapped in the play, held its breath in order not to lose a syllable of the dialogue, and manifested its enthusiasm by following the words of the actors with low, cadenced whistles. The Bicol author knew that for his audience non-Catholic and enemy are synonymous terms, and hence the intensity of feeling at the wooing of a Christian by an infidel. The play ended by the conversion of the Prince of Tuscany and his marriage to the princess.

While the characters in this play are European, the ideas of princes, embassies, magic, Christian, and infidel, seemed to be familiar or congenial to the native customs and temperament.

Opportunity for higher education has been offered the Filipinos by the University of Santo Tomás at Manila for nearly three hundred years (it was founded as a college in 1611, about twenty-five years before Harvard), and by various colleges and

schools which have been established from time to time in the islands, principally by the friars and Jesuits, beginning at a very early period.¹

Literary cultivation was always characteristic of Spanish colonial civilization, the clergy, with the urgent cooperation of the Kings of Spain, having always established schools of higher learning in the colonies which were open to the natives, and the kind of education offered in those institutions has produced lawyers, statesmen, literary men, generals, and presidents of the native blood in the various countries of Spanish America. The effect of the education introduced by the Spanish friars and of intercourse with Spaniards themselves, citizens of a Latinized, European, Catholic nation, upon the Filipinos, a people belonging to a different human family, of a radically different linguistic stock, a race, one would say, alien to the core to European ways of thought, has been, nevertheless, to give the latter a considerable tincture of the intellectual cultivation of Europe. This is seen, aside from their writings and professional occupations, in the tastes and manners of the educated classes, as described by various observers, in minutiae of conduct and allusions in conversation, which show the effects of culture. The United States Philippine Commissioners remark that "The educated Filipinos, though constituting a minority, are far more numerous than is generally supposed, and are scattered all over the archipelago; and the commission desire to bear the strongest testimony to the high range of their intelligence, and not only to their intellectual training, but also to their social refinement, as well as the grace and charm of their personal character. These educated Filipinos, in a word, are the equals of the men one meets in similar vocations—law, medicine, business, etc.—in Europe or America."²

Graduates of the university have naturally betaken themselves to the only careers

¹De Morga, speaking of the substantial government buildings erected in Manila after the fire of 1603 says of the Jesuits that "they promote the study of latinity, the arts, and cares of conscience, and close to them is a college of Spanish students with their rector." (His work was published in Mexico in 1609, before Santo Tomás was founded.) "The order of St. Augustine has many schools in the islands of Pintados [the Visayas] and many monasteries both there and in Luzon. The Dominican order holds the schools of the provinces of Cagayan [in northern Luzon] and others in the province of Pangasinan, besides monasteries and missions.

"The Franciscan order has some schools and monasteries around Manila and all the province of Camarines and the coast opposite to it and the lagoon of bay, which make a large number of schools.

"The Company of Jesus has three large schools around Manila, and many missions and several others in the isles of Cebu, Leyte, Ybabao, Samar, and Bohol."

After speaking of the willingness of the natives to be converted, De Morga adds: "At the same time that the monks have taught the natives matters of religion in their schools, they labor to make them more skillful in things for their advancement by holding schools of reading and writing in Spanish for the boys, teaching them to assist in the church, plain song, and chanting with the organ and playing upon instruments."

Manila was a showy capital in 1603, "one of the towns most praised by strangers who flock to it of any in the world." It was the seat of an archbishop, and the pomp and decoration of the religious ceremonies added to the attractions of the city. It had a number of charitable institutions, viz, "a conventual house—a royal foundation—with a lady rector and assistants, where women in distress and maidens of the city are taken in under the form of religious retirement;" a hospital under royal patronage for Spaniards with "a doctor, apothecary, surgeons, administrators, and servants, with its church, sick rooms, and set of beds" (the superintendents were three Franciscan monks); another hospital founded by the Brotherhood of Mercy, of Lisbon, for the benefit of the poor, including slaves and poor women; and still another hospital for natives, founded by a Franciscan lay friar, Fray Juan Clemente.

²Report of the Philippine Commission to the President, vol. 1, p. 120.

In an article upon the "Philippine problem" in the New York Independent of May 2, 1901, Señor Antonio Regidor Jurado, LL. D., remarks that the United States "should remember that the Filipinos are capable of discussing the science of government. * * * General Azcarraga, Señor Sagasta's predecessor as premier of Spain, is a Filipino, as are Señor Govantes, undersecretary of the Spanish home department; Señor Abella, one of the most prominent members of the Spanish Cortes; Señor Ajuller, private secretary of the Spanish Queen Regent; Judge Laserna; Señor Manuel Azcarraga, undersecretary of the colonial department of Spain, and General Orozco, captain-general of Saragossa."

open to them under the political conditions in which they were to live, viz, law, medicine, and the church. Among the lawyers, Professor Semper remarked thirty years ago, were to be found advocates worthy to be compared with the best in Spain. But on account of the antimodern spirit which prevailed at the university up to a recent period and the repression of free intellectual activity in the islands there was neither opportunity nor inducement for ambition to undertake studies in the scientific, social, and political subjects which have been fashionable so long in Europe, but which might have had dangerous consequences in the Philippines. Nevertheless the influence of literary and professional Filipinos who had been educated at Manila and in Europe was very marked in the recent political history of the islands.

All competent observers have remarked that the Filipinos have a natural aptitude for instruction, the children being mentally quick. Many Tagals can speak several languages, and the English used by representative Filipinos in the United States is noticeable for its idiomatic excellence. Their capacity for one branch of elementary culture is shown by the fact that they knew how to read and write, with alphabets of their own, when they were first discovered by Europeans. According to Montano, some of the wild mountain tribes still use alphabets like those which were found among the natives of the coast when the Spaniards arrived, and they have traditions that their ancestors had many writings on leaves at the time of the Malay invasion, which were destroyed when they fled to the mountains. There are several of these alphabets which have been studied by French and Spanish and Filipino writers. De Morga says on this subject (he was speaking of a time prior to 1600): "The Visayas use letters and characters of their own which resemble those of the Arabs. The usual writing is on the leaves of trees and on canes, upon the bark." "They write very well in all the islands with some characters something like Greek or Arabic, which are in all fifteen; three are vowels, which serve for our five; the consonants are twelve, and they, one and all with points and commas, combine and signify whatever it is wished to write as fully and easily as is done with our Spanish alphabet. There are very few of them who do not write very well and with correctness."¹ The aptitude of the common people for languages and their ambition as well are shown by their perseverance in learning Spanish, often in spite of dissuasion, and becoming clerks and servants to Spaniards, while Filipino authors write in several languages.

Notwithstanding the ability of the Filipinos to read and write when first discovered, it does not appear that they had any written history or anything that could be called literature. They had poetry, but no evidence is at hand to show that it was written; their science was confined to certain arts, and their philosophy had hardly passed the stage of mythology. Whatever intellectual activity they manifested in the last three hundred years, aside from practical affairs, was mostly confined to poetry and religious writings after patterns set by the clergy,² until within recent years, after intercourse with Europe had broken down the intellectual barriers which hemmed them in, when they have turned to literature and science as well as to the practical application of learning in the professions, and have been familiarizing themselves with the advanced thought of Europe. This has been effected in spite of repression, for even after intercourse with Europe was permitted a close surveillance was exercised over all liberally educated men, who were constantly under suspicion and kept in dread of arrest and deportation, and there was a censorship of the press

¹ See appendix for specimens of the alphabets.

² The bibliography of works published in Manila begins with a *Doctrina Cristiana tagalo-española, con texto castellano y latino*, impresa en la imprenta de los dominicos de Manila, 1593, and a *Doctrina Cristiana en lengua China*, impresa en Manila, 1593. A Tagalog grammar was published in 1610 and a Tagalog dictionary in 1612. The list of works down to 1810 contains a number of grammars and dictionaries, accounts of martyrdoms, histories of the various provinces, funeral orations, and other religious works, but no distinctively Filipino writings. (See *La Imprenta en Manila desde sus orígenes hasta 1810*. J. F. Medina, Santiago de Chile, 1896.)

which it was perilous to brave.¹ When we remember that it was the Spanish policy to keep the Filipinos in a subordinate condition, the fact that they did finally make themselves known in the world of letters and arts is remarkable. So is the persistence of the native language, which is used everywhere in the islands instead of Spanish. Spanish became the universal language of Spanish South America and Mexico, but in the Philippines the natives have retained their own tongues, except when expediency has made Spanish necessary. Another noteworthy fact is the persistence of old pagan beliefs under the cloak of Christianity among the common people, a peculiarity which has often been noted.²

Under the conditions which prevailed in the island little intellectual activity could be expected. The Filipinos have nevertheless turned to journalism, science, statistics, history, and novel writing, devoting their talents quite naturally to the amelioration of the condition of their own country. Specimens of political journalism will be given later on. The scientific writings in Spanish—for the Filipinos must learn to write in a foreign language if they want a hearing outside the Philippines—comprise works upon the geology and botany of the islands, the statistics of its production, and the like. Filipinos have filled chairs of chemistry, botany, medicine, and pharmacy at the university. The draftsmanship of the atlas of the Philippines, recently published by the United States Coast and Geodetic Survey, was the work of Filipino draftsmen under the direction of P. José Algué, S. J., the director of the observatory. Although the geological and other scientific works are not available for examination, it is easy to judge by their titles what they doubtless are. All such works are pretty much the same everywhere. They are mostly mechanical repetitions of observations and discussions in imitation of models set at the European centers of study. From testimony before the United States Philippine Commission, given by the Jesuit fathers, we infer that the Filipinos take kindly to scientific studies. In ethnology Filipinos have published articles and works upon the history, religion, and customs of the Filipinos, and the early alphabets, besides essays on the modern political situation and Spanish legislation. Pardo Paterno, who was prominent in the insurrection of 1896, wrote a history of the pre-Spanish civilization of the Filipinos, and another work upon the social influence of Christianity. Of Filipino literary men the best known was the unfortunate Dr. Rizal, whose reputation as a physician and man of science has been eclipsed by his literary renown, and still more by his tragic fate. His writings, and especially his novel, "*Noli me Tangere*," which was first published in Germany (with a motto from Schiller), rendered him obnoxious to the authorities, and he was the most illustrious of the hundreds of victims who were executed at Manila for complicity in the insurrection of 1896.³

¹See the letters from Jacobo Zobel y Zangroniz to his friend Hübner, about 1870, quoted in a notice of his life and works by the latter in the *Deutsche Rundschau*, 1897. Zobel was born in Manila of German and Spanish parentage, educated in Spain and Germany, and returned to Manila to take his father's business. He held official positions there. He was an archeologist and a generally cultivated man. He was suspected of liberalism and arrested. After a long imprisonment his execution was prevented by the earnest intervention of the German minister with Castillo, Spanish undersecretary for the colonies, both of whom were friends of Zobel. The previous commands from Madrid had been disregarded in Manila.

²Many writers on the Filipinos, German, French, and Spanish, have noticed the persistence of old superstitions in the midst of the superposed Christianity. This, doubtless, is truer of some tribes than of others. Professor Semper relates that some priests complained that the same men would attend mass and then turn to their *anitos* for help in securing a good harvest. Isabelo de los Reyes, in his work *El Folk-lore Filipino*, gives a mass of living superstitions and beliefs in demons, witchcraft, etc. Fernandez Lopez, a Spanish writer, in his work on the religions of the ancient Tagals, Madrid, 1894, says of the present religion: "They have professed the Apostolic Catholic religion ever since the arrival of the Spaniards, but in such a singular way that among the lower classes there is a feeble faith under which is concealed a great deal of paganism, while among the best people there is much superstition and fanaticism." The Abbé Brasseur de Bourbourg mentions a similar instance of the survival of the old religion of Central America which he surprised in a native attendant who was greatly alarmed when he found the Abbé possessed of the sacred mysteries of his faith.

³This novel has since been published in the United States, with the title "*An Eagle Flight*."

A little work by Isabelo de los Reyes y Florentino, an Ilocano, entitled *El Folklore Filipino* (Philippine folklore), is both valuable for its subject-matter and interesting as an illustration of native disposition to enter into the sort of investigation required in such work. In the introduction to his treatise the author describes the English origin and the scope of the term "folklore" and gives a long list of the subjects which are included in the study, together with a history of its cultivation in Europe and in the Philippines, in which discussion he shows a wide range of reading and a critical faculty. He then describes "folk belief" or worship among the Ilocanos, which is mainly an account of numerous superstitions connected with the affairs of daily life—birth, marriage, and death; of beliefs in various malevolent beings that dwell in trees and floods—Ilocano dryads and nereids—and in magic, together with some of the mythology of that people. One chapter is devoted to a comparison of certain superstitions which are common to Ilocanos and Europeans, and in another the author points out mythological beings and certain beliefs which have been introduced into the native folklore from Europe. The work contains a brief account of Filipino poetry, its peculiarities of rhyme and structure, both of which are strange to European ears. The specimens given with Spanish translations in prose are mostly songs or odes composed to celebrate birthdays, or are declarations of love. Many are acrostics, the initial letters forming the name of the person addressed, which may be an imported ingenuity, as some classical allusions to Cupid, Flora, etc., in a Spanish song he gives certainly are. One ballad is also given which tells the deeds of a mythological hero.¹

The author was aided in preparing his work by other Filipinos, who contributed chapters upon the folklore of their respective provinces. A remark made by one of these writers, Señor Mondragon, who explained the backwardness of the Filipinos by their lack of opportunities and advantages in the past, is noteworthy. He says: "I should insult the intelligence of my readers were I to explain that people in England were at one time Visayas or Pintados [tattooed], or that the Gauls and Germans, and perhaps all Europe, lived in early times like the Aetas, the barbarians of the north of Luzon."

The following illustration of the former political conditions among the Filipinos is given by Isabelo de los Reyes, under the guise of a story with the title "*Folklore of Filipino political administration.*" The time of the story is the first quarter of the nineteenth century. Possibly the conditions did not change materially until very recently. It will be seen that the writer is not without a share of cynical humor.

A STORY OF FILIPINO POLITICS.

Young Isio (Dionisio) had studied at a college in Manila but had been unable to complete his course on account of the death of his father, which event compelled him to return to his native town. His mother dying soon after, left him an orphan, alone in the world, with only a very little property, the remains of his paternal estate, which had been partly wasted by his father in prodigality and partly consumed by his expenses as *gobernadorcillo* [petty governor] of his native town, which office he had filled some time before his death.

The life of Isio was now a continued series of cruel torments. He had been reared in comparative luxury and now found himself reduced to poverty and compelled to suffer privations to which he had never been accustomed. Nevertheless, he drank with resignation the cup of bitterness which his unkind fate had presented to him.

Beginning the cultivation of rice and indigo on a small scale, at first with his own resources and afterwards in company with others, he soon became convinced that hard work and good credit can work miracles. In fact, at the end of ten years he had

¹ A similar ballad of the Bicol tribe is given in Retana's *Archivo*, and M. Montano states that on one of his geological excursions his Bicol guide left him to carry a copy of a poem—the Bicol *Iliad*, M. Montano called it—to his innamorata who lived near by.

the happiness of seeing nearly all the property which his father had dissipated restored.

One day while Isio was busy in the field he received a communication from the *gobrnadorcillo* of the township notifying him of his nomination as *cabeza de barangay*. Instead of giving vent to execrations and driving away with a cudgel the *alguacil* who brought the notice, as many do on similar occasions, as if the poor wretch were responsible for his message, Isio merely said, "Very well, I will go and see the *gobrnadorcillo* in regard to the matter," which he soon after did, whereupon the following conversation ensued: "My dear sir," said Isio, "I make no objections to serving the State, because I recognize that the State has the perfect right to demand from all and each of its citizens the performance of any duty, without which neither the State nor society, for which we are created (as shown by our natural weakness and our innate dependence upon others) could exist. I therefore accept with pleasure the office tendered me, and wish to express my gratitude that you have thought proper to inscribe me among the *principales* [nobility]. But, for my own tranquility and honor, I must demand as a condition that correct accounts be rendered me of the present condition of the office, that is to say, I wish you to assure me that the persons whose names appear on the lists of taxpayers which are to be turned over to me, really exist, or that it will be possible to collect their taxes here, because I can not consent that my property, acquired with so much labor, should be consumed in making good the taxes of absentees, nor can I go and hunt them up in other provinces. Neither—"

"My dear sir," interrupted the governor, "are you in your senses? Whether you wish it or not you are obliged to accept the office, and I have just sent out notices that your property can not be alienated, since it has been bonded to the treasury as a security for the fulfillment of your official obligations."

"But, my dear sir, who could have given my property as security," asked Isio. "Has any one but myself the right to do so?"

"Undoubtedly. Several of the *principales* and myself have informed ourselves of the amount of your property. We know the lands and the house you own, and the governor of the province [Spanish], in view of this information, for the truth of which we are responsible with our own properties, has confirmed your nomination as *cabeza*, even without your knowledge."

"I am deeply obliged to you for being willing to be my sureties," replied Isio, "but neither the house in question nor the lands belong to me exclusively, but are partly the property of my partner, Mr. X."

"That makes no difference," replied the governor, "you are *cabeza*, and there is no help for it."

"I accept the office with pleasure," said Isio, "but on condition that I may be allowed to arrange the schedules which I must make good, otherwise I shall refuse to accept either the nomination or the register of polls or the schedules."

"If I thought that your manner of replying was due to a want of respect," said the governor, "I would have you put in jail at once; but fortunately I know your inoffensive character and will make allowance for your ignorance. You business men always think that everything is settled if only the accounts are straight, but you are mistaken. Do not be foolish enough to refuse the office of *cabeza* or the tax lists and schedules, because your refusal will not free you from the office, and when the time comes for settling its accounts with the Government, whether you have collected the taxes or not, or have accepted the office or not, you will have to make good the amount called for by the schedules just the same as if you had performed your duties. Wherefore, my friend, if you will take my advice I think it would be better for you to take the schedules and attend to them yourself, and then perhaps you will only have to make good a small deficit instead of the whole amount."

"Then give me two days for consideration," said Isio, and he hastened to consult an old ex-gobernadorcillo of his acquaintance, who possessed the wisdom born of experience. To his surprise the ex-official showed that he was already aware of his appointment, for he addressed the young man by his title and informed him that he had seen the public notice that his property was hypothecated to the Government as security for the taxes. It was not to be wondered at, he added, that a gobernadorcillo should endeavor to put some of the burden of government upon other shoulders than his own, since many cabezas desert their post and leave the governor to make good their deficits." He urged the young man to have compassion on the present gobernadorcillo and help him by accepting the office of cabeza. "Besides," he added, "if you are not overscrupulous there are many ways of coming out of office without loss." He then pointed these out. They practically amounted to falsifying the schedules in various ways; whereupon the young man declared that he would not dare to follow his counselor's advice. The latter then assured him that in that case his career would probably end in prison, while his property would be confiscated and sold at auction, all on account of his excessive scrupulousness, as his father had lost his before him. "But when I was cabeza," he added, triumphantly, "instead of losing my house I acquired a second one out of my office."

"Miraculous!" ejaculated Isio.

"Don't believe in miracles, young man," replied the old gentleman. "The thing was very simple. The people of this province are extremely ignorant and timid, and a man with any brains can live royally at their expense. When I received the lists of the taxpayers I noticed that more than half were missing, some were in distant parts of the country, some were unknown, and others dead."

"Did you request to have the list revised?"

"That would have been a foolish waste of time and money. It would have taken years to obtain particulars about each absentee, and as all the proceedings would have to be recorded on much official paper at my own expense and I should have to pay a clerk besides, the whole would have come to a high figure."

"Then what did you do?"

"I made those who were present pay the taxes of the absentees as well as their own. I knew where the leading men lived and used to visit those living in the country with a little of my authority occasionally—those, that is to say, from whom I could extort with impunity gifts of eggs, pigs, chickens, fruits, etc., which, when sold, bring in money. Besides, when I undertook to build a house I made some of the laboring men haul timbers from the woods for me, others cane, and others the rest of the necessary materials, and do other work besides, for which I paid them no money, but only lodging. This proceeding shocked no one, since, as you know, it is a well-established custom. This work of theirs was in lieu of the 'personal labor' on public works required of the common people every year."

Isio was repelled by the advice of his aged counselor and went away in disgust. The old cynic soliloquized as follows, after his departure: "Isio is a very excellent young man. The energetic dignity with which he rejected my advice was gratifying to me, highly so, as it was also to see the respect due to my years humbled before the lectures of this beardless youth. The poor young fellow came to me for good advice and to whom could it have occurred to give him dangerous and hazardous ideas unless to such a worthless old fellow as myself. But how else could I have advised him? I was sorry for the loss of his property, which the good boy has managed to acquire at the cost of so long a struggle. Yet it is true that we have no right to rob our neighbor in order to save our own property. Scruples! Bah! They are the most foolish of all the nonsense of mankind. Well, we shall see whither the strict conscience of this brave boy will lead him. He can not get out of this predicament without the wisdom of Solomon to help him, and what sort of a Solomon does the innocent Isio make!"

The captain's apprehensions were soon realized. The first year Isio had to make good some deficits and was compelled to neglect his own business entirely in order to hunt up absentees at his own expense. The second year he quite agreed with the advice of his old friend, the ex-captain, but he lacked the fortitude necessary to carry it out. He found himself unable to rob the poor. He took to drink in his despair, and intrusted the duties of his office to a subordinate, in consequence of which the deficit was doubled at the close of the year. Fearing imprisonment and the sale of his property if he acquainted the *gobernadorcillo* with the real state of his affairs, Isio resorted to a money lender who accommodated him with a loan bearing interest at 20 per cent per month, taking as security a mortgage on his property, not knowing that it was already hypothecated to the Government, a fact of which Isio did not think it necessary to inform him. He now felt confident of acquitting successfully his obligations to the Government, but was equally certain that he could never escape from the clutches of the usurer. In this extremity the idea occurred to him to become a candidate for the office of *gobernadorcillo* itself, and he repaired again to his former adviser, who urged him by no means to undertake so desperate a step. The office was far more expensive than the one which had already ruined him, and however desirous Isio might be of following the advice to make the office pay its way, he lacked the courage and experience necessary to carry it out. It would be better for him to go to jail, allow his property to be sold, and then labor on the public works, than to risk his reputation and property further. That had been the fate of hundreds of *cabezas*. After arguing for a long time, during which the old man recalled by name the half dozen ex-*gobernadorcillos* of the town still surviving who had either been in jail or lost their property in consequence of their official misadventures, he alone having escaped all the dangers and pitfalls into which the others had fallen through his foreknowledge of the requirements and real possibilities of the office, he finally consented to canvass among his friends for Isio as a candidate, while another candidate was nominated by other leading men of the town.

As election drew near the political differences increased to such an extent that it seemed hardly possible that the town could escape without a contest of arms between the two parties. Political passions were aroused and old friends, now divided, no longer greeted each other when they met. On the eve of election many *cabezas* hastened to the treasury to settle their accounts, because no one in debt to the treasury can vote. Both parties inquired minutely into the private conduct of their adversaries in order to discover some act which might bar their votes.

On the day before election the *principales* (the voters of both parties) were summoned to the council house by the bell and seated themselves at a long table at the head of which sat the *gobernadorcillo*, and proceeded to discuss the nominations of subaltern officers. The president presided over the discussion impartially and when it threatened to become too warm on the part of the younger men, the older took part and restored concord.

The Spanish chief of the province presided over the election of the *gobernadorcillo*. The town then presented an animated spectacle. All the *principales*, or nobility, with the town band, were present in the council chamber in gala costume, awaiting the Spanish governor. Before proceeding to vote, the governor delivered an address in which he exhorted the voters to forget their quarrels and choose the most worthy candidate. Next the list of voters was read, and then something so unusual occurred that it is worth noting and studying. Those timid people who would never dare to open their lips in the presence of any peninsular Spaniard on ordinary occasions now suddenly discovered an unnatural courage, as if magnetized, and with the greatest coolness declared, in the very face of the Spanish governor, that so and so was disqualified from voting because of some statutory reason which they adduced. The ardor with which they accused or defended candidates was singular, and especially so when it came to scrutinizing the candidates for the office of *gobernadorcillo*.

What was the cause of this energy of accusation? It was simply due to the fact that the people felt the freedom which was granted them and knew that no one would check them in the full exercise of it.

Isio lost the election, much to the chagrin of his patron, who, however, encouraged him by intimating that not all resources had been exhausted and, indeed, managed to so operate through the superior powers who revised the popular vote, viz, the *cura*, the Spanish chief of the province, and the governor-general at Manila, that Isio was eventually declared elected *gobernadorcillo* and was inducted into the office with the usual ceremonies of pompous processions marching with music through the decorated streets of the town, speeches, and balls.

A short time only had elapsed before Isio began to find his new office intolerable. He was compelled to travel about perpetually to see the governor of the province and other superior officers on business; he was wearied with his public official church attendance, and he was incurring larger expenses. He wished to resign his office, but his mentor admonished him that if his courage were to fail him to such an extent as to resign he had better hang himself at once since there would be no resource left. Isio accordingly plucked up courage and, in imitation of his preceptor, built a house for himself at the public expense, employing the laborers on roads and bridges for that purpose; reorganized the militia and led them against the bandits and mountaineers, while he managed to extract money in various ways from the public by means of his office, and settle with his creditors. Withal he became domineering and therefore obnoxious to the principales, and one day he received a summons to attend court to answer certain charges which they had preferred against him. Consulting his old friend in this emergency, he received the advice to go boldly to the court, deny all the charges, and intimidate his enemies, a course which he proceeded to follow, but with only partial success. A few of his revengeful enemies—inferior officers whom he had exploited—remained firm and persisted in their charges against him, and he knew that if the matter were to come to trial his fate would be sealed. His counselor frankly told him that this time he saw no way of escape, as his enemies were determined, his misdeeds were well known, and the law was inflexible.

At this supreme moment of despair, when utter ruin and disgrace were imminent and even his shifty counselor could see no way of escape, Isio, happening to look toward the mountains where the Igorrotes lived—wild mountaineers against whom he had recently led a military expedition—suddenly bethought him that in that way might lie safety; his former enemies might be willing to grant him an asylum. His old friend agreed with him that there might be a chance of salvation in that direction, while there certainly was none in any other, although he commiserated him on the uneasy and unhappy life he would thenceforth have to lead, always in fear of arrest by the officers of justice or of being killed by the savages, while he could never expect to return to civilization.

To this Isio made the following reply: "No," he exclaimed, "I prefer savagery. The murmurings of envy, the oppression of the inferior by the superior, the enmity between rich and poor, all the horrors of inequality—are these the charms of civilization? What attraction is there in them?"

Meanwhile an urgent message came from a friend informing Isio that within a few hours the decree for his imprisonment would be made out, and that he had better act accordingly. He therefore determined to put his plan into execution at once. He sold his new house and all his other property except a fine horse, his arms, and some books and instruments of magic which he had studied in Manila, and then, accompanied by a single servant, as faithful as he was brave, he fled to the mountains to seek a refuge in their forests and in the huts of the Igorrotes. With these savages he at once assumed the part of a missionary. He exhorted them to cease quarreling among themselves, explaining in his sermons that the Supreme God of Heaven, who had created all things, certainly had not made the different races of men in order that they might destroy each other in constant warfare. He

also strengthened his fame and authority no little, and demonstrated his superiority over the native "medicine men" by means of the apparatus for prestidigitation and magic which he had taken the precaution to carry with him to the mountains. By such means he acquired great ascendancy over the natives, and was looked up to by them as a great and wise chieftain. He remained long with the Igorrotes in the capacity of civilizer until the Spaniards, learning of a new and large municipality which he had organized near the Ilocanos, prepared to attack it. Isio anticipated them, however, attacked the ancient Ilocano fortifications, captured their arms and cannon, and took possession of the mountain passes, from which he harassed the Spaniards for many years. He was finally killed in battle in 1831.

INSURRECTIONS AND POLITICAL WRITINGS.

Amongst such a people as the Filipinos, who are proud, sensitive, ambitious, resentful of slights and insults, insurrections were inevitable, and they began in fact soon after the conquest. The earliest native revolts were partly resistance to the "reduction" of villages to pueblos on the Spanish plan, and partly arose from the attempts of the Spaniards to introduce forced labor, upon the system employed in Mexico and Peru. They were isolated outbreaks without systematic organization. The first large rising which showed an extensive organization occurred in 1762, and is interesting because of some resemblance between its events and those of 1898.

In the former year, England being at war with Spain, one English fleet took Habana, while another dispatched from India with a considerable land force, appeared before Manila, which was unprepared for defense, and captured the city. The acting governor-general, an archbishop, promptly surrendered the whole archipelago to the English, under protest, however, from the lieutenant-governor, who opposed the English with an army mostly composed of natives. A native named Silan, a man of education and ambition, took advantage of this situation to bring to a head an insurrection he had been fomenting for the purpose of ridding his country of Spain. Silan, like Aguinaldo in 1898, when the Americans arrived, was willing at first to join forces with the attacking foreigners against the Spaniards, but subsequently withdrew from alliance with them. This insurrection extended over several provinces, and was only ended by the assassination of Silan after the English had withdrawn on the conclusion of peace in 1763. Between that revolt and those of this century the Spanish colonial policy was so changed as to permit intercourse between the colonies and other countries, and the admission of foreign trade to Manila gradually introduced modern ideas into the islands and other knowledge than that which had come unaltered from the Spain of the past. There soon appeared a spirit of emulation and a desire to take a place in the world on the part of educated Filipinos, who had risen to such a degree of social recognition as to hold positions in the Spanish army as well as in the church, and several of the earlier insurrections of the nineteenth century were instigated by Filipino military officers whose ambition had been thwarted by being removed to make room for Spaniards, and whose resentment was aroused by the haughty and overbearing demeanor of the latter. Preferment in the church also became barred to native ambition by the advent of peninsular Spaniards, who flocked to the archipelago upon the suppression of the religious orders in Spain and filled positions which had previously been open to Filipinos. The Spanish friars, too, like the Spanish military officers, from easily understood reasons looked upon their native brethren as an inferior and uneducated class (although they were themselves their teachers), while the Filipino priests were left in subordinate positions and in some cases were subjected to indignities.

Dissatisfaction with the existing state of things in the islands, encouraged by the democratic movement in Spain in 1868, increased to such an extent that the Spanish Government proposed plans of reform in the island government in 1870. The situation was becoming intolerable and a new spirit of resistance was becoming evident.

The insurrection of 1872 appears to have marked the turning point in the scope and character of the revolts. Previous to that time they had been of a purely military character, the people taking little interest in them, but the revolt of 1872 was on a larger scale and had more political sympathizers than before. It was suppressed in a few days, and the Government discovered that many influential people were implicated in the movement. A number of them were arrested and deported to the Ladrone Islands. Among those who were executed for complicity in the insurrection were three native priests, named Burgos, Zamora, and Gomez, whose fate excited the greatest sympathy amongst the common people and left an undying remembrance.¹ After this event the well to do and educated classes began to take a greater interest in politics. It was seen to be intolerable that the weal or woe of families should depend upon the caprice of friars and officials. The latter, besides, were held in small respect, because with every change of ministry in Spain came a new batch of them to the islands, who knew nothing of the country and whose only object was to get as much money as possible in the short time they had to stay. Over them the influence of the friars was supreme, both from their knowledge of the country and from their influence at Madrid, where they were believed to be the mainstay of the Spanish power in the islands and the indispensable intermediaries between the Filipinos and the Government. From various accounts it appears that the friars made a tyrannical use of their power. They are charged with causing the arrest, deportation, and even the death of persons, often men of wealth and position, who ventured to oppose their policy by favoring reforms, and by their connection with the Government and their intimate relations with all classes of the people their influence was far reaching, while their hostility was justly to be dreaded.²

Notwithstanding the danger of arrest and deportation for every Filipino who was suspected of liberal tendencies, a party was formed after the insurrection of 1872, comprising the wealthy and influential classes, the object of which was to secure representation in the Spanish Cortes and the exclusion of the friars from the parishes and their return to the monasteries, or even their expulsion from the country altogether. This party was supported by the native secular clergy, to whom the Filipinos are attached and who were to supplant the friars in the parishes. This movement was, naturally, strenuously opposed by the friars, whose intolerance and persecution of the liberals became, if possible, more intensified than ever. This line of conduct was a fatal mistake on their part, as Professor Blumentritt points out, because the opening of the Suez Canal (in 1869) soon brought the Philippines into closer contact with the European world and enabled the educated Filipinos to participate in its intellectual movement.

As the censorship prevented a propaganda of liberal ideas in the archipelago the Filipino liberals established a paper in Madrid in 1892, called *La Solidaridad*, which maintained the rights and demands of the Filipinos and was supported by subscriptions from them. All the staff of this paper were Filipinos and included the unfortunate Dr. Rizal, Manuel del Pilar, the lawyer, and Antonio Luna, names since well known in the United States. The friars, on their part, established an opposition paper, which published certain opinions upon the Filipinos, which were promptly translated into the native language and sent home to be distributed among the people and fan the growing flame of rebellion.

The instruments of actual insurrection which came into play last were the secret societies. Free masonry, "infamous masonry," as the Spanish authorities called it, played a conspicuous part in the preparation for the last insurrection, both as a propaganda of ideas of liberty, cooperation, and organization, and socially, by bringing Filipinos of the upper classes into association with Spanish officers and other Euro-

¹ The account of their execution is given by Montero y Vidal, *Historia general de Filipinas*, Tom. III.

² See the life of Zobel in the *Deutsche Rundschau* for 1897, and testimony before the Philippine Commission, Report, Vol. II, *passim*, for examples.

peans on equal terms, whereby they were enabled to form a correct idea of their own capabilities. For three hundred years the friars had taught the Filipinos to regard the Spaniards in a paternal light, but with the widening of their intellectual horizon and contact with their erstwhile superiors in the lodges and clubs, a sense of equality was developed in the Filipinos and they came to look upon their relationship to Spaniards in a far different light. There were twenty-four Masonic lodges in Manila alone in 1896, besides one in nearly every pueblo in the archipelago, affiliated with the Grand Oriente of Spain, notwithstanding that it was dangerous for a Filipino to be even suspected of being a Mason in the years between 1872 and 1896.

Meanwhile a secret society was formed among the lower classes, called the *Katipunan*, the object of which was to expel the friars and free the country from the Spaniards. Its organization was partly Masonic and partly like that of the Chinese secret societies with perhaps a touch of the Italian Mafia and Camorra. Its origin was largely due to the intolerable condition of the peasantry. As is now well known in the United States, a considerable part of the cultivable land in the Philippines had come into the possession of the religious orders, while the small farmers, or peasants, whose ancestors occupied these lands long ago, have come to be treated by the friars as mere tenants, and as such their rent has been raised in recent years to such a degree as to cause them serious financial distress, to which the friars have added by levying upon their property for payment. In cases where suit was brought to contest the title of the friars to the land it has been decided in their favor by the courts.

The situation of the Filipinos a few years before the insurrection of 1896 was, therefore, as shown by the preceding history, as follows: There was no liberty of discussion or of the press. Members of the wealthy and influential classes who were suspected of liberal tendencies lived in constant fear of arrest and deportation, or even death, while the lower classes were oppressed by taxes and practical serfdom, and there was no legal redress for either. Under these circumstances it seemed to those who had learned what freedom is that it was worth securing, even at the risk of sacrifice of life and property. But it was also seen that an insurrection, if undertaken at all, must be general and well prepared. Organization was, therefore, instituted, and other measures were taken several years before the actual outbreak was intended to occur, in order to make it successful, but a betrayal of the plot in August, 1896, just before all measures were completed, revealed to the astounded Spaniards that they had been living upon a political volcano and that thousands of Filipinos were secretly banded together for the purpose of driving them out of the country. The Spanish officials acted with stern promptness as soon as the plot was discovered. Hundreds of the leading Filipinos were arrested, tried by court-martial, and shot, and hundreds more were transported. The prisons were speedily crowded with the accused awaiting sentence, and, as the names of all concerned in the conspiracy were now known to the authorities, it was seen that it was better to die fighting than be arrested and shot, or perish slowly in prison, and so, in August, 1896, the Tagale insurrection broke out, prematurely, with Aguinaldo at its head.

The following extracts are taken from letters between Masonic lodges in the Philippines and the Grand Oriente of Spain, and other papers, which were seized by the authorities in Manila in 1896, and were published in Madrid in 1897 by W. E. Retana, the well-known bibliographer of Philippine publications. They show the germination of the seed of revolt, the propagandism, the plan of organization, and the course of events until the final outbreak. The letters are headed by symbolic letters, which will doubtless be understood by Masons: Thus, one begins: *AL. G. D. A. D. N. LIBERTY, EQUALITY, FRATERNITY, UNIVERSAL MASONRY, SPANISH FAMILY.* The Resp. Lodge Nilad, No. 144 of A. L. and A. Masons of the Philippines, regularly constituted in the federation of the Gr. Or. of Spain, sends S. F. S. to the Resp. Δ Bay. And the rest have some similar heading.

One of the earliest of the series speaks of the gratification felt at headquarters, in

Madrid, at the establishment of new lodges in Manila, and commends the zeal and activity of the brethren, but cautions them to be prudent in selecting members and reminds them that they are engaged in the work of human regeneration, which is to be effected through the agency of Free Masonry. Another letter declares that all were working for the emancipation of humanity, but always with a due regard for the laws of "our country."

Some Masonic letters were betrayed into the hands of the friars, who endeavored to show, in their paper in Madrid, that Masonry was fomenting a separatist war in the Philippines. To this Marcelo del Pilar replied in *La Solidaridad* (January 15, 1895), that if a lawful propaganda is sufficient to persuade the Government to cease its liberty-destroying régime in the islands, if it can procure personal security, the sanctity of the home, the inviolability of conscience, the subordination of civil and religious institutions to the requirements of law and morals, if a propaganda could provide a remedy for arbitrary rule and harmonize authority with popular liberty, there would be no need of a separation from Spain. An insurrection, he says, is uncertain in its results and should only be appealed to as a last resort.

In another letter to Philippine Masons he urges upon them the necessity of an active and militant "collectivism." What is wanting in the Filipino organization, he says, is the "collective life." The Filipinos must rectify the prejudices which have grown up against them, under the instigation of the friars, ever since they began to show signs of political life and symptoms of ambition. He laments the withdrawal of certain rich men from the work, but urges the brethren to have the utmost faith in the cause of their redemption. "Faith," he says, "can remove the mountains and seas which have separated the nations of the earth. Why should it not annihilate the differences of judgment and esteem between us and our compatriots who are surely bound to us by a common interest and a common calamity? Let us not suffer our redemption to be effected by outsiders rather than by ourselves. Shame and our own dignity demand that we should conquer it ourselves. In any case the brethren must redouble their efforts and in that way make up for diminished numbers. As to organization," he adds, "plans are not what is needed but habits of dirigibility, that is, habits of discipline, of the collective life, of mutual benevolence toward our coreligionists, of working together harmoniously, and with obedience to those whom we have elected for our officers." He refers to the Cubans as an example of how blood and money can be wasted through want of cooperation and harmony. They knew how to struggle and die but did not know how to conquer. "Let us," he admonishes, "take warning by them and remember that each individual must learn to conquer himself and submit to the authority of the common good, because he who does not know how to conquer himself will never be able to conquer his enemies. For God's sake," he cries, "let us be warned in this respect, because the happiness of our country is at stake in the campaign upon which we are about to enter."

In another letter the Masonic brethren are urged to study the political, military, and economic conditions of the country, and to develop the new municipalities, because Free Masonry is the brain of the pueblos. "Suppose," the writer asks, "that Spain should grant us to-morrow the share in the government we have been demanding so long, what concrete and positive solutions of our political problems have we ready to put in practice? What reforms have we thought out to ameliorate the condition of the country and develop its resources? These are the practical questions the lodges ought to discuss, and all ought to take part—the merchants discussing the trade of the archipelago, the farmers its agriculture, and the soldiers military matters."

A letter from the lodge *Modestia*, in Manila, to the Grand Oriente of Spain, in February, 1895, complains bitterly, in highly rhetorical language, of the persecutions of the Masons, their arrest and deportation out of the country, and the invasion of their homes, under the pretext of discovering conspiracies, by persons whose will

was the only law. The letter contains this significant passage: "We have had," it says, "three years of Masonic experience, a length of time more than sufficient to demonstrate to us that if we are to enjoy the civil and religious liberty which is necessary to every people, the 7,000,000 inhabitants of this country should belong to us absolutely. This is shown by our success so far. The slight improvement in municipal and provincial administration which is now visible is due to our efforts. We began by teaching the workmen the duties of citizenship so that they might know how to exercise the first of human rights when the time should come. The time did come and our labors were rewarded with triumphant success." The writer concludes with the hope that the Philippines might eventually become a Spanish province, with representation in the Cortes.

A paper was secretly printed in Manila in the Tagalog language (the censorship preventing open publication) with a title signifying liberty. It professed to be printed in Japan, and the first number contains a greeting to "Our beloved compatriots over the sea," and then proceeds as follows, in the Spanish translation given by Retana. "After three hundred years of slavery which Mother Spain has done nothing to relieve, the Filipinos are now only begging the Spaniards for a little consideration and clemency, and their entreaties are met with imprisonment and exile. There is no longer a Mother Spain with a son in the Philippines. Instead there is one people that robs and fattens upon what is not its own, and another people which has become weary of thankless toil. Henceforth there is no hope for the Filipinos except in their own strength, and they must defend themselves. We know too well," the writer adds, "that this course will cause great terror, will originate merciless persecution and bring every kind of cruel punishment upon our countrymen. But what signifies the lives of hundreds of men compared with the happiness of millions of our brethren?"

The same paper contained an article entitled "What Indios ought to know," which gives a picture, perhaps slightly overdrawn, of the happy Arcadian pre-Spanish condition of the Filipinos, the plenty in which they lived, their trade with Japan, their friendship with other nations and their knowledge of reading and writing. Then it describes the arrival of the Spaniards, their pledges of alliance and peace, sealed with blood (the pacto de sangre between the Indio King Sicatuna and Legaspi, who represented the King of Spain), and their early violation of their promises. The writer then goes on to complain that the Filipinos have worked and fought for the Spaniards for three hundred years, and for what? The Spaniards have broken every promise, have corrupted and perverted the Filipinos and caused them to forget their ancient ways and honorable station. Every protest on the part of the Filipinos has been met by imprisonment and exile far from their beloved wives and children. He complains in rhetorical language of the calamities brought upon his people by the Spaniards and declares that nothing can be expected in the future except further calamities, additional sufferings, worse cruelties, more sneers and stricter slavery, and points out that the Filipinos have none to help them but themselves. The time has come for them to show that they have feelings of their own, sentiments of honor, a sense of dignity and shame, and bravery. "Let us exert all our strength freely," he exclaims, "in the perfect faith that we shall eventually conquer, and sing the song of triumph for the happiness which is drawing near our birthplace."

The foregoing extracts, it will be seen, show practical ideas and are free from the commonplaces and conventional cant about liberty of which the world is now somewhat weary. The following is an abstract of an allegory which was published in the same paper as the preceding articles, and was also translated into Spanish. It shows the skilled hand of a literary man who knows how to impress the imagination and memory of his readers by a style which is more effective than blunt assertion or barren entreaty. The point to be noticed is that the author knew that the common people amongst his Tagale countrymen would appreciate and follow his sustained

imagery. In the outline here given no attempt is made to preserve the rhetoric or literary merit of the original. The author's idea was to arouse patriotic emotions by means of a dialogue between Liberty and a Filipino youth, the substance of which is as follows: A young man is sitting in an attitude of deep dejection in a dimly lighted room, when he hears himself addressed in pitying tones, and on looking up he beholds a faintly outlined shining presence standing by him. The apparition asks why he is so sorrowful. He answers that his grief is incurable nor can it be alleviated by friendly counsel, and he asks the apparition why it has come to interrupt his mournful thoughts. To this the spirit replies: How long shall ignorance be the cause of the calamities of men and nations? How long before they will learn that it is through me alone that true and perfect happiness can be diffused over the earth? The youth is filled with awe before his spiritual visitor but ventures to ask who she is, to which the phantom replies: Alas! you, too, have never heard of me. How could you, indeed, as it is more than three hundred years since I left this land and, as your race has chosen to worship false idols, all remembrance of me has been effaced. Do you ask who I am? Then listen. I am the source of all the greatest and most glorious deeds which have ever been done for humanity. For my sake crowned heads have fallen and thrones have been overturned. I extinguished the fires of the holy inquisition in which the friars tortured thousands of men in former times. For my sake men unite for a common good, each voluntarily surrendering his own self-interest. Through me slaves are ransomed and raised from the mire of degradation and shame to crush the pride and cruelty of their masters. All peoples who are under my protection have acquired the happiness and abundance they enjoy through me, and through me alone have they made progress in civilization, as in Japan, America, and elsewhere in the world. Free thought, too, which sounds and explores the depths of science is reached only through me. Wherever I reign tears are wiped away and the bosom, no longer oppressed by the fear of tyranny and cruelty, breathes freely. I am Liberty!

The words put in the mouth of the young man are also calculated to arouse a desire for revenge in the hearts of Tagal readers. After explaining that the cause of his sorrow was the spectacle of his suffering country, the youth addresses Liberty thus: If you were to see the contempt and scorn with which my countrymen have been treated, the want they have suffered, and the unjust laws under which they have been compelled to live, you would hasten to their protection again. Hear what my brothers say: "I am hungry," says one, "and he [i. e., the friar] who teaches me to give meat to the hungry says to me, 'eat the scraps which fall from my richly laden table.' I am thirsty, and he who teaches me to give drink to the thirsty says, 'drink your own tears and sweat.' I am naked, and he who teaches us the commandment to clothe the naked says, 'at this moment I am preparing to wrap your whole body in chains.'" Another says, "I see my honor trampled under foot by a *cura*, or a Spaniard, or a rich man, and the judge, who should be the pillar of justice, answers my complaint by saying, 'this is a pestilent fellow, a bad man, a bandit; to prison with him.'" When my countrymen ask for a little love, a little clemency and pity, the judicial and spiritual chiefs who govern them reply "these are filibusters, enemies of God and Mother Spain; to prison with them."

In view of these things the youth asks Liberty whether he has not good cause for sorrow and weeping. "Sorrow and weeping!" cries Liberty contemptuously. "This is no time for weeping, especially for a young man; there will be time enough to weep when you have no more blood to shed and your enemies have no more lives to lose. There must be no stay as long as the cruel and ignominious executions of Fathers Burgos, Zamora, and Gomez and the imprisonment of Rizal are unavenged."

No. 19 of the series is a "monstrous" document of Filipino Masonry, as a Spanish official called it. It gives directions for the guidance of the "triangles" when the insurrection should begin. It is dated June 12, 1896, and provides—First. That all orders

shall be strictly and implicitly obeyed even to the smallest details, since the least departure might jeopardize the whole plan. Second. When the signal agreed upon of H . . . 2 . . . Sep . . . should be given, each brother must perform his part without hesitation or any considerations of relationship, friendship, or gratitude. Third. Those who, through weakness or cowardice, or for any reason, do not perform their duty, know the fearful punishment that awaits them for disloyalty or disobedience to this G . . . R . . . L . . . Fourth. After the attack upon the Cap . . . General and other authorities the loyal will attack the conventos and kill their infamous inmates, but must not touch the valuables they contain, which will be taken care of by the committee appointed for that purpose. No one of the brethren is allowed to take anything belonging to the treasury. Fifth. Whoever disobeys the foregoing order will be regarded as a malefactor and punished accordingly. Sixth. On the day following the rising the committee appointed for the purpose shall bury all the bodies of our hated oppressors in the field of Bagunbayan [where the Filipinos had been executed], and a monument shall be erected there commemorative of the independence of the G . . . N . . . F . . . [Great Philippine Nation]. Seventh. The bodies of the friars shall not be buried but shall be burned in just return for the wrongs done to the noble Filipinos during three centuries of their abominable domination.

On July 5, 1896, a lieutenant, D. Manuel Sityar, wrote to the civil governor of Manila that he had noticed many suspicious circumstances among the natives for some months and had discovered that an extensive recruiting was going on for some secret purpose. He had been informed that there was a widespread secret organization, the members of which signed an agreement with their own blood not to reveal the object of the society on the forfeit of their lives. There were agents of the society everywhere. Its object was political and anti-Spanish, and it was expected that it would receive support from Japan. This society was the Katipunan. On August 13, an Augustinian friar, Father Augustin Fernandez, wrote an urgent letter to the governor, informing him that certain persons who had been arrested in his parish were the prime movers in the Masonic or Separatist meetings there, and that if they were to return to their ward he could not answer for the consequences. He added, benevolently, that a little bloodletting is sometimes necessary to relieve an invalid people, and that if two or three of the most conspicuous leaders of the movement were to disappear without anyone knowing what had become of them the rest of the people would become quiet. On August 17, Father Gil, the parish priest of Tondo, one of the suburbs of Manila, on information received from a parishioner, visited the printing office of the *Diario de Manila* and found documents, in Tagalog, of the Katipunan Society, which incultated a large number of people. The Government now became thoroughly alarmed and began making arrests of the persons implicated in the society. Informers, both Masons and members of the Katipunan, came forward on promise of pardon and revealed the whole affair. The official examinations disclosed the fact that the membership of the two societies included all classes of society, from mechanics and clerks to lawyers, army and navy officers, capitalists, physicians, and priests. Everything was discovered, the houses where the meetings of the societies were held, the names of those present, and the transactions. The object of the "conspiracy" was separation from Spain. One witness, an army officer, admitted that he was a member of the patriotic society, Katipunan, the object of which was to demand from Spain the independence of the islands, and in case of a refusal to start a revolution, relying upon the assistance of Japan and part of the army. Manila was to be attacked and the native soldiery there was to join the revolutionists. The names of wealthy citizens (Filipinos) were given who were to aid the movement.

These examinations were held from the 23d to the 26th of August, and on the 31st 55 persons were shot in consequence of the evidence obtained. The object of the Katipunan was essentially to insure separation from Spain. A physician testified

that the purpose was to unite all Filipinos in the idea of demanding representation in the Spanish Cortes, and equality before the law with the provinces of Spain. If this was not conceded the plan was to raise money, promote a general rising, and declare the Philippine Islands independent of Spain, under the protectorate of Japan, but without annexation. The names of Masonic revolutionists given by this witness included those of army officers, *gobernadorcillos*, and other people of the upper classes. He had been one of a committee to go to Japan as representative from a Masonic "council" in the Philippines. Members of the Katipunan society were united by the *pacto de sangre*. The *pacto de sangre* was solemnized by making a cut in the left forearm and signing the oath of loyalty and secrecy with blood from this cut. Some fantastic features of the ceremony are described, which were clearly intended to make a deep impression upon the ignorant novices. Breaking the oath was punishable with the severest penalties, even with death. It appears that commissioners went to Japan to negotiate for the purchase of 100,000 stands of arms, but they also had a political mission.

This witness said that a society called the League of the Philippines had been formed some years previously for the purpose of establishing workshops and stores, promoting traffic and industries, and opening a bank to collect funds for an insurrection, which was to separate the islands from Spain. Its supreme council was in Manila, with subordinate councils in other towns of the province of Manila and in the other provinces, the president of the superior council being in correspondence with the presidents of the other councils. This society was dissolved in 1893, on being discovered, and gave place to the Katipunan.

How deep and serious were the feelings of the patriotic insurgents may be judged from expressions in the letters. "If God protects us," says the chief of a lodge, "in the battles we are about to undertake, we shall suffer no harm. Therefore strengthen your hearts and let us all be assured that our country will be victorious, and may the Spaniards who have tyrannized over us in past years perish! Long live our nation! Long live the archipelago! The Lord God created us Filipinos, and let those among us who are not with us change their minds and help us destroy the servitude in which we are living, and let us all unite in the one purpose to banish fear and defend our race with all our might. That is God's intention for us. He who loves you with a constant love salutes and embraces you." [Signed with a symbolical name, September 30, 1896.]

A letter from the civil governor of Manila to the minister for the colonies, dated October 1, 1896, declares that the insurrection was planned in the lodges of the "infamous masonry," of which there were twenty-four in Manila. He describes the seizure of documents and arms, and the arrests, and makes this profound observation. "The investigations," he says, "have brought out the fact that it is not a mere insurrection, or a war for independence, that is in question, but a war of races which has for its object the extermination of the Spaniards," and he quotes the testimony of a witness who explained the object of the Katipunan, in terms "as laconic as horrible," to be the death of the Spaniards and the possession of the islands. The governor adds that 163 persons had been deported to the Caroline islands and 140 to Sulu, while others were to be sent to Spain. Many were awaiting the sentence of death in prison. He visited the prisons every day where more than 2,000 persons were confined, and describes the simple and artless, if antiquated, method of keeping them *incomunicados*, or from communicating with each other. There were so many prisoners that they could not be kept in solitary confinement but were chained, in batches of five, to the pillars in the large hall of the prison with a guard over each lot. They were made to lie down and were only permitted to sit up to eat. Any attempt at conversation was immediately checked by a sound flogging administered by the guards.

The governor's opinion was that every pueblo whose officials had participated in the rebellion should be subjected to an energetic and severe "repression" which

would restore the "normal" life. He mentions by name the "millionaire family Abella," and says that many other persons of wealth, importance, and social position, were implicated in the rebellion.¹ Notwithstanding the arrests and executions, initiation into the Katipunan went briskly on. Hundreds were pardoned by the Government only to relapse and rejoin the society.

No. 58 of the series is a document of the Katipunan society with the heading K. K. K. ACTA, and contains an oath signed by Emilio Aguinaldo and a number of others, declaring that neither they nor their children would ever obey the Spaniards, but instead would obey only the laws of that pueblo whereof D. Baldomero Aguinaldo, chief of Katipunan, was head; that they would obey his orders for the purpose of escaping from the abyss which the merciless Spaniards had opened for them; and that they were ready to shed the last drop of their blood to prevent subjugation by Spain. There are other oaths in the same strain.

The insurrection broke out at the end of August, 1896, and continued until the peace of Biyak-na-Bató at Christmas, 1897. The conditions of the treaty included a complete amnesty to the Filipinos, together with an indemnity. It was asserted by the Filipinos but denied by the Spaniards that besides the public treaty there was an understanding that the reforms for which the Filipinos had been struggling so long would be granted within a certain time. The failure to grant these concessions, as time went on, gave the Filipinos an excuse to renew hostilities when the Americans arrived. After that event the Spanish governor endeavored to conciliate the Filipinos by promising to grant the reforms in question, but it was too late.

The circumstance that the Spanish governor was compelled to make a treaty with the insurgents and promise concessions, shows how much the status of the Filipinos had changed since the previous insurrection. They had conquered recognition as an organized body which must be dealt with as a power and could no longer be suppressed by the mere execution of individuals. At this point in their history the Americans stepped in and took the place of their former masters, the Spaniards, thus presenting a new superior power for them to reckon with.

STATISTICS OF EDUCATION.

Higher education.—The University of Santo Tomás, which has already been mentioned and which was founded as a college in 1611,² was raised to the grade of a university by Pope Innocent X in 1645, with the two faculties of theology and arts, to which was added the faculty of law in 1734 by Clement XII. It received the title of "royal" in 1708, the King of Spain, Philip V, becoming its protector, and that of the University of Manila by royal decree of November 6, 1870. Its faculties were then extended to include those of medicine and pharmacy. The university has always been from its foundation under the Dominican order, and is supported by the funds thereof. The rector of the university is ex officio head of the secondary instruction in the "colleges" throughout the archipelago which are under that order.

The Spanish minister of the colonies in 1870, Moret, complained of the backward condition of learning at the university. There was no instruction which satisfied the demands of modern civilization. There was no instruction in medicine or pharmacy, little in the natural sciences, history, philology, or languages, and only rudimentary instruction in law. Nor was any attention given to the study of the native languages, history, or customs, a circumstance which explained how it was, he declared, that it had been impossible for the Spanish civilization to come in contact with the native for a long time, the religious orders having reserved that intercourse

¹ The name Abella is that of an author of geological and statistical works upon the Philippines. Professor Blumentritt says that both father and son were shot.

² This date of founding of the university is taken from the article by Moret, the Spanish minister of public instruction in 1870, in the "Diccionario de legislación de instrucción pública," Tom. II, p. 181. Other dates are sometimes given.

for themselves as a powerful lever of authority and intervention. This was the state of things, he remarked, at a time when the Filipinos were showing more and more that they were actuated by aspirations which required freer space than the narrow and monotonous circle of ecclesiastical instruction. Any attempt to secularize the instruction of the university would, he believed, be utterly futile, owing to the supremacy of the orders in the islands. He recommended modernizing the courses by adding the faculties of medicine and pharmacy, and reorganizing the others to bring them up to the requirements of an European university. At that time (1870), Zobel, before referred to, a competent critic, complaining of the lack of books of reference and modern journals in Manila, said of the university library that it contained no books except antiquated works of Spanish jurisprudence and theology.

In 1837 the library consisted of about 12,000 volumes, consisting principally of works on theology, social science, law, and philosophy.

The Bureau is indebted to the courtesy of the rector of the university for a number of the annual addresses delivered at the opening of the scholastic year, from 1892 to 1896, which were written by professors of the university, all of whom were members of the Dominican order. These addresses deal with metaphysical and theological subjects, and are analogous to the baccalaureate sermons at college commencements in this country. The point to be noticed about them is that they present the views of modern scientific writers on the subject of discussion as well as those of ancient and mediæval philosophers, and are therefore in a manner guides for the students to the literature of modern philosophy. In one occurs this passage: "A university which desires to respond to its sublime mission must fulfill two duties, each equally sacred: that of opening its doors to all the doctrines of truth, ancient or modern, from whatsoever source they may come, and the other, that of anathematizing and combating all the doctrines of error under whatever form or name they may appear." The orator on this occasion (in 1892) was combating positivism by opposing to the purely materialistic theories of man's nature, based on his organic structure and biological relations, the ideas of personality, the sense of moral responsibility, etc., which can not be explained by structure. He congratulated the university that it had never in the three centuries of its existence permitted its official instruction to be defaced by any of the fundamental errors which have crept into the world from time to time.

The other addresses are conceived in much the same vein. They are metaphysical and theological dissertations in refutation of "rationalistic" philosophy. Antiquated modes of thought may be observed here and there, but the names of Kant, Comte, Littré, Taine, Haeckel, Helmholtz, Huxley, Herbert Spencer, Wundt, Bain, Du Bois-Reymond, and other modern writers appear side by side with those of Aristotle, Plato, St. Thomas Aquinas, and Descartes, while the modern natural-historical views of man and society and the mechanical and chemical theories of life processes are brought to the notice of the students. The curious among the latter must have found access to the original works in some way, one would suppose. At any rate, the existence of modern speculative philosophy was at least pointed out to them in these addresses if nowhere else.

The following programmes of the university course are taken from the discourse by Fr. Pedro N. de Medio, at the annual opening of the university in 1896. The course of lectures is for 1896-97.

FACULTY OF THEOLOGY AND CANON LAW.

Preparatory: Ontology, cosmology, and theodicy.

Foundations of religion and theological positions.

Institutions of dogmatic theology.

Ecclesiastical history, sacred hermeneutics, and the Scriptures.

Moral theology and sacred eloquence.

Canonical law, general ecclesiastical discipline, the Patronato de Indias, and ecclesiastical proceedings and decisions.

FACULTY OF JURISPRUDENCE.

Preparatory: Metaphysics; general Spanish literature; critical history of Spain.

Elements of natural law; institutions of canonical law; economics and statistics; institutions of Roman law; Patronato de Indias; ecclesiastical discipline; Spanish civil law, common and forensic; general history of Spanish law; criminal law; political and administrative law; colonial legislation; mercantile law of Spain and of the principal countries of Europe; elements of finance; civil, criminal, canonical, and administrative proceedings; theory and practice of compiling public instruments.

Public international law; private international law.

The faculty with the title *Notariado* (notarial law) include substantially the same subjects as the above.

FACULTY OF MEDICINE.

Preparatory: Advanced physics and chemistry; mineralogy and botany; zoology.

Descriptive anatomy; histology and normal histochemistry; anatomical techniques; embryology; theoretical and experimental human physiology; private hygiene; general pathology with its clinic and clinical preliminaries; pathological anatomy; therapeutics; *materia medica*; writing recipes, with hydrology; hydrotherapy, and electrotherapy; surgical pathology; medical pathology; obstetrics and gynecology; diseases of children with clinic; topographic anatomy; surgical medicine with clinic and applications, ligature and bandaging; obstetrical and gynecological surgical and medical clinics; public hygiene; statistics and sanitary legislation; legal medicine and toxicology.

(The text-books are mostly by Spanish authors.)

FACULTY OF PHARMACY.

Preparatory: Advanced physics; general chemistry (daily lecture), zoology, botany, mineralogy.

Study of physical instruments and apparatus used in pharmacy, with practical exercises. Mineralogy and zoology applied to pharmacy, with the corresponding pharmaceutical material and practical exercises. Descriptive botany with the determination of medicinal plants, with corresponding pharmaceutical material and practical exercises. Inorganic and organic chemistry applied to pharmacy, with practical exercises (daily). Chemical analysis, especially of foods, medicines, and poisons, practical or Galenical pharmacy, and legislation relating to pharmacy.

(Text-books mostly Spanish. Fresenius is used for analytical chemistry.)

FACULTY OF PHILOSOPHY AND LETTERS

Metaphysics; Greek; universal history; general literature.

FACULTY OF SCIENCES.

Mathematical analysis; geometry; mineralogy and botany; general chemistry; lineal and topographical drawing.

It will be seen that the faculties of philosophy and letters and of sciences are much weaker than the others, particularly the faculty of sciences, which contains only a small proportion of the subjects which should be expected in a modern university.¹

¹ Yet in the account of education prepared for a Philippine exhibition at Madrid, in 1887, as part of the material of education at the university are mentioned a museum of natural history of 5,474 specimens, mostly zoological and mineralogical, with a special library, and provided with the necessary apparatus; a physical cabinet, containing what was then new physical apparatus, such as the Gramme dynamo-electrical machine, with a Serrin regulator, a Carré machine, a phonograph worked by a small Gramme machine, a telephone, electro-magnets, besides maps and drawings sufficient for use in lectures. A new chemical laboratory, a dissecting room, and a botanical garden are also described, which would indicate that practical scientific work must be carried on, or, at any rate, that opportunity was offered for such work. The explanation of the absence of scientific studies given in the above-quoted work is that there was no special call for them in the islands.

The attendance at the university in the academic year 1895-96 was divided among the faculties as follows:

	Matriculated.	Passed.	Rejected.
Theology and canon law (which were complementary)	29	18	11
Jurisprudence	1,195	957	238
Botany	271	122	149
Medicine	753	483	270
Pharmacy	170	161	69
Total	2,418	1,681	737

The amount and quality of the instruction given at the university are criticised severely in testimony given before the United States Philippine Commission.

The College of San José was founded by the Jesuit Fathers in 1601, and was for some time chiefly maintained by donations from the families of the scholars. Subsequently money and property were contributed by various persons toward its support. During a considerable period it received aid directly from the King of Spain. Its original object was to educate the sons of Spanish inhabitants in virtue and letters.

In 1768 the Spanish Government, exercising its right of vice-royal patron, took the college from the hands of the Jesuits and eventually turned its administration over to a canon of the Manila Cathedral. Successive canons continued to administer its affairs under Government control until 1875. At this time an important decree was issued reorganizing education in the Philippines, wherein it was provided that the College of San José should give instruction in medicine and pharmacy. The Government placed the direction of the institution in the hands of the rector of Santo Tomás. From this time on San José has conferred degrees in medicine and pharmacy. San José is richly endowed.

It has been customary for wealthy people to send their sons to Europe and Hong-kong for their higher education. No statistics are available to show how many receive their education abroad.

Secondary instruction is given in a number of "colleges" throughout the archipelago. Those under the university were the colleges of Santo Tomás and San Juan de Letran, in Manila, private colleges of the first class in Cebu, in Jaro (Leyte), in Nueva Caceres, in Dagupan, Vigan (Luzon), Guinobatan (Albay), and private Latin schools throughout the islands. These were all supported by the order.

Secondary education was also given in the Ateneo Municipal of Manila by the Jesuit Fathers, and this institution was better and more modern in its methods than any other in the archipelago. But although the Jesuits provided the instruction, the Dominicans held the examinations. The Ateneo had a capable faculty of 24 instructors, and was supported by the municipality of Manila.

The subjects taught in the college of San Juan de Letran include Spanish and Latin grammar, sacred history, Christian doctrine, geography, especially of Spain and the Philippines, Christian morals, Latin translation and analysis, elementary Greek, general history, especially of Spain and the Philippines, arithmetic and algebra, rhetoric, poetry, Christian morals, geometry and plane trigonometry, psychology, logic and moral philosophy, physics and chemistry, natural history, French, and English. This course is duplicated in the other colleges. The course in the college of Santo Tomás was more practical, and included industrial mechanics, mercantile arithmetic, bookkeeping and accounts, correspondence and commercial operations, political economy, mercantile and industrial legislation, geography and commercial statistics, French, lineal, topographical, and ornamental drawing. The ateneo municipal has also a practical course of mercantile arithmetic, political economy, mercantile correspondence, bookkeeping, and mechanics. San Juan de Letran was founded in 1620 by a charitable Spaniard who collected orphans and poor

Spanish boys in his house, fed and clothed them at his own expense, and taught them reading, writing, and Christian doctrine. This school received the aid of the governor and of King Philip II. It was combined by the Dominicans with another school a few years later. A number of other schools in the Philippines were founded in the seventeenth century.

The attendance at the colleges in 1895-96 was as follows:

San Juan de Letran.....	5,508
Santo Tomás.....	407
Ateneo municipal.....	759
Private college at Cebu.....	502
Private college at Jaro (Leyte).....	209
Private college at Nueva Caceres (Albay).....	236
Private college at Dagupan (Luzon).....	228
Private college at Vigan (Luzon).....	130
Private college at Guinobatan (Albay).....	91

Total attendance at the private colleges of first grade 8,070

Besides the foregoing colleges there were 67 private Latin schools in the archipelago, of which 23 were in the province of Manila and nearly all the rest in Luzon.

The course of study in these schools included Latin and Spanish grammar, Christian doctrine and sacred history, general geography and geography of Spain and the Philippines, Latin translation and analysis, elementary Greek, general history and history of Spain and the Philippines, arithmetic and algebra, rhetoric and poetry, geometry and plane trigonometry, French. The attendance in 1895-96 was 1,915. These schools are under the charge of licentiates in philosophy or science, or bachelors of arts who have passed an examination for teachers, and are under inspectors, one of whom is appointed by the rector of the university, who is *ex officio* head of all the schools of the islands. Some of these schools only gave a one-year course, others two, and others three. The teachers are Filipinos. From a history of education prepared for an exposition of the Philippines in Madrid, in 1887, the following figures are taken regarding higher education in the islands:¹

The university granted 1,186 degrees in theology, canonical and civil law, and philosophy between the years 1645 and 1820. The number of students matriculated in that period was 40,125.

Between 1800 and 1882 2,292 degrees of doctor, licentiate, and bachelor were granted, while 23,233 students were matriculated, of whom 13,246 passed examinations. In the sixteen years between 1866 and 1886 over 4,000 students were matriculated annually at the university and the colleges of secondary instruction, of whom nearly 50 per cent passed the examinations. This shows that a large body of young men must have acquired at least the rudiments of education. An interesting table shows the nationality of the students in the university in the scholastic year 1886-87. In that year there were matriculated 123 European Spaniards, 93 Philippine Spaniards, 180 Spanish mestizos (Spanish Filipinos), 1,381 Filipinos, and 218 Chinese-Filipino mixed bloods, a total of 1,985 students. This makes the full-blooded Filipinos 69.57 per cent of the whole. The nationality of the Filipinos was ascertained from private information, not from open records.

It seems proper to introduce here an account of the normal school and several special schools which may be classified with secondary schools. The account is taken, omitting comments and criticisms, from the report of the Philippine Commission, Vol. II, and is the more valuable as it is evidently the work of one personally familiar with the working of the institutions.

¹ Exposición general de las islas Filipinas en Madrid, 1887. Comisión central de Manila. Memoria correspondiente á la sección 8ª, Grupos 72 y 73. Edición oficial. Manila, Tipografía del Colegio de Sto. Tomás, 1887.

SCHOOLS FOR MALE AND FEMALE SCHOOL-TEACHERS.

Following the order of their creation, we must first take up the school for male teachers. The normal superior school for male teachers has two different characters.

When it was created by royal decree, dated December 20, 1863, and its management committed to the Jesuit fathers, it had only the "normal" character, but by another decree of the General Government, dated November 10, 1893, and approved by royal order dated April 11, 1894, it entered the "superior" category. Education in this school comprises two grades, elementary and superior. By the elementary education the title of teacher of primary elementary instruction is acquired, and it is divided into three terms. More complete education is required in order to obtain the title of superior teacher. In addition to said titles the title of assistant teacher of primary instruction is obtained in this establishment by those who pass special examinations which are held four times a year.

In this same school there is a school of primary instruction for boys not living in the school, which is conducted by scholars in the advanced courses under the direction of a professor, and thus the practice necessary to the profession of teacher is acquired. Article 9 of the regulations of this school reads as follows: "Both boarding and day scholars in the normal school must possess the following qualities in order to be admitted: First, to be natives of Spanish dominions; second, to be 13 years of age, which must be proved by certificate of baptism or other public document of equal validity; third, to be free from contagious disease and to be sufficiently vigorous to perform the tasks and duties of a school-teacher; fourth, to have observed good conduct, which must be proven by the certificate of the parish priest of the town of their birth and home; fifth, to speak Spanish, have some knowledge of Christian doctrine, read and write ordinarily well, know something of Spanish grammar, including regular verbs, and to know the four fundamental rules of arithmetic, all of which shall be required of them in a previous examination held by the examining board appointed by the director."

The courses studied were as follows:

FIRST ELEMENTARY COURSE.

Christian doctrine expounded; elements of sacred history; the Spanish language; theory and practice of reading; theory and practice of writing; arithmetic; principles of general geography and the geography of the Philippines; plain drawing.

SECOND ELEMENTARY COURSE.

Catechism expounded; sacred history (third grade); history of Spain; theory and practice of reading; theory and practice of writing; arithmetic; Spanish grammar; plain drawing.

THIRD ELEMENTARY COURSE.

Catechism expounded; Spanish grammar; geometry; surveying; pedagogy; agriculture; plain drawing; deportment.

SUPERIOR COURSE.

Advanced pedagogy; legislation in force in primary instruction; ideas of religion and morality; universal history; algebra; industry and commerce; common phenomena of nature.

Instruction given boarding scholars was more complete than that given day scholars, for the former had an academy of music and a gymnasium, classes which the day scholars did not have the benefit of.

Still, it may be said that the instruction was good, although the plan of studies left much to be desired, for it had the same defects as the school for female teachers, as will be seen hereafter. Between boarding and day scholars about 500 youths attended the classes of this school, half of whom were boarders. The school was supported by the Government.

The normal school for schoolmistresses had a double character like that for masters, but its conditions were different.

Until the year 1893 the title of elementary schoolmistress was conferred by the director of civil administration, after an examination which was undergone by the graduates of the different colleges in Manila and in the different provinces before an examining board organized by the civil governor and the corregidor of Manila.

These examining boards were composed of seven persons, among whom were the civil governor, who was president, the rector of the cathedral, the director of the

normal school, and the directress of the municipal school for girls, who was a Sister of Charity. The other two members were elected and changed every two years.

The examinations were not strict, for they dealt with subject-matter which was scarce on account of the deficient programme of studies.

The courses on which these examinations were held were the courses of the whole primary instruction.

The education of schoolmistresses from said year 1893 until the termination of Spanish sovereignty was very different.

In fact, by royal decree dated March 11, 1892, and put into force in the following year, the superior normal school for schoolmistresses was established in Manila, in charge of the Augustin Nuns of the Ascension, who came from the Royal College of Santa Isabel in Madrid. This school also issued titles of schoolmistress of two grades, elementary and superior.

The ancient college of Santa Isabel in Neuva Caceres, in charge of the Sisters of Charity, can also issue titles of normal-school mistress, for this right was granted them by royal decree of the General Government of June 9, 1875, and approved by royal order September 27, 1880. The college at Bigan, in charge of Dominican nuns, was granted the same right by a decree whose date we forget.

The subject-matter of the instruction in both branches of this school comprises the following courses:

(1) Religion and morality (expounded catechism and sacred history); (2) Spanish grammar; (3) elocution; (4) arithmetic; (5) penmanship; (6) general geography and geography of Spain in the Philippines; (7) history of Spain and of the Philippines; (8) hygiene and domestic economy; (9) practical industry; (10) geometry; (11) indoor exercise; (12) pedagogy; (13) natural science; (14) music, vocal and instrumental; (15) practical instruction in teaching; (16) literature; (17) drawing as applied to practical work; (18) ideas of law and its application to the ordinary uses of life; (19) French; (20) English; (21) the teaching of deaf mutes and the blind; (22) finance.

The ideas of law were not taught, which was also true of the courses of instruction to deaf mutes and the blind, fine arts, French, and English.

For the rest, the instruction given, if not complete, was sufficient. Studies for the elementary grade lasted three years and comprised the courses stated as far as No. 11, inclusive, for the first and second years, and from courses 12 to 15 for the third year.

For the superior grade the courses of the former years were studied more extensively, and courses Nos. 16 and 17 were added, and geometry substituted for drawing. The remaining courses, Nos. 18 to 22, are optional for scholars who have passed the fourth year, but up to the present time there has not been any case of any scholar having passed examinations in them.

SCHOOL OF ARTS AND TRADES.

This has been recently created in the Philippines, and dates from the month of March, 1891.

By a superior decree of November 24, 1893, the instruction given and titles issued in this school are as follows: (Some of this instruction and some titles were also in existence in the schools of Iloilo and Pampanga.)

DEPARTMENT OF APPRENTICES.

First group.—Elements of arithmetic and elementary geometry; plain drawing; work in the workshops of the school in the trade in which the apprentice has matriculated.

Second group.—Elements of physics; study of materials relating to the trade in which the student has matriculated; industrial drawing; work in the shops of the school relating to the trade in which the student has matriculated.

Third group.—Elements of mechanics; ornamental drawing; work in the workshops (third course).

General course for workmen and artisans, without reference to any particular trade:

Elements of arithmetic and geometry and their application to arts and trades; elements of physics and chemistry applied; elements of mechanics; study of materials; principles of construction; industrial geometrical drawing with instruments, and freehand; ornamental figure drawing and the use of color for ornamental purposes; modeling and carving; mercantile arithmetic; bookkeeping and commercial correspondence; French; English; final instruction in practical work for horse-shoers, molders, founders, locksmiths, wheelwrights, cutters, boiler makers, carpenters, cabinetmakers, engravers, compositors, lithographers, masons, stonecutters, and potters.

MECHANICAL ENGINEERS.

First group.—Elements of arithmetic and applied geometry; industrial drawing of machines; setting-up shop; and work with a file.

Second group.—Elements of applied physics; industrial drawing; setting-up shop; work with a lathe.

Third group.—Elements of mechanics, comprising statics, cinematics, dynamics, and hydraulics; industrial drawing; and the making of plans of machines.

Fourth group.—Motor machines; management and care of machines; repairs; practical work in the setting up and mounting of machines; visits to industrial establishments.

ELECTRICIANS.

First group.—Elements of arithmetic and geometry; industrial drawing as applied to electrical machines; elementary work with file.

Second group.—Elements of applied physics and chemistry; applied industrial drawing; elementary work in carpentering.

Third group.—Practical electricity (first course); electrical units and measures; study of plans.

Fourth group.—Practical electricity (second course); industrial electrical motors; setting up electric plants; overhauling electrical plants.

MASTERS OF WORKS.

First group.—(1) Elements of arithmetic; (2) elements of geometry; lineal and topographical drawing; practical work in stonemasonry and masonry.

Second group.—(1) Elements of plane trigonometry; (2) elements of descriptive geometry; (3) elements of topography; ornamental drawing; practical work in carpentering.

Third group.—(1) Elements of physics; (2) elements of static mechanics and study of the durability of materials; (3) study of materials; architectural drawing; practical work at the forge and in setting up machines.

Fourth group.—(1) Elements of stereotyping; (2) construction; (3) hygiene of construction; legislation on city property.

MERCANTILE PERITOS.¹

First group.—(1) Mercantile arithmetic; (2) descriptive geography; (3) French (first course).

Second group.—(1) Geography and commercial statistics; (2) accounts and book-keeping; (3) English (first course); (4) French (second course).

Third group.—(1) Elements of political economy; (2) mercantile and industrial legislation; (3) practice in mercantile correspondence and operations; (4) English (second course).

The amount of service which this school could render may be judged by the following: In 1894, 2,833 scholars matriculated, and of these, out of 309 who were examined, 268 were passed. In the workshops 615 matriculated, and of these 76 were examined and 35 passed.

In said year one title of master workman, one of a skilled man in commerce, one of a mine foreman, and two of skilled mechanics were issued.

Regarding titles of men skilled in commerce and mechanics, we ought to say that they were also issued in the municipal atheneum and the University of Santo Tomás.

The title of mechanic was conferred after the study of the courses in mathematics, physics, French, and one in applied mechanics, without any practical experience, and it may be said that scholars left both centers of education with a purely nominal skill.

Regarding those holding titles of men skilled in commerce (peritos) we must do those from the municipal atheneum the justice to say that they were sufficiently expert, although they had no knowledge of languages, while the education of those from the university was very deficient.

The plan of instruction in this occupation was alike in all these centers of learning. Nevertheless, from these two latter establishments about seven have graduated with the title of "peritos," and the same number with the title of skilled mechanics.

SCHOOL OF AGRICULTURE.

We must not confound this school with the agricultural society of the Philippines, an institution created November 15, 1881, and a dependency of the department of

¹ Peritos—Graduates in a mercantile course who have passed final examination.

general inspection of forests, especially as the separation of these two institutions was effected in July, 1884.

The school of agriculture of Manila, the only one in the Philippines, was created by royal decree dated November 29, 1887, and its objects were, first, the necessary theoretical and practical education of skilled farmers. Second, education of overseers. Third, to promote, by means of observation, experiment, and investigation, the agricultural progress of the Philippines. In order to enter officially into the study of scientific agriculture it was necessary to be vouched for by a valid certificate, to be of good health, and to have studied and passed examinations in some establishment of the secondary education or other properly accredited establishments. The course of study was as follows:

FIRST YEAR.

Elements of agriculture; mathematical problems; practical work in topography; linear and topographical drawing.

SECOND YEAR.

Special methods of cultivation; elements of stock breeding; agricultural arts; practical work in cultivation and the industries; setting up and management of machines; drawings applied to machines and to plants.

THIRD YEAR.

Elements of rural economy; accounts and agricultural legislation; general practical work in cultivation, stock breeding, and industry; drawing of plans.

The education of overseers was carried on in the agricultural stations, also created at the same time as the school in Manila, for the purpose of doing technical work in analyses of earth, systems of irrigation, studies of seed, acclimatization of vegetables and animals, study and treatment of epizootic, epiphysis, etc.

There were agricultural stations in Isabela de Luzon, Ilocos, Albay, Cebu, Iloilo, Mindanao, Jolo, and Leyte. The last two were abolished by royal decrees dated, respectively, September 10, 1888, and December 7, 1891.

The professors in the school were agricultural engineers and their assistants skilled farmers. In the first term of this school, which was begun on July 7, 1887, as this branch of education was a new thing, 33 scholars matriculated in the course for skilled farmers and 22 in the course for overseers.

The University of Santo Tomás, both of itself and through the municipal atheneum, issued certificates to skilled farmers and surveyors, for which it required mathematics, physics, and chemistry, natural history, agriculture, topography, and linear and topographical drawing.

An equal number of skilled farmers graduated from each of these two institutions and from the school of agriculture simultaneously, and when the school was not in existence these institutions had a much greater attendance in these branches.

NAUTICAL SCHOOL.

The profession of pilot of merchant marine is studied in this school. Theoretical instruction is given in the school and practical instruction in navigation.

The courses, which covered three years' study, were as follows: Theory and practice of arithmetic (first year); algebra, geometry, and plane trigonometry (second year); spherical trigonometry, cosmography, and pilotage (third year); topography and topographical and hydrographical drawing (third year).

The education acquired in this school was very good, for its staff of professors was excellent, the majority being Filipinos. From this school many pilots of the present merchant marine have graduated.

SUPERIOR SCHOOL OF PAINTING, SCULPTURE, AND ENGRAVING.

The reorganization of this school (opened in 1850), formerly called the Academy of Drawing, dates from the year 1892, approximately.

From this school, in spite of the miserable artistic instruction given, young Filipinos have graduated greatly benefited, and some of them have won in competitive trials the prize of a scholarship and pension in Madrid, which the municipality of Manila gave every four years.

In the new organization this school was separated from the school of arts and

trades, their union being impossible, and assumed from that time the name by which it has been known since the year 1898. The courses taught were the following:

Principles of the figure, including the entire body, the antique, drapery, and the nude.

Color, composition.

Landscape, elemental from nature.

Water colors, from nature.

Sculpture.

Engraving on soft substances.

Engraving in intaglio.

Pictorial anatomy.

History and theory of fine art.

Perspective.

Drawing.

The professors were sufficiently capable persons, and some Filipinos were numbered among them.

Two hundred to three hundred youths attended this school.

SEMINARIES.

The seminaries which existed in the Philippines for the purpose of giving priestly education to the youths who desired to receive this catholic sacrament were the following:

San Carlos, in Manila, in charge of the Jesuit Fathers; that of the congregation of San Vicente de Paul; the Seminary of Cebu, in charge of the same; that of Nueva Caceres (Camarines), under the direction of the same; that of Jaro, under the same direction, and that of Bigan, in charge of the Augustinian Fathers.

All these seminaries were governed by priests, and all belonged to the secular clergy, and were supported by ecclesiastical funds.

These seminaries operated in two ways: They taught all the courses of the secondary education, and in order to take orders the scholars were taught the following courses more or less extensively, after having passed examinations in all of the courses of the secondary education: Metaphysics, moral theology, liturgy, rubrics, Gregorian chanting, dogmatic theology, and theological topics.

We have been given to understand that the last two courses were not obligatory in order to take orders.

It is without doubt due to this fact that the education of the Philippine priests could not congratulate itself upon any of its preceptors, but rather upon its own original spirit. Not much could be expected of it, considering the sad future of the Philippine priests and that the finished education of their future rivals did not suit the Spanish friars. It is certain that, with some very honorable exceptions, Philippine priests have not reached in their ministry the same grade of perfection which their compatriots have reached in other careers.

As it is our intention to talk only of education, we refer the reader to one of the many works which have been written on this much-debated matter for information on this subject.

The number of scholars in the seminaries of Manila amounted to 60 or 80, and there were a great many more in the provinces.

MILITARY ACADEMY.

The object of this academy, which has now been in existence a long time, was to allow sons of military men resident in the colonies to enter the militia, and to enable soldiers and noncommissioned officers of the army to become officers.

To attain this end great influence was necessary for a son of a native—and generally sons of natives had to enlist as soldiers, more especially since the age limit has been lowered.

Formerly, when the scale of ages was different in the colonies from the scale in Spain, officers graduated from this academy, but afterwards when the scales were made uniform this academy was closed, and opened again later under different conditions.

The scholars who finally graduated from this academy were entered in the general military academy of Spain, in Toledo, which annually gave notice to the academy of Manila of the number of scholars which it could accommodate.

This highly liberal conduct which Spain has observed in this colony in spite of the revolutions which she has had to put down here has been duly responded to by the Philippine military men who have sworn fidelity to Spain, and a good proof of this is the increased number of military Filipinos who have gone to the Peninsula.

The courses which were taught in the academy, for those who had formerly been examined in any college in Spain in geography and history, were:

Arithmetic and algebra, geometry and trigonometry, French, lineal and topographical drawing.

The faculty of the academy was very able, being formed from officers and chiefs of learned bodies, and those who graduated had been properly educated.

Examinations were comparatively strict, although influence also was used in favor of some.

About a hundred youths, more or less, attended this academy each year.

After having read this memorial, even an unobservant mind may acquire an approximate idea of the state of education in the Philippines when they became subject to America. By reading this memorial the deficiencies of education may be appreciated, its irregularity comprehended, and its thousand anomalies observed.

In 1888 the total amount expended for education in the islands, exclusive of schools of agriculture, was \$124,963.70 (Mexican). Of this amount, \$86,450 was expended in Manila alone, leaving but \$38,513.70 for all the provinces. On the schools of agriculture and the experiment stations \$113,686.64 was expended, giving a grand total of \$238,650.34. In 1894 the grand total was \$404,731.50. It is not known how this amount was distributed, but it is probably safe to assume that the proportions were about as in 1888.

PRIMARY EDUCATION.

Primary education or instruction, which is the first instruction that a child receives as soon as it attains the age of reason, is conducted in the Philippines by schoolmasters, teachers of both sexes, from the normal and superior school, except in Intremuras, where it is administered by Jesuit fathers and Sisters of Charity. The number of primary schools in the whole archipelago, according to the statistics of the year 1896, is 2,167 for both sexes, there being two schools for each sex in every town of 5,000 inhabitants, three for each sex in towns of 10,000 inhabitants, and so on, the number of schools increasing in the ratio of one schoolmaster and one schoolmistress for each 5,000 inhabitants.

The schools were classified according to the importance of the towns in the following manner, the corresponding salary being given:

Masters:	Per month.	Mistresses:	Per month.
Highest grade (first class).....	\$40	Highest grade (first class).....	\$25
Highest grade (second class).....	30	Highest grade (second class).....	20
Intermediate grade	25	Intermediate grade	15
Lowest grade.....	20	Lowest grade.....	12
Assistants	15	Assistants	10

There was competition for the position of teacher of the highest grade, both first and second class. The positions in the lowest and intermediate grades were filled by means of competitive examinations between holders of teachers' titles. Assistants, in default of others, might be persons not holding titles.

The governor of each province was the inspector-general of all the schools in his province.

The local inspector, or "nato," was formerly the friar who was priest of the town; and, although in the municipal reform of Minister Maura it was provided that the municipal captain should be local inspector of schools, we have understood that this provision was not carried out, and that the parish priest has remained in his office of inspector. From this we may judge the sort of instruction that school masters and mistresses were forced to give.

The courses taught in these schools are found in a set of regulations devoted to "elements of pedagogism," a text-book in the normal schools for male and female school-teachers published in Manila in 1890.

This set of regulations, approved by the Government of His Majesty, contains the following:

"ART. 1. Instruction in schools for natives shall be reduced for the present to elementary primary instruction, and shall consist of Christian doctrine and principles of morality and sacred history suitable for children; (2) reading; (3) writing; (4) practical instruction in Spanish, Spanish grammar, and orthography; (5) principles of arithmetic, comprising the four rules for figures, common fractions, decimals, and instruction in the decimal metric system and its equivalents in ordinary weights and measures; (6) instruction in general geography and Spanish history; (7) instruction in practical agriculture as applied to the products of the country; (8) rules of deportment; (9) vocal music."

Primary education of girls shall comprise the subjects mentioned in numbers 1, 2, 3, 4, 5, 8, and 9 of this article, and instruction in employments suitable to their sex.

Regarding the instruction in Spanish, it must be said that it was purely imaginary, because the local inspectors, the parish priests, prohibited it for the children, especially in those towns in which, on account of their remote situation, the governor rarely intervened. The instruction in geography was so superficial that there was not a single child who was given any real knowledge on this subject, which was due, principally, to the very bad method of instruction adopted, in which a geographical chart was rarely seen, and everything was left to memory.

The only history taught was that of Spain, and that under conventional censorship. The history of the rest of the world was, of course, unknown.

The course in vocal music was only a pretense, for it was not taught. This plan did not include gymnastic exercise nor any physical exercise, which gives an idea of the sort of education which was given in the Philippines.

The second article of the same set of regulations reads as follows:

"ART. 2. Primary instruction is obligatory for all natives. The fathers, tutors, or guardians of children shall send them to the public schools between the ages of 10 and 12 years, unless they prove that they give them sufficient instruction in their homes or in private schools. Those who do not obey this rule shall be admonished and compelled to do so by the authorities by a fine of from one-half real to 2 reals, when there is a school in the town at such distance that the children can conveniently attend. The fathers and guardians of children may also send them to the schools between the ages of 6 and 14 years."

This article appears to be based upon the wisest principles, but it was very far from being carried out, for this branch of administration, or to put it better, of police, was more neglected in towns than anything else, and there were cases in which schools had scarcely a dozen scholars.

The municipal school for boys, and in particular the municipal atheneum, although it also suffered from the defects mentioned, may be mentioned as better equipped schools. In this class the schools for girls are much more numerous than the schools for boys. In Manila are the normal schools for schoolmistresses, of which we shall speak hereafter, in charge of the Ascensionist Nuns; the School of Santa Isabel, in charge of the Sisters of Charity; the Concordia School; the Santa Rosa and Lo Oban schools, also in charge of the Sisters of Charity, which gave the same grade of instruction. In Jaro and Cebu these sisters have other schools similarly organized.

The Dominican Sisters have their college of Santa Catalina in Manila, and others in Lingayen, Bigan, and Tuguegarao, like the others but more strictly devoted to religious instruction. In all of these, privacy like that of the cloister prevails and scholars go out on the street at certain times. To all of this it must be added that these colleges possess none of the hygienic conditions exacted from every college, with the exception of the Concordia and some in the provinces.

In regard to private primary schools, there are many, especially in the capital, which are not carried on strictly according to law, and from which excessive abuses arise, but in such cases the school is sufficiently punished by the bad reputation which it acquires.

The colleges for girls in Manila, under the charge of women who are strict members of a religious order, were originally founded for charitable purposes, and some of them date from the early part of the seventeenth century (the Colegio de Santa Isabel was founded in 1632). They are supported partly by the funds of the charitable societies to which they belong and partly from the income of lands belonging to them. The instruction in one of them is given as reading, writing, arithmetic, Christian doctrine, and subjects useful for women to know—plain and ornamental needlework, etc. Isabelo de los Reyes gives a long list of the subjects taught and complains that they are the same as those taught in Europe, with no reference to the needs of the Philippines. Young women who are to be of assistance to their husbands, he says, should be taught something practical, such as parts of agriculture and business.

The United States military governor of the Philippines, under date of April 20, 1900, directed that reports be sent from each military district to the officer in charge of public school instruction, showing, among other things, how many schools were established in the districts. From these reports it appears that many schools were in operation in that year, notwithstanding the disturbed conditions. Thus, Gen. S. B. M. Young reported that 203 schools were in operation in the first district of northern Luzon, with 10,714 children in attendance, and that 25,000 children would probably attend if good schools were established. There were 44,716 children of school age.

The majority of the towns had school buildings, public or private. In some towns great interest was felt in the schools, in others very little. The president of one town thought he could raise 19,000 pesos by voluntary contribution to erect school buildings and equip them. Most towns, however, were too poor to contribute much. Government aid would be needed. The language used in the schools in northwest Luzon was Spanish or Ilocano, Tagalog not being in use. In the third district there were 280 schools in existence, with 234 to be established. The officers recommend teaching only in English in order to cause that language to supersede the native tongue. In the third district the public school buildings were inadequate. Many teachers knew no language but their own. In the reports from individual pueblos we observe that Spanish was taught in the towns themselves, while in the suburban districts (barrios) the native language alone was used in teaching reading, writing, arithmetic, and the catechism. One officer recommends retaining the instruction in morals, which is a feature of instruction in all Spanish schools. Other districts were very deficient; e. g., the second district, southern Luzon, where there were 22 schools, and 232 were required. "It would be risky to send the English instructors (if Americans) now into the barrios where our arms could not protect them," continues the report—a statement which shows the unfavorable conditions of the district, and might well account for the scarcity of schools. There were schoolhouses in nearly every town of that district. In the report on the third district, Department of Southern Luzon, Brigadier-General Bell recommends that a land tax be established, "so that the rich landowners who now, under the present system, pay practically nothing, shall be made to bear their share of the burden of educating the children." In that district "all native teachers can be supplied from native talent, but English teachers who understand a little Spanish are urgently needed and in demand." The schoolhouses were "generally occupied without regard to light, convenience, or sanitation. The great personal cleanliness of the people alone renders them habitable." This was among the Bicolos.

In eight towns on the island of Cebu about 3,000 children were attending school, thought to be one-fifth of the total number of school age. In all the towns there were two schools, except in Cebu itself, where there were seven, besides a seminary and college for young men.

On the island of Negros 59 pueblos had schools. On Panay there were 210 schools, with an attendance of 10,803 pupils out of a school population of 24,361.

Even in Mindanao there were 175 schools under the Jesuits. The teachers were graduates of the normal school at Manila.

The foregoing extracts from the reports of the military officers show that the public elementary school system required by Spanish law, whatever its defects, was widely diffused over the archipelago when the Americans arrived. The schools were temporarily placed in charge of the American military authorities. The appointment of Mr. F. W. Atkinson to be superintendent of public instruction in the Philippines marks the change from the military to the civil control of the schools, as his appointment was made under the civil commission appointed by the President to form a civil administration in the islands. Mr. Atkinson entered upon his duties September 1, 1900.

The following act, passed by the United States Philippine Commission, affords the latest information upon education in the archipelago:

AN ACT establishing a department of public instruction in the Philippine Islands, and appropriating forty thousand dollars (\$40,000) for the organization and maintenance of a normal and a trade school in Manila, and fifteen thousand dollars (\$15,000) for the organization and maintenance of an agricultural school in the island of Negros for the year 1901.

By authority of the President of the United States, be it enacted by the United States Philippine Commission, that:

SECTION 1. A department of public instruction for the Philippine Islands is hereby established, the central office of which shall be in the city of Manila. All primary instruction in the schools established or maintained under this act shall be free.

SEC. 2. All schools heretofore established in the Philippine Islands under the auspices of the military government are hereby declared to be in the department of public instruction established by section 1, and are made subject to the control of the officers of this department.

SEC. 3. The chief officer of this department shall be denominated the general superintendent of public instruction, and shall be appointed by the commission. His annual salary shall be six thousand dollars (\$6,000). He shall have the following powers and duties, to be exercised and discharged under the general supervision of the military governor :

(a) He shall establish schools in every pueblo in the archipelago where practicable, and shall reorganize those already established, where such reorganization is necessary.

(b) He shall appoint, in accordance with act No. 25, enacted October 17, 1900, a city superintendent of schools for Manila, and division superintendents of schools for other parts of the archipelago, and the teachers and clerks authorized by law, and shall prescribe the duties of such teachers and clerks.

(c) He shall fix the salaries of the division superintendents and teachers within the limits established by law.

(d) He shall fix a curriculum for primary, secondary, and other public schools, and shall decide in what towns secondary schools shall be established.

(e) He shall divide the archipelago into school divisions, not more than ten (10) in number, and shall fix the boundaries thereof, with power to change the same when necessary, but the city of Manila and its barrios shall constitute one of such school divisions.

(f) He shall prescribe the authority to be exercised by the principal teacher of each school over the other teachers, if any, and his duties in caring for the school-house and school property.

(g) He shall prescribe plans for the construction of schoolhouses to be built by the municipalities, the amount of land required in each case, and rules of hygiene which shall be observed in connection with the schools of the archipelago.

(h) He shall make contracts for the purchase of school supplies authorized by law, and, whenever practicable, he shall invite bids by public advertisement and shall award the contract to the lowest responsible bidder.

(i) He shall have power to determine the towns in which English teachers, to be paid out of the insular treasury, shall teach. He may exercise this discretion in favor of those towns showing their loyalty to the United States by their peaceful condition, and in favor of those towns which shall construct and maintain suitable schoolhouses by local taxation or contributions.

(j) In case of a vacancy in the office of a division superintendent or that of the superintendent for Manila, he shall discharge all the duties of such position during the vacancy, or may make a temporary appointment to fill the same.

(k) He shall examine and pass upon all requisitions made for funds by division superintendents and forward them, with his recommendation, to the chief executive for submission to the commission.

(l) On or before January first and July first of each year he shall make a report of his administration for the previous six months to the military governor and to the commission and such special reports as may from time to time be called for by either. In the regular semiannual reports it shall be the duty of the superintendent to recommend changes in the school law which he deems expedient.

(m) He shall exercise general supervision over the entire department, and shall prepare and promulgate rules for the examination and determination of the qualifications of applicants for positions of division superintendents and teachers and for the guidance of the officers and teachers of the department adapted to carry out this law and not inconsistent with its provisions.

SEC. 4. There shall be a superior advisory board of education, composed of the general superintendent and four members, to be appointed by the commission. It shall be the duty of the board to hold regular meetings once in two months on a day to be fixed by resolution of the board, and such special meetings as shall be called by the general superintendent. The general superintendent shall act as president of the board. The chief clerk of the general superintendent shall act as secretary of the board and keep minutes of its proceedings. It shall be the duty of the board to assist the general superintendent, by advice and information concerning the educational needs and condition of the islands, to make such investigations as the general superintendent may desire, and to make recommendations to the commission from time to time as to needed amendments to the law. Each of the four members of the board, appointed by virtue of this section, shall receive as compensation ten dollars for each regular or special meeting which he shall attend. Any member of the board who is a nonresident of Manila shall be paid his actual and necessary expenses for travel

from his residence to Manila and his return and hotel expenses. Requisitions for the amount required to pay such compensation and expenses shall be made by the general superintendent. The terms of office of the members of such board appointed under this section shall be for three years, or until their successors are appointed and qualified.

SEC. 5. There shall be a city superintendent of schools in the city of Manila, who shall receive an annual salary of three thousand dollars (\$3,000).

SEC. 6. In each school division established by the general superintendent of public instruction there shall be a division superintendent, who shall receive an annual salary of not less than two thousand dollars (\$2,000) and not more than twenty-five hundred dollars (\$2,500).

SEC. 7. The actual expenses of the general superintendent and the division superintendents while traveling or absent from their usual places of residence on official business shall be paid out of the insular treasury.

SEC. 8. Except where otherwise provided, provisions of this act describing the duties and powers of division superintendents shall apply to the city superintendent for Manila.

SEC. 9. Each division superintendent shall, subject to rules prescribed by the general superintendent under section 3 (*m*), appoint the native school-teachers to serve in the schools within his district and shall fix their salaries from year to year within the limits prescribed by law. He shall examine the schoolhouses occupied for public instruction within his division with a view to determining their suitability and hygienic condition. Should the schoolhouse in which any school is conducted appear to the division superintendent to be unsuitable and dangerous for the health of the children, and should no other schoolhouse be available, he shall have power, subject to the approval of the general superintendent, to discontinue such school, and it shall be unlawful thereafter to use the schoolhouse thus condemned for public school purposes. He shall pass upon and accept or reject or modify the plans for any new schoolhouse proposed by the local authorities to be erected and for the proposed site thereof, and shall make report of his action thereon to the general superintendent of public instruction. If the local authorities or the local school board shall be dissatisfied with the decision of the division superintendent as to the suitability of the plans or site of the proposed schoolhouse, they may appeal to the general superintendent, whose decision shall be final. He shall make careful investigations into the agricultural conditions existing in his division and shall make report thereon to the general superintendent of public instruction, with a view to aiding the general superintendent in making recommendations as to the places and number of the agricultural schools hereafter to be established. He shall see to it by personal visits and by requiring reports from the principal teachers of each school that the curriculum for primary and secondary schools prescribed by the general superintendent of public instruction is complied with. He shall make himself familiar with the supplies and text-books needed in each school in his division, and shall make report of the same at as early a date as possible, in order that they may be contracted for and furnished by the general superintendent. He shall appoint one-half of the local school board in each pueblo in his division, as provided in section 10. He shall have and maintain his residence and an office in one of the large towns in his division, from which all the pueblos in his district can be most conveniently reached.

SEC. 10. There shall be established in each municipality organized under any general order of the military governor or under such municipal code as may be hereafter enacted, a local school board, consisting of four or six members, as the division superintendent may determine, in addition to the president or alcalde of the municipality, who shall be a member ex officio. One-half of the members, except the member ex officio, shall be elected by the municipal council, and the remaining half shall be appointed by the division superintendent, and the term of office of all members, holding by appointment or election, shall be two years and until their successors shall have been duly elected or appointed.

SEC. 11. The appointed or elected members of the local school board may, after due notice and hearing, be removed at any time by the division superintendent, subject to the approval of the general superintendent of public instruction, who shall have power to suspend such members temporarily.

SEC. 12. It shall be the power and duty of the local school board:

(a) To visit from time to time the schools of the pueblo and to report bimonthly to the division superintendent their condition and the attendance of pupils;

(b) To recommend sites and plans to the municipal council for school houses to be erected;

(c) Where there are two or more schools in the pueblo to adopt rules, subject to

the supervision of the division superintendent, for assigning the pupils of the pueblo to the several schools;

(d) To report annually to the municipal council the amount of money which should be raised for the current year by local taxation for school purposes;

(e) To report, whenever it shall deem necessary, directly to the general superintendent as to the condition of the schools of the pueblo and to make suggestions in respect thereto as may seem to it expedient.

SEC. 13. Every pueblo shall constitute a school district, and it shall be the duty of the municipal council thereof to make as ample provision as possible by local taxation for the support of all the schools established within its jurisdiction. In exceptional cases, where the topography of the country or the difficulty of communication between parts of the same pueblo require it, the division superintendent may attach a part of one pueblo to the school district of another and shall, in such case, fix the amount which it will be just for the municipal council of the former to contribute to the annual school expense of the latter.

SEC. 14. The English language shall, as soon as practicable, be made the basis of all public school instruction, and soldiers may be detailed as instructors until such time as they may be replaced by trained teachers.

SEC. 15. Authority is hereby given to the general superintendent of public instruction to obtain from the United States one thousand trained teachers at monthly salaries of not less than seventy-five dollars (\$75) and not more than one hundred and twenty-five dollars (\$125), the exact salary of each teacher to be fixed by the general superintendent of public instruction in accordance with the efficiency of the teacher in question and the importance of the position held. The necessary traveling expenses of such teachers from their places of residence to Manila shall be paid by the government.

SEC. 16. No teacher or other person shall teach or criticise the doctrines of any church, religious sect, or denomination, or shall attempt to influence the pupils for or against any church or religious sect in any public school established under this act. If any teacher shall intentionally violate this section, he or she shall, after due hearing, be dismissed from the public service: *Provided, however,* That it shall be lawful for the priest or minister of any church established in the pueblo where a public school is situated, either in person or by a designated teacher of religion, to teach religion for one-half an hour three times a week in the school building to those public-school pupils whose parents or guardians desire it and express their desire therefor in writing filed with the principal teacher of the school, to be forwarded to the division superintendent, who shall fix the hours and rooms for such teaching. But no public school teacher shall either conduct religious exercises or teach religion or act as a designated religious teacher in the school building under the foregoing authority, and no pupil shall be required by any public school teacher to attend and receive the religious instruction herein permitted. Should the opportunity thus given to teach religion be used by the priest, minister, or religious teacher for the purpose of arousing disloyalty to the United States, or of discouraging the attendance of pupils at such public school, or creating a disturbance of public order, or of interfering with the discipline of the school, the division superintendent, subject to the approval of the general superintendent of public instruction, may, after due investigation and hearing, forbid such offending priest, minister, or religious teacher from entering the public school building thereafter.

SEC. 17. There shall be established and maintained in the city of Manila a normal school for the education of natives of the islands in the science of teaching. The rules and plan for the organization and conduct of such school and the qualifications of pupils entering the same shall be determined by the general superintendent of public instruction.

SEC. 18. There shall be established and maintained in the city of Manila a trade school for the instruction of natives of the islands in the useful trades. The powers and duties of the general superintendent in respect to this school shall be the same as those provided in the section in respect to the normal school.

SEC. 19. There shall be established and maintained a school of agriculture in the island of Negros. The superior advisory school board shall recommend to the commission for final determination a proper site for such school. The powers and duties of the general superintendent in respect to this school shall be the same as those provided in the section concerning the normal school.

SEC. 20. The general superintendent of public instruction is authorized and directed, under the supervision of the military governor, to procure the making of plans and estimates for the creation of such school buildings as he may deem necessary and

practicable at the present time, including a building or buildings for the normal school in Manila and a building or buildings for the trade school directed to be established in sections 17 and 18 hereof. The estimated cost of such buildings and their proper equipment shall not exceed four hundred thousand dollars (\$400,000). Such plans and estimates shall be submitted to the commission.

SEC. 21. The general superintendent of public instruction is directed to prepare and submit to the commission, through the military governor, a statement showing the text-books and other supplies which will be needed for the year 1901, the estimated cost of which shall not exceed the sum of two hundred and twenty thousand dollars (\$220,000).

SEC. 22. The sum of twenty-five thousand dollars (\$25,000) or so much thereof as may be necessary is hereby appropriated out of any funds in the insular treasury not otherwise appropriated for the organization and maintenance of the normal school in Manila for the year 1901.

SEC. 23. The sum of fifteen thousand dollars (\$15,000), or so much thereof as may be necessary, is hereby appropriated out of any funds in the insular treasury not otherwise appropriated, for the organization and maintenance of the trade school in Manila for the year 1901.

SEC. 24. The sum of fifteen thousand dollars (\$15,000), or so much thereof as may be necessary, is hereby appropriated, out of any funds in the insular treasury not otherwise appropriated, for the organization and maintenance of the school of agriculture for the year 1901.

SEC. 25. Nothing in this act shall be construed in any way to forbid, impede, or obstruct the establishment and maintenance of private schools.

SEC. 26. Whenever sums of money are mentioned in this act, they shall be understood to be money of the United States.

SEC. 27. This act shall take effect on its passage.

Enacted January 21, 1901.

APPENDIX I.

The following is a partial bibliography of works and articles in special journals relating to the Philippines, and was, for the most part, selected from the cards in the Library of Congress, which have been prepared under the supervision of Mr. A. P. C. Griffin. The titles were selected mainly with a view to illustrate the scope of the information relating to the Philippines which has been current in Europe, especially in recent years, and to show the variety of intellectual activity in the archipelago itself; therefore only a very few works published before the nineteenth century have been included in the list. Many of the books and articles were consulted in preparing the preceding summary.

- ABELLA Y CASARIEGO, ENRIQUE. Emanaciones volcánicas subordinadas al Malinao (Filipinas). Madrid, 1885. 10 pp. 7 pl.
- El Mayón ó Volcán de Albay (Filipinas). Madrid, 1885. 23 pp. 2 pl.
- Memoria acerca de los criaderos auríferos del segundo distrito del departamento de Mindanao, Misamis. Madrid, 1879.
- Monografía geológica del Volcán de Albay ó el Mayón. [From the Transactions of the Seismological Society of Japan.]
- Rápida descripción física, geológica y minera de la isla de Cebu. Bol. Mapa Geol. España. Vol. 23, 187 pp. 1 pl.
- Ligera reseña de la minería de las islas Filipinas. Madrid, 1883.
- AGUILAR, F. N. Colonización de Filipinas. Estudios prácticos acerca de la colonización, con elementos peninsulares, de nuestras posesiones oceánicas. Reseña geográfico geológico-minera de las mismas. Madrid, 1893.
- Mindanao. Su historia y geografía. Madrid, 1894. Map.
- ALCAZAR, JOSÉ DE. Historia de los dominios españoles en Oceanía. Filipinas. Madrid, 1897. [A text-book on Philippine history intended for Philippine schools.]
- ALEMÁN Y GONZÁLES. Îles Philippines. L'île de la Paragua. Traduit de l'espagnol. Paris, 1884. [Appeared originally in Boletín de la Sociedad geográfica de Madrid. Vol. 5, no. 3, 52 pp. 1878, pp. 161-176. Folding map.]
- ALENÇON, FERDINAND-PHILIPPE-MARIE D'ORLÉANS, DUC D'. Luçon et Mindanao. Extraits d'un journal de voyage dans l'extrême Orient. Paris, Lévy frères, 1870. 222 pp. 8°. (Bibliothèque contemporaine.)

- ALGUÉ, JOSÉ. Album de las diferentes razas de Mindanao. Manila, Fototipografía de J. Marty, 1899. [Instantaneous photographs of the inhabitants of Mindanao.]
- Baguíos o tifones de 1894. Estudio de los mismos, seguido de algunas consideraciones generales acerca de los caracteres de estos meteoros en el extremo Oriente. Madrid, 1895. pl. chart. 180 pp. (Observatorio de Manila.)
- ALVAREZ, GUERRA JUAN. Viajes por Filipinas. De Manila á Marianas. Madrid, 1887. 307 pp. 12°.
- De Manila á Albay. 318 pp. 12°.
- De Manila á Tayabas. 388 pp. 12°.
- ALVAREZ Y TEJERO, LUIS PRUDENCIO. De las islas Filipinas. Memoria escrita y publicada. Valencia, 1842. 92 pp. 8°.
- ANNUAL REGISTER, for the year 1763. London, 1782. 8°. (Siege of Manila.)
- ARAGÓN, ILDEFONSO. Descripción geográfica y topográfica de la isla de Luzón, o Nueva Castilla. Con las particulares de las diez y seis provincias ó partidos que comprende. Manila, 1819-1821.
- ARIAS, EVARISTO FERNANDEZ, Fr. Memoria histórico-estadística sobre la enseñanza secundaria y superior en Filipinas; escrita con motivo de la exposición colonial de Amsterdam por encargo de la subcomisión de estas islas. Manila, 1883. 4°. 29 tables.
- Paralelo entre la conquista y dominación de América y el descubrimiento y pacificación de Filipinas. Madrid, 1893. 8°.
- BARRANTES, V. El teatro tagalo. Madrid, 1889. 299 pp. 8°.
- BALBAS Y CASTRO (Tomás). Minas de cobre de Lepanto. Manila, 1861.
- BEAUREGARD, OLIVIER. Anthropologie et philologie aux Philippines. (Bull. de la Soc. d'anthropol. de Paris, sér. 3, vol. 10, pp. 482, 515.)
- BELLOE Y SÁNCHEZ, VICENTE. Los misioneros en Filipinas, sus relaciones con la civilización y dominación española. Madrid, 1895. 55 pp. 16°.
- BERGMANN, —. Der malayische Archipel im Lichte des Zeitalters der Entdeckungen. (Das Ausland, Jahrg. 66: 357-360; 375-378; 391-393. 1893.)
- BEST, ELADON. Prehistoric civilization in the Philippines. The Tagalo Bisayo tribes. (Journal of the Polynesian Soc. Vol. 1: 195-201. 1893.)
- BLANCO, MANUEL, Fr. Flora de Filipinas según el sistema sexual de Linneo. Manila, 1837. En la imprenta de St. Tomás. (Different parts, 1845, 1877, 1878, 1879, 1880, 1883.) 4 vols. text. 2 vols. pl.
- BLUMENTRITT, F. Ascension du volcan Apó, dans l'île de Mindanao, par le docteur B. Schadenberg et le docteur O. Koch. (In Société académique indo-chinoise, Bulletin, 2 sér., Tome 2: 496-501. Paris, 1883-1885.)
- Breve diccionario etnográfico de Filipinas. Manila, 1889.
- Das Stromgebiet des Rio Grande de Mindanao. Mit Karte. (Petermann's Mittheilungen, v. 37: 108-114. 1891.)
- Aufstand a. d. Philippinen. (In Anschluss a. d. japanesischen Krieg.) (Botanisches Centralbl., 70. B. pp. 213.)
- Der Ahnencultus und die religiösen Anschauungen der Malaïen des philippin. Archipels. Wien, L. C. Zamanski, 1882. 4°. 45 pp.
- Der Aufstand auf den Philippinen. (Geogr. Zeitung, vol. 2: 545-547) or (Globus, vol. 70: 213. 1895.)
- Die Erschaffung der Welt und der ersten Menschen, nach der Schöpfungsgeschichte der alten Philippiner. (Globus, vol. 63: 146.)
- Die Filipiner als Herren im eigenen Hause; eine ethnographisch-politische Studie.
- Die Ilongoten (Luzon). Nach den Missionsberichten. (Globus, vol. 64: 165.)
- Die religiösen Anschauungen der Bisayas und Tagalen. (Oesterr. Monatsschr., vol. 19: 45.)
- Sitten und Bräuche der Ilocaner auf Luzon. (Globus, vol. 51: 359-361, 376. 1887.)
- Streiflichter auf die philippinische Revolution. (Oesterr. Monatsschr. für den Orient, vol. 23: 109-113.)
- , *translator*. (Plasencia, Juan de.) Die Sitten und Bräuche der alten Tagalen. MS. d. J. de Plasencia. Herausg. von T. H. Pardo de Tavera. (Zeitschr. für Ethnologie, vol. 25: 1, 21. Berlin, 1893. Smithsonian.)
- Organisation communale des indigènes des Philippines placées sous la domination espagnole. Traduit par A. Hugot. Paris, 1881. 11 pp. (Bulletin de la Société académique indo-chinoise.)
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APPENDIX II.

TAGALOG ALPHABET USED BY FR. FRANCISCO LOPEZ, 1621.

The following alphabet was used by Fr. Francisco Lopez in a catechism printed in 1621. Fr. Lopez improved the original Tagalog alphabet by introducing the sign † underneath the alphabetical sign in order to make the latter a simple consonant like the equivalent letter in Spanish. The alphabet is taken from a work by the R. P. Fr. Cipriano Marcilla y Martin, entitled *Estudio de los Antiguas Alfabetos Filipinos*, published in Malabon, Luzon, 1895. The conclusion of the author is that all the Filipino alphabets were imitations or adaptations of the Tagalog.

The vowels have the continental sound. The point placed above or below the letter gives the vowel sound as shown.

					
	a	e or i	o or u		
					
ba	be or bi	bo or bu	b	ca	ke or ki
					
co or cu	c, k or q	da	de or di		
					
do or du	d	ga	gue or gui	go or gu	g
					
nga	nge or ngi	ngo or ngu	ng	la	le or li
					
lo or lu	l	ma	me or mi	mo or mu	m
					
na	ne or ni	no or nu	n	pa	pe or pi
					
po or pu	p	ha	he or hi	ho or hu	h
					
sa	se or si	so or su	s	ta	te or ti
					
to or tu	t	va	ve or vi	vo or vu	v
					
ya	ye or yi	yo or yu	y		

The following comparative table of alphabets was prepared by the Filipino author Isabelo de los Reyes y Florentino.

Nos. 1 and 2 are Filipino alphabets (Visayas); 3 and 4 are Malay (Sumatra and Celebes); 5 is Indian (Asoka); 6 is from Borneo, while 7 is ancient Javanese.

	A	B	D	E-I	G	H	K	L	M	N	NG	O-U	P	S	T	V	Y
1	ᠠ	ᠡ	ᠢ	ᠣ	ᠤ	ᠥ	ᠦ	ᠨ	ᠮ	ᠯ	ᠮᠦ	ᠣ	ᠰ	ᠱ	ᠲ	ᠳ	ᠷ
2	ᠠ	ᠡ	ᠢ	ᠣ	ᠤ	ᠥ	ᠦ	ᠨ	ᠮ	ᠯ	ᠮᠦ	ᠣ	ᠰ	ᠱ	ᠲ	ᠳ	ᠷ
3	ᠠ	ᠡ	ᠢ	ᠣ	ᠤ	ᠥ	ᠦ	ᠨ	ᠮ	ᠯ	ᠮᠦ	ᠣ	ᠰ	ᠱ	ᠲ	ᠳ	ᠷ
4	ᠠ	ᠡ	ᠢ	ᠣ	ᠤ	ᠥ	ᠦ	ᠨ	ᠮ	ᠯ	ᠮᠦ	ᠣ	ᠰ	ᠱ	ᠲ	ᠳ	ᠷ
5	ᠠ	ᠡ	ᠢ	ᠣ	ᠤ	ᠥ	ᠦ	ᠨ	ᠮ	ᠯ	ᠮᠦ	ᠣ	ᠰ	ᠱ	ᠲ	ᠳ	ᠷ
6	ᠠ	ᠡ	ᠢ	ᠣ	ᠤ	ᠥ	ᠦ	ᠨ	ᠮ	ᠯ	ᠮᠦ	ᠣ	ᠰ	ᠱ	ᠲ	ᠳ	ᠷ
7	ᠠ	ᠡ	ᠢ	ᠣ	ᠤ	ᠥ	ᠦ	ᠨ	ᠮ	ᠯ	ᠮᠦ	ᠣ	ᠰ	ᠱ	ᠲ	ᠳ	ᠷ

CUBA.

As soon as the Americans had taken possession of the island the American military governor assumed, in regard to education, the functions of the Spanish Governor-General, who had represented the King of Spain. The details of the system of education, even to the minutest particulars, were directed by orders from the American military governor as they had been previously by royal decrees. Under American rule some radical changes have been made in the organization of the elementary school system in order to make it more like that of the common schools of the United States, and the schools were placed under a superintendent. The courses of study in the secondary schools (the institutes in the different provinces), the special and art schools of Habana, and the university are still arranged by printed orders from the military governor, the changes being made upon the recommendation of the secretary of public instruction. Professors were also appointed by the military governor until by the order of February 7, 1900, it was directed that the assistant professors should be appointed by the secretary of public instruction upon the recommendation of the faculties. The new programme of the school of commerce in the Institute of Habana shows that increased attention is being given to commercial studies, and a school of stenography and typewriting has also been established in that institute. The new programme of the faculty of pharmacy at the University of Habana shows that increased attention is being given to practical studies in the university also. The course in physics and other experimental or laboratory studies has been extended. From an interesting address by Dr. Carlos de Pedrosa, of the Institute of Habana, before the Harvard Teachers' Association, we learn that the principal needs of the institutes are laboratories, museums, and apparatus for practical work in experimental sciences.

The changes which have been made in the elementary school system since the American occupation may be seen from a comparison of the condition of affairs in the island before that event, as described in the following account taken from the census of Cuba, published by the War Department, and the recent condition as shown by the statistics and enactments, which are given next in order:

The system in operation at the time of American occupation, January 1, 1899 was based on the law of 1865 as modified by that of 1880, and had in view a progressive course of public and private instruction through primary and secondary schools to the special schools and university and it may be

said at once that the plan of studies as thus prescribed was excellent in theory, and had it been thoroughly carried out by means of liberal appropriations and more attention to details, the figures of the census would have been reversed as far as they represent the condition of literacy in general. But, as will be shown later in this report, the appropriations for the schools were far from adequate, and their administration most imperfect, and thus the scheme of popular education, which as a theoretical proposition was almost beyond adverse criticism, utterly failed to accomplish its ostensible purpose, as the figures of the census prove.

Under the law of 1880 the general supervision of public instruction in all its branches was vested in the governor-general and administered by him through the superior board of public instruction, composed of a vice-president and twelve other members appointed by the home government on the recommendation of the governor-general, who was *ex officio* president of the board. * * *

In addition to the superior board of education there was a board of education in each province, performing its duties under the supervision of the provincial governor and the provincial deputation.

The provincial board was composed of the governor of the province, an ecclesiastic to represent the diocese, and nine others. * * *

The local or municipal boards of education consisted of the mayor as president, one alderman, the parish priest, and three fathers of families. In towns of more than 1,000 inhabitants the number of members could be increased on the recommendation of the mayor by adding more heads of families.

For the periodical examination of the schools and other educational institutions the law provided inspectors, who were certain members of the superior board of education. Other inspectors were ecclesiastics designated by the church to examine the text-books and instruction of the professors, in order to determine whether anything prejudicial to Catholic doctrine was incorporated in the religious education of the pupils.

Primary instruction was divided into the elementary and superior. The complete course of instruction included Christian doctrine and the outlines of sacred history arranged for children; reading, writing, and the elements of Spanish grammar, with exercises in spelling; principles of arithmetic, with the legal system of weights, measures, and money; brief outline of agriculture, industry, and commerce, according to localities, and the constitution of the state.

Elementary instruction not embracing all the subjects just mentioned was considered incomplete, and the elementary schools were called "complete," or "incomplete," according to the instruction given.

Primary superior instruction embraced, in addition to a reasonable extension of the subjects mentioned as elementary, the principles of geometry, lineal drawing, and as applied to the elements of surveying; the rudiments of history and geography, especially of Spain, and the elements of physics and natural history. In the elementary instruction of girls, sewing, embroidery, and drawing as applied to same, and the elements of domestic hygiene were substituted for agriculture, industry, and commerce, and the elementary superior course was omitted.

The law further required the elementary education of the deaf, dumb, and blind in the institutions established for them. All Spanish children between the ages of 6 and 9 were required to receive elementary instruction in the public primary schools unless their parents or guardians provided such instruction at home or in private schools, the fine for failing to do so being from 2 to 20 reales.

All elementary instruction was given free to children whose parents were not able to pay for it, and instruction in Christian religion and sacred history was subject to the supervision of the parish priest, who was required to visit the schools once each week for this purpose. * * *

As to the distribution of the primary schools throughout the municipalities, the law required every town of 500 souls to maintain at least one elementary school for boys, and another, although, perhaps, incomplete, for girls. Incomplete schools for the boys were only allowed in the smaller towns. In towns of 2,000 inhabitants two complete schools for boys and two for girls were required; in towns of 4,000, three, and so on, the number of schools increasing by one for each sex for every 2,000 inhabitants, including private schools, one-third of all schools, however, to be public.

The superior schools were established in the capitals of the provinces, and one in each town of 10,000 inhabitants, but the municipal authorities (council) could establish superior schools in towns of less population if thought advisable, provided it could be done without detriment to the maintenance of the required number of elementary schools.

The law further required the governor-general to provide infant schools (kindergartens) and night and Sunday schools, in which linear and ornamental drawing were to be taught, in the capitals of provinces and in towns of 10,000 inhabitants, and to promote the education of the deaf, dumb, and blind by providing at least one school for them in Habana, and a normal school for the education of teachers in the capital of each province.

Next in the regular course of public education was "secondary instruction," given in the institutes (institutos), of which there was one in each province, maintained by provincial funds and under the immediate supervision of the provincial deputations, through which the appropriations were paid.

Secondary instruction embraced a course of five years and comprised general studies or a special course of scientific studies. The course of general studies included a daily lesson in Spanish or Latin grammar, the elements of rhetoric and poetry, one lesson daily; outlines of geography, three lessons

weekly; outlines of universal history, three lessons weekly; history of Spain, three lessons weekly; arithmetic and algebra, daily; geometry and plane trigonometry, daily; elements of physics and chemistry, daily; outlines of natural history, three lessons weekly; psychology, logic, and moral philosophy, daily; physiology and hygiene, three lessons weekly; and elements of agriculture every alternate day. For admission to the course it was necessary to pass an examination in the complete course of primary elementary instruction.

The special studies of the institutes or "secondary instruction" were linear, topographic, ornamental, and figure drawing; outlines of theoretical and practical agriculture; industrial mechanics and chemistry as applied to the arts; topography, measures of area, and construction of plans; commercial arithmetic and bookkeeping; accounts and correspondence, and commercial transactions; outlines of political economy, commercial and industrial legislation, physical geography and commercial statistics; English, German, and Italian languages, and shorthand. * * *

On completing the course of general studies, pupils received the degree of A. B. and were eligible to the University of Habana. Those who had followed the scientific course were eligible to certificates as surveyors (when 20 years old), and mechanical or chemical experts, according to their proficiency in the special studies provided.

A pupil could take the general and scientific studies simultaneously if desired, and receive the instruction in languages and drawing at home.

Following the course in the institutes came the University of Habana, whose curriculum embraced law, medicine and pharmacy, philosophy and belles-lettres, and the exact sciences. For the higher education of engineers of roads, canals, and ports, mining and civil engineers, the industrial arts, belles-lettres, and diplomacy, the special schools of Spain were open.

The law also provided for a school of sculpture, painting, and engraving in Habana; one for the education of notaries, and, whenever thought advisable, an industrial college, a veterinary school, a commercial college, a nautical school, and one for master workmen, overseers, and surveyors. Of these special schools only the art school, the professional school, the normal school, and the school of arts and trades were carried on. In addition to the public schools the law authorized all Spaniards to establish private schools, the government reserving the right to inspect their moral and hygienic condition and to direct such remedies as might be necessary to correct existing defects.

There were, as a result of this privilege, a large number of private primary elementary schools, and a number of colleges, which, as they conformed to certain provisions of the law, were incorporated with the provincial institutes for which they prepared their pupils. Some of these colleges were most excellent institutions, where boys could qualify for the university, besides being carefully trained in other ways. Such were the Jesuit College of Belen, established in Habana in 1853; the Colegios de Escuelas Pias, in Guanabacoa and Puerto Principe, and the Catholic Institute of Santiago, although, with the exception of the latter, they are not now able to confer the degree of A. B. In short, they are on the same footing as other colleges and merely prepare pupils for the institutes.

Forty other colleges were in operation when the census was taken. * * *

While the laws made ample provision for the free education of the mass of children, the number of schools and their administration were so deficient, through failure to provide even the funds voted in the municipal, provincial, and insular budgets, that only a small fraction of the children of school age were provided for. By the census it appears that only about one-sixth attended school during 1899, and only two-thirds of these went to the public schools.

The ten years' war was a serious interruption to the schools, and during the last war they were all closed by Captain-General Weyler, except in the provincial capitals and garrisoned towns occupied as military headquarters. Even many of these schools were thinly attended or abandoned by the teachers, who, as they received no pay, were unable to maintain themselves or their schools.

In February, 1898, the secretary of public instruction of the autonomous government rescinded the decree of General Weyler and ordered the reestablishment of the schools, but they remained very much in the condition they then were until nearly a year after the American occupation. * * *

While the law required the compulsory attendance of children between 9 and 13 years of age at either public or private schools, it was not enforced, nor could it be, as the number of schools was totally insufficient. Again, while provision was made for secondary and university education, the fees for instruction and matriculation were so great that only the sons of parents or guardians able to pay ever passed beyond the elementary course of study, and many of those who qualified in the institutes were unable to enter the university because unable to pay for their diplomas.

Although the teachers were supposed to be appointed after competitive examination, it was well understood that their selection was usually a personal or political question, to be decided without much reference to other qualifications. They were classified according to their salaries, and were also known as regular, temporary, or substitutes. As they were generally obliged to provide the schoolrooms, the schools were usually held in their homes, very few municipalities owning school buildings. Of school furniture, such as desks, books, slates, blackboards, maps, etc., there were frequently none, and the pupils, without respect to race, blacks and whites mixed, sat on benches with no backs for five or six hours consecutively, the instruction being usually given simultaneously to the classes, study and recitation being exceptional and impracticable. But a single teacher was allowed the elementary schools, no matter how many pupils, although the superior elementary schools were sometimes provided with assistants.

The schools for girls were separated from those for boys, and were invariably in charge of women. The schoolrooms were badly ventilated, with insufficient and foul privies, and no playgrounds. Physical culture was not taught. That the children learned as much as they did under such conditions was apparently due to their precocity and docility, traits which appear to be common to them throughout the island.

On December 6, 1899, the American military governor published an order reorganizing the elementary and secondary school system of the island. It provided that there should be a board of education in each municipality to take charge of the schools, with the mayor as president, who should appoint the other members; that there should be one public school for boys and one for girls in every town of 500 inhabitants, and more as the population is larger. In smaller towns "incomplete" schools were provided. It made attendance compulsory under penalty of a fine of \$5 to \$25; provided for the payment of the teachers, for superintendence and inspection of the schools, free text-books, and other details. The course of study was prescribed by the superintendent of schools.

On March 1, 1900, there were 3,099 schools (or schoolrooms) in operation with 3,500 teachers and 130,000 children enrolled. In 1899 there had been only 200 schools with an attendance of 4,000. This enormous increase was said to be due to impressing upon the mayors of the municipalities the necessity of elementary schools, and assuring them that the United States Government would pay the salaries of the teachers. The expenditures up to the end of March, 1900, had been \$3,500,000, the school fund being taken from the customs receipts, and the estimate for 1900 was \$4,000,000.

The most comprehensive regulations regarding the public schools are the following, and the extracts taken show the organization of the entire school system of the island.

HEADQUARTERS DIVISION OF CUBA,

Habana, June 30, 1900.

The military governor of Cuba, upon the recommendation of the secretary of public instruction, directs the publication of the following regulations for the public schools of the island of Cuba:

COMMISSIONER OF PUBLIC SCHOOLS.

Commissioner the chief executive officer.—There shall be a chief executive officer for the public schools of the island, to be appointed by the military governor and to be known as the commissioner of public schools, and in the performance of his duties as such he shall be guided by this order, and by such rules and orders as may be promulgated hereafter by the military governor or the secretary of public instruction.

Duties of commissioner.—It shall be the duty of the commissioner of public schools to see that all orders and instructions from the proper authority pertaining to the public schools of the island are rigidly and impartially enforced. He shall make annually, to the secretary of public instruction, a report of the public schools of the island, which shall contain an abstract of the reports herein required to be made to him, and such other information as he may deem valuable; and he shall make such special reports as may be required by the military governor or secretary of public instruction. It shall be his further duty to superintend the building of schoolhouses throughout the island, and direct the purchase and disposition of such supplies as the military governor may authorize.

BOARD OF SUPERINTENDENTS.

Composition of the board.—There shall be a superintendent of the public schools of the island, to be appointed by the military governor upon the recommendation of the secretary of public instruction and to be known as the island superintendent of public schools, who shall be assisted in each province in the performance of his duties by an assistant to be appointed in the same manner as the island superintendent, and to be known as the provincial superintendent of public schools; the island superintendent as president, with the provincial superintendents as members, shall constitute a board of superintendents for the public schools of the island.

Duties of board and individual superintendents.—Each provincial superintendent is the assistant and agent of the commissioner of public schools in the general government and management of the public schools of the island. The board of superintendents shall fix upon and introduce proper methods of teaching in the public schools of Cuba, and shall select text-books, and arrange the courses of studies for the different grades of public schools throughout the island; and in all schools of the island which are of the same grade, the same text-books and the same courses of study shall be used.

CLASSIFICATION OF DISTRICTS.

Classes of school districts.—The island is hereby divided into school districts to be styled, respectively city districts of the first class, city districts of the second class, and municipal districts.

City districts of the first class.—Each city of the island having a population of 30,000 or more by the last preceding census of the island shall constitute a city district of the first class. Under this paragraph the following cities are announced as forming city districts of the first class: Habana, Santiago, Matanzas, Cienfuegos, and Puerto Principe.

City districts of the second class.—Each city having a population of more than 10,000 and less than 30,000 by the last preceding census of the island shall constitute a city district of the second class. Under this paragraph the following cities are announced as forming city districts of the second class: Cardenas, Manzanillo, Guanabacoa, Santa Clara, Sancti Spiritus, Regla, Trinidad, and Sagua la Grande.

Municipal districts.—Each organized municipality, exclusive of any of its territory included in a city district, shall constitute a school district, to be styled a municipal district.

CITY DISTRICTS OF THE FIRST CLASS.

Board of education.—The board of education in city districts of the first class shall consist of a school council and a school director.

School council.—A legislative power and authority shall be vested in the school council, which shall consist of seven members to be elected by the qualified electors residing in such district, and no two members of the council shall be residents of the same ward.

School council election and term.—The first election for such council shall be held on the same day as the annual municipal elections in 1901, at which election three members of the council shall be elected for a term of two years, and their successors shall be elected at the annual municipal election for 1903, and biennially thereafter, and four members of the council shall at such election in 1901 be elected for a term of one year, and their successors shall be elected at the annual municipal election of 1902 for a term of two years, and biennially thereafter, and all members of the council shall serve until their successors are elected and qualify.

President and clerk.—The council shall organize annually by choosing one of their members president, also a clerk, who shall not be a member thereof, and who shall receive a salary to be fixed by the council which shall not exceed \$1,500 per year.

Teachers and employees.—The council shall provide for the appointment of all necessary teachers and employees, and prescribe their duties and fix their compensation.

School director; election and powers.—The executive power and authority shall be vested in the school director, and in the performance of his duties as chief executive officer he shall be guided by this order, and by such rules and orders as may be promulgated by proper authority, and by the resolutions of the council. He shall be elected by the qualified electors of the districts.

He shall devote his entire time to the duties of his office, and shall receive an annual salary of \$2,000, payable monthly; and before entering upon the discharge of the duties of his office shall give bond, to be approved by the board, for the faithful performance thereof, in the sum of \$5,000, which bond shall be deposited with the clerk within ten days from date of election and preserved by him. The director shall report to the council annually, or oftener, if required, as to all matters under his supervision; he shall attend all meetings of the council and may take part in its deliberations, subject to its rules, but shall not have the right to vote except in case of a tie.

Superintendent of instruction.—The council shall appoint a superintendent of instruction, who shall remain in office during good behavior, and the council may at any time, for sufficient cause, remove him; but the order for such removal shall be in writing, specifying the cause therefor, and shall be entered upon the records of the council.

Powers and duties.—The superintendent of instruction shall have the sole power to appoint and discharge, with the approval of the council, all assistants and teachers authorized by the council to be employed, and shall report to the council, in writing, quarterly, and oftener if necessary, as to all matters under his supervision, and may be required by the council to attend any or all of its meetings; and except as otherwise provided in this order all employees of the board of education shall be appointed or employed by the school director.

Meetings of the board of education, regular and special.—The board of education shall hold regular meetings once every two weeks, and may hold such special meetings as it may deem necessary. It may fill all vacancies that occur in the board until the next annual election, and may make such rules and regulations for its own government as it may deem necessary, but such rules and regulations must be consistent with this order.

CITY DISTRICTS OF THE SECOND CLASS.

Board of education.—In city districts of the second class the board of education shall consist of six members, who shall be judicious and competent persons with the qualifications of an elector therein, and shall be elected by ballot at the annual municipal election in 1901 by the qualified electors of the city.

Elections.—Those elected shall be divided, upon the fifteenth day thereafter, by lot, into three equal classes; the members of the first class shall serve for one year, the members of the second class for

two years, and the members of the third class for three years. All elections of members for the board of education thereafter shall be held at the regular municipal election annually, and all members shall serve until their successors are elected and qualified.

Judges of election.—The election for members of the board of education in city districts of the second class shall be held by the same judges and clerks provided for the municipal election, and returns of such election, duly certified as in other cases, shall be made within five days to the clerk of the board of education of any such city.

The board of education shall hold regular meetings once every two weeks, and may hold such special meetings as it may deem necessary. It may fill all vacancies that occur in the board until the next annual election, and may make such rules and regulations for its own government as it may deem necessary, but such rules and regulations must be consistent with this order. It shall organize annually by choosing one of its members president.

Municipal board of education.—The board of education of each municipal district shall consist of the mayor of the municipality, who shall be president of the board, and one director elected for a term of three years from each subdistrict; provided, that if the number of subdistricts in any municipal district exceeds fifteen the board of education shall consist, exclusive of the president, of those directors who have one and two years still to serve; and that if the number of subdistricts exceed twenty-four the board of education shall consist, exclusive of the president, of those directors who have but one year to serve. The director of each subdistrict is the representative of the inhabitants of that subdistrict in educational matters, and if not a member of the board of education shall represent to the board in writing the wants of his subdistrict.

Election and qualification of directors.—There shall be elected by ballot as soon as possible after paragraph following of this order has been complied with in each subdistrict, by the qualified electors thereof, one competent person, to be styled director. These directors shall meet at the office of the mayor of the municipality, and shall be divided upon the third Saturday after such election by lot into three classes, as nearly equal as possible. The directors of the first class shall serve for the term of one year, the directors of the second class for two years, and the directors of the third class for three years. All elections of directors thereafter shall be held on the last Saturday of April annually, and all directors shall serve until their successors are elected and qualify.

REORGANIZATION OF DISTRICTS.

Division into subdistricts.—The board of education of each municipal district provided for in order No. 226 shall at once divide its municipal district, exclusive of whatever territory may be comprised in a city district of the first or second class, into subdistricts. No subdistrict shall contain less than 60 resident scholars by enumeration, except in cases where, in the opinion of the board, it is absolutely necessary to reduce the number. The division shall be so made that the number of teachers shall not be increased over that employed at the time this order is received.

Number of schools in subdistrict.—No subdistrict shall be without at least one school, open to children of both sexes, or if not such a mixed school, then at least two schools, one for boys and one for girls. In rural subdistricts it is preferable to have but one mixed school to a subdistrict. In cities of either the first or second class subdistricts may have one or more schools for girls, and one or more for boys. Schools of any subdistrict shall be in the same building, unless this is absolutely impossible, in which case they shall be as near together as possible.

REPORTS.

Annual report of board of education.—The board of education of each district shall make a report to the provisional superintendent, on or before the last day of August of each year, containing a statement of the expenditures of the board, the number of schools sustained, the length of time such schools were sustained, the enrollment of pupils, the average monthly enrollment, and average daily attendance, the number of teachers employed and their salaries, the number of schoolhouses and schoolrooms, and such other items as the commissioner of public schools may require.

PROVISIONS APPLYING TO ALL SCHOOL BOARDS.

What property the boards have title to.—All property, real or personal, which has heretofore vested in and is now held by any board of education for the use of public or common schools in any district is hereby vested in the board of education provided for in this order, and having under this order jurisdiction and control of the schools in such district.

School property exempt from taxation.—All property, real or personal, vested in any board of education shall be exempt from tax and from sale on execution or other writ or order in the nature of an execution.

Illegal use of schoolhouses.—Schoolrooms shall be secured in healthful localities, and shall be clean, well ventilated, and well lighted, and all rooms, buildings, or parts of buildings rented or assigned for school use shall be used exclusively for school purposes, and no teacher, janitor, or other person shall dwell therein.

Sufficient schools must be provided.—Each board of education shall establish a sufficient number of schools to provide for the free education of the youth of school age in the district under its control, at such places as will be most convenient for the attendance of the largest number of such youth, and shall continue each and every day school so established thirty-six weeks in each school year; and each municipal board of education shall establish at least one primary school in each subdistrict under its control.¹

Schools at children's homes and orphan asylums.—The board of any district in which a children's home or orphans' asylum is or may be established by law shall, when requested by the directors of such children's home or orphans' asylum, establish in such home or asylum a separate school, so as to afford to the children therein, as far as practicable, the advantages and privileges of the common-school education. All schools so established in any such home or asylum shall be under the control and management of the directors of such institution, which directors shall, in the control and management of such schools, as far as practicable, be subject to the same laws that boards of education and other school officers are who have charge of the common schools of such district; and the teacher of any such school so established shall make all reports required by this order as any other teacher of the district and to the same officers.

Evening schools.—In any district, or part thereof, parents or guardians of children of school age may petition the board of education to organize an evening school. The petition shall contain the names of not less than twenty-five youths of school age who will attend such school, and who, for reasons satisfactory to the board, are prevented from attending day school. Upon receiving such petition the board of education shall provide a suitable room for the evening school and employ a competent person, who holds a regularly issued teacher's certificate, to teach it. Such board may discontinue any such evening school when the average evening attendance for any month falls below twelve.

Who may be admitted to public schools.—Schools of each district shall be free to all unmarried youth between 6 and 18 years of age who are children, wards, or apprentices of actual residents of the district, including children of proper age who are or may be inmates of a children's home or orphans' asylum located in any such school district, provided that all unmarried youth of school age living apart from their parents or guardians and who work to support themselves by their own labor shall be entitled to attend school free in the district in which they are employed. The several boards shall make such assignment of the unmarried youth of their respective districts to the schools established by them as will in their opinion best promote the interests of education in their district.

Suspension and expulsion of pupils.—No pupil shall be suspended from school by a superintendent or teacher except for such time as may be necessary to convene the board of education, and no pupil shall be expelled except by a vote of two-thirds of such board, and not until the parent or guardian of the offending pupil has been notified of the proposed expulsion and permitted to be heard against the same, and no pupil shall be suspended or expelled from any school beyond the current term thereof.

Boards to control school and appoint officers.—Each board of education shall have the management and control of the public schools of the district, except as otherwise provided for boards of education in city districts, with full power to appoint principals, teachers, janitors, and other employees, and fix their salaries or pay, provided such salaries each month do not exceed the following: In Habana, \$65; in the capitals of provinces and in Cardenas and Cienfuegos, \$50; in all other municipalities, \$40, except for all teachers in schools with an average attendance of less than 30 pupils, in which case the salary shall not exceed \$30; and any person serving as a regular teacher of a school and also having the supervision of not less than two other schools shall be rated as a principal on the rolls and receive the additional sum of \$10 per month. Such salaries or pay may be increased, but shall not be diminished during the term for which the appointment is made; but no person shall be appointed for a longer time than one year, and the board of education may dismiss any appointee for inefficiency, neglect of duty, immorality, or improper conduct. Women only shall be employed in schools for girls; either women or men may be employed in schools for boys. For similar services women and men shall at all times receive equal pay.

ENUMERATION.

Yearly enumeration of school youth.—There shall be taken in each district annually during the two weeks ending on the fourth Saturday of March an enumeration of all unmarried youths, denoting sex, between 6 and 18 years of age, resident within the district and not temporarily there, designating also the number between 6 and 8 years of age; the number between 8 and 14 years of age, the number between 14 and 16 years of age, and the number between 16 and 18 years of age.

¹ Boards of education may, in their discretion, permit boys and girls of school age to attend the same school; and it is hoped that, at least with young children, this plan will prevail; as it will tend to develop that high respect between the sexes which is the basis of true womanhood and manhood. In small towns and in the country it may often be the only means of establishing sufficient schools.

ATTENDANCE.

Time of attendance.—Every parent, guardian, or other person having charge of any child between the ages of 6 and 14 years, shall send such child to a public, private, or parochial school not less than twenty weeks, at least ten weeks of which, commencing with the first four weeks of the school year, shall be consecutive, occasional daily absence for reasonable excuse excepted.

Excusal from such attendance.—Unless the child is excused from such attendance by the president of the board of education in municipal districts, or city districts of the second class, and the superintendent of instruction in city districts of the first class, upon a satisfactory showing either that the bodily or mental condition of the child does not permit of its attending school, or that the child is being instructed at home by a person qualified, in the opinion of the clerk of the board of education, to teach writing, spelling, reading, geography, and arithmetic.

Employment of children under 14 years of age.—No child under the age of 14 years shall be employed by any person, company, or corporation during the school term, and while the public schools are in session, unless the parent, guardian, or person in charge of such child shall have fully complied with the requirements of the preceding paragraph. Every person, company, or corporation shall require proof of such compliance before employing any such minor, and shall make and keep a written record of the proof given, and shall, upon the request of the truant officer hereinafter provided for, permit him to examine such record. Any person, company, or corporation employing any child contrary to the provisions of this paragraph shall be fined not less than \$25 nor more than \$50.

When child is exempt.—When any truant officer is satisfied that any child compelled to attend school by the provisions preceding is unable to attend school because absolutely required to work, at home or elsewhere, in order to support itself or help support or care for others legally entitled to its support who are unable to support or care for themselves, the truant officer shall report the case to the board of education, who may exempt such child from the provisions preceding.

Duty of commissioner of public schools.—It shall be the duty of the commissioner of public schools from time to time, whenever deemed advisable, to formulate and forward to boards of education throughout the island regulations and suggestions for the instruction and guidance of all persons charged with the enforcement of the preceding six paragraphs or any of their provisions.

TEACHERS' INSTITUTE.

Organization by board of superintendents.—It shall be the duty of the board of superintendents to organize in each province at least one teachers' institute, and more than one if, in the opinion of the board of superintendents, one will not accommodate all the teachers of the province.

Number and salaries of instructors and lecturers.—The board of superintendents shall determine upon the number and salaries of instructors and lecturers of any institute and the length of each session of the institute, provided that no session shall continue less than four school weeks.

Attendance of teachers necessary to collect vacation salaries.—Each teacher shall attend at least one complete session of the institute in order to obtain his salary during the vacation period.

Institute fund.—As a condition of attending the institute each teacher shall deposit with an individual, to be designated by the board of superintendents, the amount of \$5, which shall form the institute fund. This fund shall be used to cover the necessary expenses of the institute, and shall be expended and accounted for as directed in order from time to time. If the expense of the institute exceed in amount the institute fund, the unpaid balance shall be paid from the island revenues. If the institute fund for any year exceeds the expenses of the institute for that year, such excess shall go to form a sinking fund for the support of the institute.

Organization of institute.—The board of superintendents shall, at their regular meeting in October, 1900, decide upon a plan of organization of the teachers' institutes of the island for the school years of 1900-1901 and submit the same to the secretary of public instruction and the military governor for approval as soon thereafter as possible.

BOARD OF EXAMINERS.

Plans for examinations of teachers.—The board of superintendents shall, at their regular meeting in October, 1900, decide upon a plan for the examination of the teachers of the island as to their qualification to teach, and shall present the same in writing to the military governor, through the secretary of public instruction, as soon thereafter as possible for his approval.

Certificate a requisite to employment of teacher.—After the approval and publication of the plan mentioned in the preceding paragraph, no person shall be employed as teacher in a common school who has not obtained from a board of examiners having competent jurisdiction a certificate of good moral character and that he or she is qualified to teach such branches of study as the board of superintendents may decide upon and possesses adequate knowledge of the theory and practice of teaching.

All salaries and fines mentioned in this order shall be payable in United States currency or its equivalent.

J. B. HICKEY, Assistant Adjutant-General.

The following statistics of higher and secondary instruction are supplied by the courtesy of the Secretary of Public Instruction of Cuba.

THE UNIVERSITY.

Attendance by faculties and schools for the academic year 1900-1901.

Faculty of letters and sciences:	
School of letters and philosophy.....	2
School of pedagogy.....	58
School of sciences.....	8
School of engineering.....	73
School of agronomy.....	5
Attending two or more schools in the same year.....	13
Total.....	159
Faculty of medicine and pharmacy:	
School of medicine.....	230
School of pharmacy.....	74
School of dental surgery.....	8
School of midwifery.....	4
School of nurses.....	22
Total.....	338
Faculty of law:	
School of civil law.....	84
School of public law.....	6
School of notaries.....	1
Attending two or more schools in the same year.....	74
Total.....	165
Average attendance at the private course in anthropology.....	25

SECONDARY INSTRUCTION.

Attendance at the institutes of the island and annexed schools.

Institutes.	Secondary instruction.			Schools of surveying.	School of commerce.	School of cosmography.	Academy of stenography and typewriting.	Total.
	Preparatory studies.	General studies.	Total.					
Habana.....	18	143	161	.....	31	2	100	294
Pinar del Rio.....	19	40	59	.....	.....	.....	.....	59
Matanzas.....	9	64	73	3	.....	.....	.....	76
Santa Clara.....	36	56	92	.....	.....	.....	.....	92
Puerto Principe.....	12	42	54	24	.....	.....	.....	78
Santiago de Cuba.....	76	86	162	11	.....	.....	.....	173
Total.....	170	431	601	38	31	2	100	772

Students in the colleges incorporated in the institutes of the island:

Institute of Habana.....	170
Institute of Santa Clara.....	27
Institute of Santiago de Cuba.....	20
Total.....	217

Students in the school of painting and sculpture:

Elementary studies—	
Males.....	214
Females.....	208
	422
Advanced studies—	
Males.....	37
Females.....	31
	68
Total.....	490

Students in the school of arts and trades:

Day school.....	246
Night school.....	76
Total.....	322

Attendance at the summer normal schools.

Province.	Male teachers.	Female teachers.	Others attending the course.	Total.
Pinar del Rio.....	37	55	40	132
Habana.....	229	376	507	1,112
Matanzas.....	92	162	139	393
Santa Clara.....	81	149	.....	230
Puerto Principe.....	27	77	.....	104
Santiago de Cuba.....	59	85	70	214
Total.....	525	904	756	2,185

There were also 525 persons attending 19 summer schools of pedagogy in the various cities in the different provinces of the island.

From the census of Cuba, taken under the direction of Gen. J. P. Sanger, U. S. A., the following instructive table relating to education is taken:

	Number.	Percent.
Unable to read.....	1,004,884	63.9
Able to read, but unable to write.....	33,003	2.1
Able to write, but without superior education.....	514,340	32.7
With higher education.....	19,158	1.2
Unknown.....	1,412	.1
Total.....	1,572,797	100.0

The conclusion drawn from the census figures is that literacy is greater in the cities than in the rural districts, rather more than one-third of the total population of Cuba being able to read, while in Habana the proportion was nearly two-thirds and in thirteen other cities it averaged nearly three-fifths, while in rural Cuba it was not quite one-fourth.

Two organizations for educating young Cubans which have been effected by benevolent persons in the United States deserve mention. One is the Cuban Educational Association, the object of which is to secure for Cuban boys an education in the various colleges in the United States on condition that they return to Cuba, finish their special education, if they wish, at the University of Habana, and make their home in Cuba. The idea is that these students will become familiar with American ideas and customs in this way. In May, 1899, there were forty Cuban young men matriculated in colleges in the United States, and in May, 1900, it was said, some 1,500 Cuban and Porto Rican youths were students in the colleges and advanced scientific and technical schools of this country. All are under engagement to return to their homes on completing their studies. Their tuition is free. Some are supported by their relatives, and all are encouraged to contribute to their own self-support. The association, through its secretary, keeps watch over all these students, and is kept informed of the progress and conduct of each. The officers of the association are Maj. Gen. Joseph Wheeler, president; Gilbert K. Harroun, treasurer of Union College, secretary and treasurer, and Messrs. Alexander E. Orr, Nicholas Murray Butler, Albert Shaw, and William H. Baldwin, are mentioned as active workers, with Maj. Gen. Leonard Wood, Gen. Calixto Garcia, Hon. Theodore Roosevelt, and Ferdinand W. Peck among the directors.

The other benevolent organization referred to is the Cuban Orphan Society, with Francis V. Green, president, Robert Bacon, treasurer, and William B. Buck, secre-

tary. The vice-presidents are Messrs. William T. Blodgett, Charles W. Gould, and Cornelius N. Bliss. The office is at No. 11 Broadway (room 558), New York City. The scope of the work of the Cuban Orphan Society is confined to the care and education of orphan and destitute children in Cuba, and the trustees have adhered very rigidly to this limitation of their work. The policy of the society is not to give food and shelter to large numbers, as the insular government has declared its intention of providing in this way for all orphan and destitute children in the island. The society lays stress upon its educational work for young children preferably, and particularly industrial training, which will enable the orphan and destitute children to earn their own livelihood and thus become self-supporting members of the community.

PORTO RICO.

The former condition of the poorer people of Porto Rico was unfavorable to popular education. Poverty bred apathy, and the antecedents of the greater part of the people, from an intellectual standpoint, were unfortunate.

Over 83 per cent of the population, according to the report of General Davis, could not read or write in 1899. The misfortunes, too, of flood and famine, which have occurred since the American occupation, have in themselves been such a check to enterprise of any kind as to forbid expectation of progress in education. Nevertheless, a decided change has taken place. With a conviction that the common school is a safeguard of the people, the military governor, General Henry, recommended the reorganization of the school system of the island, the need of which was recognized by representative Porto Ricans, who had already drawn up resolutions requiring the establishment of kindergartens and normal schools, and asking other changes after the pattern of schools in the United States. Gen. John Eaton, formerly United States Commissioner of Education, was appointed by Señor Salvador Carbonell, the secretary of the interior, on December 31, 1898, to take charge of the work of reorganization, and he continued in office as chief of the bureau of education of Porto Rico until May, 1900. The report of General Eaton upon education in the island forms Chapter IV of the present Report. It affords a complete account of the condition of education in the island up to the time that General Eaton left. He was succeeded in his duties by Dr. Victor S. Clark, who presented a very full report on education in Porto Rico to Gen. George W. Davis, military commander.

Dr. Clark was succeeded by Maj. George G. Goff, who in turn was followed by Prof. Martin G. Brumbaugh, of the University of Pennsylvania, who was appointed commissioner of education for Porto Rico (under the act of Congress of April 12, 1900) in August, 1900.

From the report on education in Porto Rico, by Dr. Victor S. Clark, to General Davis, military commander, made in February, 1900, the following particulars are taken: The Americans found a collegiate institute, with 16 professors and assistants and an attendance of 60, which was founded in 1880; a normal school for girls, with 8 teachers and 50 pupils, and an industrial school. The curriculum of the institute included Latin, Spanish, geography, history, arithmetic, algebra, rhetoric, geometry, psychology, logic and ethics, physics, chemistry, natural history, and agriculture. The institute granted the degree of B. A. The professors were required to be graduates of an university. The industrial school was equipped for instruction in the trades of typesetting, carpentering, bookbinding, tailoring, shoemaking, masonry, model making, sculpture, lithography, the manufacture of tobacco, and in chemical industries. There was a branch for women, where drawing was taught. The total attendance at this school for 1897 and 1898 was 312. Tuition was free. The methods of instruction in the institute and normal school, being judged defective by a com-

mittee appointed to investigate them both, were suspended at the close of the scholastic year, in June, 1899.

The salaries of the professors, secretaries, clerks, janitor, messenger, and servant of the institute amounted to \$26,780 a year, and of the normal school to \$8,600. The institute had no building.

The Americans found the common-school system in an unsatisfactory condition. There were no schoolhouses which had been especially built for the purpose, and suitable school furniture and material were wanting, while the school was often kept in the dwelling of the teacher, who frequently carried on some other occupation while performing his function of teacher. This condition was recognized and deplored by the Spanish inspectors in 1880, who also, like the American supervisors, reported upon the illiteracy of the population, the incompetence of the teachers, their ignorance of methods, the want of school accommodations, furniture, text-books, maps, blackboards, etc. The cause of this state of things is to be found in the political and social condition of the island, and is explained in the interesting history of education in Porto Rico under the Spanish rule, by Señor Enrique C. Hernandez, secretary of the insular board of education, contained in Dr. Clark's report. From that history we see that the Porto Ricans always had more or less education for the wealthy class, but that public primary education had been neglected (as it was in the mother country and elsewhere in Europe) until 1820, notwithstanding laudable efforts of municipalities and individuals to establish schools. The conditions of the island practically forbade schools. The wealthy young men attended the Latin, philosophy, and theology classes in the cloisters and private schools, and went to the University of Santo Domingo to complete their studies, or, as an old report runs, the parents "found themselves impelled by necessity or unhappy fate to send them to North America to be educated as well as possible, the remedy being worse than the disease itself which they were trying to avoid." Under the Jesuits and also under the auspices of the economic society of the island secondary schools were founded and lasted a few years, as well as private schools and academies for both boys and girls. In 1820 primary education was made free and compulsory by the Spanish law, but the law was practically a dead letter, and it was not until 1865, when General Mesina, who had public education really at heart, came to the island as governor, that a serious move was made. By the organic decree of that year primary instruction was divided into elementary and superior (as in Spain), and a normal school was also decreed, besides infant schools and schools for adults. The decree, however, on account of opposition of the ayuntamientos, did not take effect until 1874, after the establishment of a republic in Spain. In June, 1867, there were 296 schools, with 9,472 pupils, and their cost was \$90,833, and in June, 1869, there were 313 schools, with 8,129 pupils, and the expenditure was \$88,136. After the restoration of the Bourbons the Porto Rican teachers were replaced by Spaniards, who were often appointed more for political reasons than merit. General Despujol came to Porto Rico as governor in 1876 and devoted his main attention to reorganizing instruction. The island then had 731,645 inhabitants; there were 324 schools, with an attendance of 11,097 and an expenditure of \$129,456, an increase of only 33 schools in eleven years. General Despujol anticipated the Americans in ascertaining, by means of inspectors, the actual condition of the schools, and their reports, as stated before, were practically identical with those of the Americans twenty years later. They show a knowledge of pedagogical requirements. General Despujol published the organic decree which bears his name in October of 1880, in which he prescribed the courses of study, fixed salaries, established rural schools, and endeavored to raise the character and efficiency of the school system in many ways, but political conditions frustrated his plans, so that the condition of the schools found by the Americans in 1898 was much the same as that which existed in 1880.

On June 30, 1898, three months before the Americans took possession of the island, the school situation was as follows:

Public schools for boys.....	380
Public schools for girls.....	148
Public schools for adults (in San Juan).....	1
Private schools	26

Attendance.

Enrollment in public schools.....	25,644
Attendance in public schools.....	18,243
Attendance in private schools.....	980

Expenditures.

	Pesos.
Salaries of public-school teachers.....	234,912.00
Maintenance:	
Rent for buildings.....	54,386.00
School books.....	10,922.00
Industrial instruction.....	4,180.00
Given in prizes.....	3,622.75
Subsidy granted by Government to private schools:	
Salaries.....	1,620.00
Supplies.....	168.00
Total expended on education.....	309,810.75

The Civil Institute of Secondary Instruction was finally established in 1883 with 1,045 students, including those in private schools allied with the institute and home students. The course has already been given. From 1883 to 1898 4,783 students were enrolled in this institute. At the same time a professional school was established for the preparation of surveyors, builders, commercial and industrial agents, and engineers, besides a trade school, where workmen could acquire a broader and more scientific knowledge of their trades. Both these institutions were shortlived for want of practical instruction, and a new trade or industrial school was started in 1896 with workshops, etc., which was successful. There are a number of private colleges and academies in Porto Rico. Among the private and charitable societies should be particularly mentioned La Sociedad Protectora de la Inteligencia, which had for its object to send poor young men who had distinguished themselves in the examinations, to the United States or Spain to complete their studies.

Another educational institution was the Enseñanza Popular for the instruction of workmen. The subjects taught were reading and writing, history of Spain, political economy, "popular" law, talks upon the works of Samuel Smiles, geography of Porto Rico, and practical ethics. More than one hundred workmen attended these popular courses.

Such being the condition when the Americans took hold, an order was issued on May 1, 1899, by the military governor, Gen. Guy V. Henry, on recommendation of Gen. John Eaton, director of public instruction, which reorganized the system of education. An insular board of education, consisting of five members, was created July 8, 1899, which was to act in an advisory or superintending capacity. The president of this board was the insular superintendent of education. By the act of Congress of April 12, 1900, the charge of public instruction was placed with a commissioner of education, who is to make such reports as may be required by the United States Commissioner of Education. The order divided the island into school districts, something like those in the United States, provided English supervisorships, prescribed the manner of electing local school boards, established fines for nonattendance to duty on the part of the boards, and provided for district school taxes and the issuance of district bonds. The municipalities were required to provide buildings or quarters for the schools, the schools were graded, the courses of study prescribed, and the qualifications of the teachers were defined and their salaries fixed,

free text-books were provided for, and high schools, a normal school, and professional schools were organized. From a table in Dr. Clark's report it appears that at the close of the school year, June, 1899, there were 212 town schools, 313 country districts with schools and 426 without. In a population of 857,660 there were 152,961 boys and 144,851 girls of school age, of whom only 19,804 boys and 9,368 girls were enrolled in the schools, a total of 29,172, while the attendance was 21,873, leaving 268,630 children without school facilities. There were 582 teachers in 1898-99, 74 of whom were Americans. The salaries ranged from \$30 to \$75 per month. The municipal expenditure for schools in 1898-99 was \$203,372.99, and the total expenditure \$279,216. The appropriation for 1899-1900 was \$330,050. In the first term, 1899-1900, the enrollment was 15,440 boys, 8,952 girls; total, 24,392. Average daily attendance, 20,103. Population, 957,779. The board of education offered an annual appropriation of \$20,000 for any town in the island which would provide a like amount for site and buildings for an industrial and normal school. This offer was accepted by the town of Fajardo, and a secondary school, like the Atlanta University, the Hampton University, and the Carlisle Indian School, with a normal department and a department of scientific horticulture and agriculture, was projected for that municipality. A model and training school was opened in San Juan in September, 1899, with a high-school department. All the instruction in this school, which embraces courses from the kindergarten through the college preparatory, is to be given in English, and the text-books are in English. The teachers are American. The high school has a course of four years, and fits pupils for colleges and universities in the United States. In all the departments of this institution, from kindergarten through the high school or preparatory course, there were enrolled 169 boys and 69 girls; a total of 238.

The present commissioner of education is Martin G. Brumbaugh, formerly a professor of pedagogics at the University of Pennsylvania. From information furnished by his report to the Secretary of the Interior, October 15, 1900, it appears that in 1900 there are 800 schools to be maintained against 616 the previous year, providing for 9,000 additional pupils. There are now 100 American teachers compared with 67 last year. Fifty per cent of the schools, 409 in actual number, are rural schools.

The normal department of the Fajardo School, the only department for which accommodations were prepared, opened October 1, 1900. There are no public-school buildings in Porto Rico, the schools being conducted in rented houses or rooms, most of them, Professor Brumbaugh states, being unsuited for the purpose, and the sanitary conditions are bad. The only building on the island erected for school purposes was built under the American direction, and was destroyed by fire July 1, 1900, together with all the records, books, and supplies of the department of education which had been removed thither. The construction of the building has been criticised. In 1899 \$33,000 was expended for books; in 1900 the estimate for supplies is \$20,000. Every child in the schools now has free books and supplies without expense to the local boards.

Under the Spanish control 3 per cent of the teachers' salaries was set aside as a pension fund, which was paid quarterly to aged and indigent teachers, and has been administered by the Americans since they took control. No pension fund is now collected, and the commissioner hopes that some provision will be made to renew it.

A pedagogical library and museum is being collected. There are 300 volumes already on hand which, under the department, will increase to 500 by purchase. A library of 5,000 volumes of standard Spanish and American literature which was found in the rooms of a building in San Juan was reconverted into a public library.

The department has made arrangements with thirty leading institutions of the United States to give free instruction to Porto Rican pupils. There are now (1900) 800 teachers and 38,000 pupils in the public schools, and about 300,000 children of school age for whom there are no school facilities. Many are refused admission for

want of accommodation. The expenditures from May to September, 1900, were \$91,057.32.

From the course of study for the San Juan School, published in Professor Brumbaugh's report, it will be seen that the effort is being made to introduce the most approved method of instruction in use in the United States.

From the census of Porto Rico for 1899, taken under the direction of Lieut. Col. J. P. Sanger, U. S. A., inspector-general, it appears that of the white school population, 5 to 17 years of age, 196,961 in number, 17,516, or 8.8 per cent, attended school, and of the black school population of the same age limits, 125,432 in number, 8,282, or 6.6 per cent, attended school in 1899. The total school population was 322,393; the attendance was 25,798, or 8 per cent. The city school population was 16,790, with an attendance of 3,778, or 22.5 per cent, while the rural school population was 305,603, with an attendance of 22,020, or 7.2 per cent.

It also appears from the same report that in the three cities of Mayaguez, Ponce, and San Juan, about half the population could read, while in the rest of the island the proportion was 13.8 per cent. It appears worthy of comment that the departments containing a very high proportion of colored people have also a large proportion of literates, while those having the largest proportion of whites were those in which illiteracy was most common. It appears that the size of the urban population is of greater influence in this respect than the color of the population. Of the entire population 22.7 per cent of those over 10 years of age could read. The cities and coast regions were better in this respect than the interior of the island. Of the total whites 27.1 per cent could read, and of the total colored 15.6 per cent.

The percentage of pupils to population is given as 3 per cent for whites, 4 per cent for negroes, and 2.2 per cent for mulattoes. The proportion of colored is remarkable.

From the new school law of Porto Rico the following extracts have been taken with a view to illustrate the organization of the school system and the method of appointing teachers and the salaries of the latter.

Besides the school law two other acts were passed by the Porto Rican legislature, providing for the education of Porto Rican young men and women in the United States, at Hampton Institute, Virginia, and the Tuskegee Institute, Alabama.

GENERAL PROVISIONS.

SEC. 1. That there shall be established and maintained a system of free public schools in Porto Rico, under the direction and supervision of the commissioner of education, for the purpose of providing a liberal education for the children of school age in Porto Rico, for the establishment of higher institutions of learning, including colleges, universities, normal, industrial, mechanical, agricultural, and high schools, together with such other educational agencies as the commissioner of education may from time to time establish and direct.

ELECTION OF SCHOOL DIRECTORS.

SEC. 2. The qualified voters of each school district shall elect at the regular municipal election next succeeding the passage of this act three of their number as directors of the public schools of the district, who shall serve without compensation and whose election shall be certified in the same manner as that of other officers elected at the same time. These three officers shall be known as the school board. They shall proceed by lot to determine their tenure; one shall serve for three years, one for two years, and one for one year, and at each succeeding annual election one director shall be elected as above provided to serve for three years; provided that from and after the passage of this act the present school trustees shall serve until the school boards herein provided shall have been duly elected and organized.

DUTIES OF SCHOOL BOARDS.

SEC. 4. The school boards shall have charge of all school buildings in their respective districts. They shall have power to erect, repair, remodel, and improve school property, rent buildings for school purposes, provide suitable furniture and equipment for the same, employ janitors for school buildings, pay house rent for teachers, erect and keep in good order suitable outbuildings, and in general shall perform such duties as the commissioner of education and the law may require.

SCHOOL FUNDS.

SEC. 5. For the performance of their duties it is hereby ordered that not less than 10 per cent and not more than 20 per cent of all taxes collected and funds received from the insular treasury by any municipality shall be set aside, as collected, and designated as school funds. The money or moneys thus set aside shall be kept as a separate fund, and shall be apportioned by the ayuntamiento among the respective school boards situated in said municipality, said apportionment to be based upon the number of schools actually in operation in the respective school districts; said separate funds shall be disbursed by the treasurer of the school district only upon the written authorization of the officers of the respective school boards in said municipality.

CLASSIFICATION AND DISMISSAL OF TEACHERS.

SEC. 14. The teachers of Porto Rico shall be designated as rural teachers, graded teachers, teachers of English, and principal teachers. They shall all be persons of good moral character, and possessed of the attainments required by law. They may be dismissed from office for cruelty, negligence, immorality, or incompetency, upon investigating proceedings, instituted by the commissioner of education, in which investigation the school board and the teacher shall be heard. Such dismissal shall be made by the commissioner of education, who may, if he so decide, suspend a teacher for the same reasons.

SALARIES OF TEACHERS.

SEC. 15. The salaries of all teachers shall be fixed by the commissioner of education, provided that teachers performing similar service shall receive the same salary, and provided further that the salary of any teacher may be increased by the local school board above the sum set by the commissioner of education; in which case such increase shall be subject to the approval of the commissioner of education and shall be paid from the school funds herein provided, and not from the department of education.

RURAL TEACHERS.

SEC. 16. A rural teacher shall receive not less than \$30 per school month for each month of actual service. Rural teachers shall pass an examination for a certificate to teach in the rural schools of Porto Rico in the following studies: English language, Spanish language, arithmetic, geography, history of the United States and of Porto Rico, and methods of teaching.

GRADED TEACHERS.

SEC. 17. A graded teacher shall receive not less than \$40 per school month for each month of actual teaching. Candidates for graded certificates shall pass an examination for a certificate to teach in the graded schools of Porto Rico in the following studies: English language, Spanish language, arithmetic, geography, history of the United States and of Porto Rico, and methods of teaching.

TEACHERS OF ENGLISH.

SEC. 18. Teachers of English shall receive not less than \$40 per school month for each month of actual service. Teachers of English shall be graduates of a first-class high school, normal school, college, or university, or a teacher of extended experience holding a high-grade certificate from some State of the United States, or they shall pass an examination in the English language, including writing, spelling, reading and grammar, arithmetic, geography, history of the United States, physiology, and methods of teaching. In every village and city maintaining a graded system of schools there shall be at least one teacher of English, and as many more as the commissioner of education may appoint. All teachers of English shall be selected and appointed by the commissioner of education, and shall perform the duties he may assign to them; but in all other respects they shall be subject to the same conditions and regulations governing graded teachers.

PRINCIPALS OF GRADED SCHOOLS.

SEC. 19. Principals of graded schools shall receive not less than \$60 per school month for each month of actual service. Principals shall be graduates of an accredited normal school, college, or university, or they shall pass an examination for a certificate to teach in the public schools of Porto Rico in the following studies: All the studies required for a graded certificate, and in addition thereto algebra, geometry, physiology, and such additional studies as the commissioner of education may require; provided, that no additional study shall be required without giving at least six months' notice of such additional studies. The principal of a graded system of schools shall perform such duties as the commissioner of education may specify.

SELECTION OF TEACHERS.

SEC. 20. Teachers other than teachers of English shall be selected for the schools of Porto Rico in the following manner: The school board by a majority vote shall, on or before July 1 of each and every year, certify to the commissioner of education the list of teachers whom they desire to elect

for the next ensuing year. The commissioner of education shall return this list within thirty days, with his approval or disapproval of each teacher so nominated, and the school board shall then proceed to elect for the schools of their respective districts, according to law, from the approved list received from the commissioner of education, the teachers for the next ensuing school year. Vacancies shall be filled in the same manner. No applicant for a school shall be certified to the commissioner of education by any school board unless said applicant possesses a legal certificate bearing the signature of the commissioner of education and the seal of the department of education.

HIGHER EDUCATION.

SEC. 21. All high institutions of learning established or to be established in Porto Rico shall be such and shall be so organized and conducted as the commissioner of education may from time to time determine, and he shall have full power to make effective this provision; provided, that in no case shall the commissioner of education in the execution of this provision expend any sum in excess of that provided for education in Porto Rico.

DUTIES AND POWERS OF COMMISSIONER OF EDUCATION.

SEC. 23. The commissioner of education being required by act of Congress of April 12, 1900, to supervise education in Porto Rico, he shall, to comply with said act, appoint from time to time supervisors or superintendents of schools, who shall be subject to the commissioner in all respects; he shall prepare and promulgate all courses of study, conduct all examinations, prepare and issue all licenses or certificates to teachers, fix the salaries of teachers, select and purchase all school books, supplies, and equipments necessary for the proper conduct of education, approve of all plans for public school buildings to be erected in Porto Rico, require and collect such statistics and reports from all school boards, supervisors or superintendents, and teachers as he may require, and formulate such rules and regulations as he may from time to time find necessary for the effective administration of his office.

TREATMENT OF PUPILS.

SEC. 25. Teachers in the public schools of Porto Rico shall at all times treat their pupils humanely and kindly, and the commissioner of education shall provide such rules and regulations for the discipline of the pupils in the public schools as to enforce the spirit of this act.

NIGHT SCHOOLS.

SEC. 26. The commissioner of education, upon application of twenty young men, unable to attend day school for justified reasons, may establish a night school in each town, and may also close the same when the average attendance in any one month does not reach twelve students.

HAWAII.

The report of the minister of public instruction, Mr. E. A. Matt Smith, of Hawaii, for the year ending December 31, 1899, contains a full report on education in the islands by Mr. Henry Schuler Townsend, inspector-general of schools, from which the following brief notes are taken:

It appears that the first missionaries in Hawaii, in 1820, taught the natives the alphabet, and many of the latter learned to read English before their own language was reduced to written form. After this was effected, before the end of 1824, 2,000 people had learned to read, and a system of schools was extending over the islands; the people were eager to learn reading and writing, and at length nearly the whole population went to school. After this early enthusiasm had exhausted itself, in 1831, a high school was organized for training teachers. This was the Lahainaluna Seminary, which is still in existence. Hilo Boarding School for Boys dates from 1836, as well as a boarding school for girls, and in 1839 an industrial school for boys was opened. Numerous mission schools have sprung up from time to time. Other institutions which have had influence are the Oahu Charity School (1833), which became finally the Honolulu High School, the principal function of which was to teach the half whites English; the Royal School (1840), for chiefs, which subsequently became a school for all Hawaiian boys, and was the leading school for teaching English; and

Punahou School (1841), for the children of missionaries, which was chartered as Oahu College in 1853. In 1839 the Roman Catholic missionaries established their system of schools. In 1840 the first comprehensive written laws were published, and they included a compulsory school law with penalties for both parent and child for noncompliance with the law. The law provided also that no illiterate man should "hold office over any other man," nor could an illiterate man or woman marry. A minister of public instruction was among the functionaries provided by the new laws, the first of whom, after the laws took effect in 1846, was Richard Armstrong, the father of Gen. S. C. Armstrong, who is universally known for his connection with the Hampton Institute. Mr. Armstrong was an admirer and disciple of Horace Mann, whose teachings had, therefore, great influence in the methods he advocated for the common schools. Mr. Armstrong laid special stress upon the importance of industry and industrial training. In 1855 a board of education was established in place of the minister of public instruction, and in 1865 an inspector-generalship of schools was created. In 1876 the reciprocity treaty with the United States ushered in the modern era of commercial progress. The influx of foreigners, especially of English-speaking ones, and the increase of business made English more and more the language of business, and the necessity of teaching it in the schools became more and more apparent. English, therefore, became the language of the two principal schools, and its use soon spread to other schools. In 1884 there were 44 day schools, with 100 teachers, in which English was the language of instruction. In 1883 the St. Louis College for Boys was opened under the care of the Brothers of Mary, who had come to work in the Roman Catholic schools. This college had 245 students in 1884. At this time English was essentially the sole language of the private schools, employing 106 teachers, but was used in less than half the public or common schools. In 1888 all Government schools were made free, and the attendance rose to 8,050, the total number in both Government and independent schools being 11,307. Since then nearly all the common schools, in which the Hawaiian language was the medium of instruction, have been converted into schools in which English alone is so employed, 98 per cent of the children being at present instructed by teachers who use English. There is a normal and training school which has courses in history (and mythology), including Hawaiian, arithmetic, algebra and geometry, agriculture and manual work, art work, and professional (pedagogical) work. There is, finally, an industrial and reformatory school for boys, with 39 inmates. The following tables show the statistics of schools in 1899:

Schools.	Num- ber.	Teachers.			Pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
Public	143	113	231	344	6,345	5,041	11,436
Private	46	79	121	200	2,256	1,798	4,054
Total	189	192	352	544	8,651	6,839	15,490

There were 760 pupils under 6 years of age, 13,438 between 6 and 15, and 1,292 above 15 years of age. Of the 544 teachers in the public schools in 1899, 62 were Hawaiian, 68 part Hawaiian, 282 American, and the rest of all nationalities, including 6 Japanese and 10 Chinese. In the private schools 11 of the 200 teachers were Hawaiian, 14 part Hawaiian, 122 American, and the rest of various nationalities. Of the 15,490 pupils, 5,043 were Hawaiian, 2,721 part Hawaiian, 601 American, 213 British, 337 German, 3,882 Portuguese, 84 Scandinavian, 1,141 Japanese, 1,314 Chinese, 30 South Sea Islanders, and 124 other foreigners. Each nationality had its own teacher. The relatively small proportion of American pupils is noteworthy.

The expenditures for the two years ending December 31, 1899, were \$575,353.

SAMOA.

The following interesting account of the condition of education in Samoa is taken from the letter of a lady who has made herself familiar with the situation by personal observation. She writes as follows:

It will be a year the 17th of this month [April] since the American flag was formally raised over these islands; many things have been accomplished during that year, but apparently no steps have yet been taken toward the establishing of public schools.

The only efforts for the education of the children in American Samoa are made by missionaries. There is a French Catholic school at Leone, a small one, and there are nine Mormons upon Tutuila who teach English to some extent. But the majority of the Mormons are immature and illiterate, and not at all competent to take the education of any people into their hands. The most systematic and widespread efforts for the education of the young Samoans are made by the London Mission Society, which for seventy years has been doing a most noble work among these people. Their missionaries were the first to come to these islands, when there was no written language, and now, through their efforts, there are over twenty books printed by them in Samoan, including the Bible, several works which would aid particularly in their religious teachings, besides the necessary books to be used in school work.

Their finest schools are upon Upolu, in German Samoa, where they have not only a college where young natives are prepared for the work of teaching and preaching to their own people, but one for manual training also, which has been very successful.

A school for girls has recently been opened at Afao, in Leone Bay, 14 miles from Pagopago, where 100 young girls, whose average age is 14, are taught the usual school branches, besides English, sewing, and ordinary housework. There were many more applicants than there was room for at this school; and so great was the desire of the people to have a school of this kind on this island that they contributed not only the money necessary for the erection of the building (about \$7,000), but gave their services for the clearing of the land, and did the greater part of the manual labor upon the building, under the direction of the resident missionary and one carpenter, who attended to the more difficult parts of the work.

The resident missionary, who has just gone to England for a much-needed and well-earned rest, had a school at Leone, where young men were prepared to enter the higher schools on Upolu. Recently, too, there has been a school opened upon the island of Manua for young men, under the superintendence of one of the graduates from the college on Upolu, which is doing very well.

Every little village—and there are about forty, I believe upon the islands of Tutuila and Manua—has its native pastor, who is also the village schoolmaster. It has been my privilege to visit a number of the village schools. They are all held in the churches, from one and one-half to two hours in the early morning. There is no school furniture whatever. The pupils sit upon mats spread upon the sand or coral floor. The teacher has a rough blackboard, a Bible, an arithmetic, and an elementary geography. The pupils have an occasional slate and pencil and their Bibles. And yet with these incomplete furnishings the children learn to read, write, and do a little simple arithmetic.

The rest of the day these little creatures, brimful of activity and energy, run wild, and as they grow older, from never having acquired habits of industry and regularity, become indolent and idle, and do not begin to derive as much benefit from the resources of their fruitful and beautiful land as they might if in their youth they were trained as our American children are. It seems to me, if they can acquire so much learning under such primitive conditions, they might, with a very little more trouble and expense, be brought to become industrious, capable, and helpful citizens.

The argument has been brought forth that general public schools will be of no benefit to the young [in Samoa] until they can be entirely removed from the home influences, where everything tends to undo the lessons learned at school; and as examples several cases have been cited where young girls have returned to their homes after a four years' course in a mission school, like that at Afao, and have gone back to their old savage state and apparently forgotten all that they learned while away at school. But to me it has not seemed so strange that they should relapse into old ways, because they have been, perhaps, the only girls in their village taught to do differently, and, of course, with their indolent natures and fear of ridicule or of being different from other girls, it has been much easier for them to do as the other girls about them did than for them to try to make their companions like themselves.

It seems to me that in order to reach the homes the very young children must be taken while their minds are receptive and impressionable, while they are still full of the restless activity of childhood, and before they have begun to fully develop characters and habits. If several children in every household of a village could be taught habits of neatness, industry, and thrift, does it not seem reasonable to suppose that more can be done through them to change the character of their homes than by an occasional two or three in a village so trained? These people are passionately fond of their young, and the child is the ruler of the family; therefore it seems as though the way to accomplish the greatest reform is to train the children.

They are very quick to imitate, and a few experienced teachers with a knowledge of kindergarten methods could do a marvelous amount of good among them. It could be done with very little

expense, too. The Government need not erect a school building at first. A large native house could be hired for a small sum each month, say \$5, and would be the thing at first, as it is what the children are accustomed to and would be an object lesson as to what could be done with their homes. It is perfectly ventilated and well lighted. Have the floor boarded, as a guard against dampness, and small, low tables built, similar to those the Japanese use in their houses, and with the usual school appliances one has a sanitary schoolhouse at very little expense.

Education is not compulsory here. In the whole of American Samoa there is a school population of 1,500, about 800 of whom are receiving a desultory education in the village pastors' schools. There are about 150 children of school age in the three villages in the harbor of Pagopago. If only some good philanthropist at home would open three schools—one in each village—and try the experiment of educating the very young, I think it would be found that more could be accomplished toward the enlightenment and advancement of these people than in any other way.

One necessary feature of the training in the schools would need to be simple talks upon health and the care of the body. The ignorance these people show in the handling of their young and their sick is appalling, and many lives are lost in consequence.

This interesting and intelligent people are eager for more knowledge. At the opening ceremonies of the girls' school at Afao, in February, all the remarks made by the native chiefs and pastors showed an earnest desire for wider facilities for the education of their young. They realize that it is useless to try to do much with this present generation. In the younger generation just springing up is their hope and they look to our Government for aid. Shall they look in vain?



CHAPTER XXX.

EDUCATION AT THE PARIS EXPOSITION.¹

CONTENTS: General view of the educational exhibits—The French exhibit in detail and in contrast with those of other countries—The educational import of the exhibits as brought out by the examinations and discussions of the jury with regard to (1) salient features of national systems; (2) the methods and results of instruction; (3) methods of exhibiting; (4) special provision for poor and afflicted children; (5) race education—The jury on primary education, from report of Hon. Ferdinand W. Peck, Commissioner-General for the United States.

APPENDED PAPERS: The Paris Exposition: Educational Aspects; by Howard J. Rogers, director of education and social economy for the Commissioner-General of the United States—French and English opinions of the educational exhibit of the United States—Catalogue of the United States exhibit, prepared by Mr. J. H. Reynolds, director of the Technical School, Manchester, England.

The Paris Exposition was specially characterized by the prominence given to the products of man's intellectual and social activities. They were presented in three departments—education, sociology, and art—each of which had its own appropriate installation. Inspired by the example of France, every nation represented in these collections had succeeded in making its material attractive and instructive.

The exhibits of education occupied the main part of the gallery of the Palace of Letters, Arts, and Science in the Champs de Mars section of the Exposition.² They had liberal space for display and for effective decorations by means of paintings and flags, and they were surrounded by exhibits in keeping with their own spirit.

To the mere casual observer the section of education presented a striking appearance. The alcove partitions, light and elegant in design, formed a background for colored plates and photographs, while streaming banners and the folds of national flags gave brilliance to the scene.

The French exhibit of education was naturally the largest and, if detail be considered, the most complete. Of foreign countries Russia occupied the largest space, with an exhibit made peculiarly conspicuous by the use of colored maps, statistical charts, and the Russian flag. Directly opposite was the exhibit of the United States, which was exceedingly attractive to the eye and admirably organized. The Japanese exhibit, set off by light coloring and the red disk of the flag, was placed in the transverse gallery connecting the two main corridors just south of the United States. Beyond it, occupying a portion both of the transverse gallery and of the corridor at right angles, was the exhibit of Great Britain, whose material defied systematic arrangement, but was full of suggestion and instruction for those who examined it. The exhibits of thirteen other countries occupied alcoves adjoining the countries named. Those of six countries, twelve colonies of France, and the provinces of Canada and Cuba were in separate buildings. The exhibits of American publishing houses were in the publishers' building in the Esplanade, and those of the manufacturers of school furniture in the same division in their appropriate group.

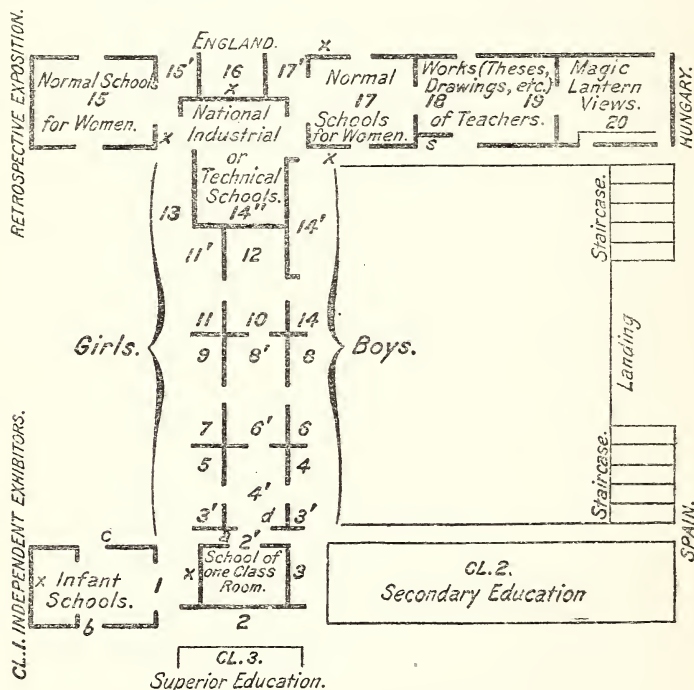
With this general survey in mind, we may pass to the consideration (1) of the more conspicuous features of the French material, whose classification had determined, so far as possible, that of all the collections, and (2) to significant points which developed in the course of the jury examinations or discussions.

¹ This chapter has been furnished by a member of the international jury on primary education.

² The Exposition comprised, as it were, two great parallelograms extending across the Seine at some distance from each other and connected by the intermediate portion of the Seine, whose borders were crowded also with Exposition buildings. The larger of the two main divisions, the Champ de Mars section, starting at the Trocadéro, crossed the Seine at the bridge d'Jéna and extended south-east as far as the Avenue de la Motte Picquet, facing the famous École Militaire. The second division spread out at one end into a wedge-shaped section between the Avenue des Champs Élysées and the Seine, which was occupied by the two palaces of fine arts. This portion was connected by the bridge Alexander III with the "Esplanade" extending to the noble façade of the Hôtel des Invalides.

The educational exhibit of France comprised the system of public instruction, that is, the exhibit of the ministry of public instruction and the exhibits of independent exhibitors (*exposants libres*). The collections of the public system were arranged in six classes—primary education, secondary, superior, art, agricultural, and industrial and commercial education. Ascending to the gallery from the main entrance of the building, the visitor was at once attracted to the exhibits of secondary schools, i. e., lycées and collèges. These spread out into the imposing display of the universities, crowned and dominated by that of the University of Paris. The two sections formed thus a complete whole, preserving in the arrangement their intimate relation and their distinction from the primary system, which has a totally different history and aims peculiar to itself.

The class of primary education occupied the most conspicuous position in the gallery, and no effort had been spared to make it impressive. Its arrangement may be seen from the accompanying diagram.¹



EXPLANATION OF PLAN.

1. Infant schools (*écoles maternelles*).—2. Pupils' exercises (*cahiers d'élèves*).—2'. Model class.—3 and 3'. Material illustrating special subjects of instruction (*enseignements spéciaux*); school museums.—4 and 4'. Continuation courses for boys (*cours complémentaires de garçons*).—5. Needlework (*Travaux à l'aiguille*).—6 and 6'. Rural high schools for boys (*Écoles primaires supérieures rurales, garçons*).—8, 8', and 10. City high schools for boys (*Écoles primaires supérieures urbaines, garçons*).—7 and 9. Continuation and high schools for girls (*Cours complémentaires et écoles primaires supérieures de jeunes filles*).—12. Drawing (*Enseignement du dessin*); statistics of high schools (*statistique de l'enseignement primaire supérieure*).—11, 11', and 13. Technical training for girls (*Enseignement professionnel, filles*).—14. National industrial or technical schools for boys (*Écoles nationales professionnelles*); Nantes (14), Vierzon (14'), Armentières (14''), Volron (14''').—15. Normal schools for women (*Écoles normales d'institutrices*).—15'. Normal school at Fontenay-aux-Roses.—17'. Normal school at St. Cloud.—16. Central administration.—17. Normal schools for men (*Écoles normales d'instituteurs*).—18. Monographs.—19. Agencies auxiliary to the schools (*Œuvres complémentaires de l'école*).—20. Magic-lantern views (*Galerie des projections lumineuses*).

¹ From *Revue Pédagogique*, July 15, 1900.

Besides the floor space, on which stood tables, cases, and easels for exhibiting material, all the wall spaces were utilized for the display of drawings, wood and metal work, entomological collections, etc.

The material had been collected in accordance with explicit directions sent out from the central administration to the academic inspectors and distributed by the latter to the local school authorities. The directions called for the work of pupils and of teachers, historic, descriptive, and pedagogic monographs, plans and photographs of school buildings, interiors, etc.

In each department of France a special commission was formed to make the first choice from the work submitted. The selected material was then forwarded to the chief city of the "academy," where an academic commission made a second selection.

The care taken to secure typical material is indicated by the special directions relative to normal schools. These provided that if in the academic region "there are two normal schools, one for men, the other for women, whose exhibits fulfill all the conditions for representing model schools, the commission shall make final choice of these two schools. Otherwise the commission shall choose from all the material submitted by schools of this class the elements best suited for an ideal representation of the two types required." All material chosen by the academic commissions was forwarded to Paris, where it was passed upon by a commission appointed by the minister of public instruction. This commission, organized in five subcommissions, passed two months in the daily work of examination and selection, their judgment in the matter being final.

It had been expressly ordered that the pupils' work should in no case be specially prepared for the exhibit and stringent measures were taken to guard against any violation of this order. As a result of this careful preparation the abundant material was not only well chosen but thoroughly classified.

The alcove devoted to infant schools (¹), was one of the chief attractions of the section. It was divided by a passageway, the part on one side representing the play court and the other side the class room of the school. At the entrance to the former, inclosed by a pretty screen, was a lavatory, and on each side spaces for numbered brackets for towels, one for each child. The great feature of this division was a glass case showing groups of dolls at play. In other cases playthings were arranged, and, to the special delight of every child who entered, there was a low table for the display of toys, with a little bench for two children, whose places were taken by beautiful dolls. The playthings were nearly all such as are made by the teachers and the children themselves out of simple material, colored paper, cardboard, shells, bark fashioned into the forms of animals, dolls, dishes, and even little boats and houses. The whole suggested the greatest ingenuity and motherly sympathy on the part of the teacher.

The class room was fitted up with low tables, at which the children are placed for their first school exercises, which maintain often the form of play. The little ones draw and fashion many pretty and useful things, and in the upper classes have regular exercises in writing and reading.

The alcove was adorned by two large paintings—one, *The Lavatory* (*le lavabo*), representing a daily scene in the life of the infant school, and the other picturing an infant class in charge of a nun (*l'école bretonne*). They were executed by M. Geoffroy, a French artist well known for his skill in depicting child life.

The model school of one class room (2') under one master illustrated the schools of this kind that may be seen in any part of France. It was completely equipped, wanting only the master and pupils to be a school at work. The teacher's table, on a platform slightly raised, was furnished with the required registers, the notebooks in which the teacher outlines his daily lessons, a pile of pupils' exercise books (*cahiers*) as if just collected for examination, a set of text-books, and the official

¹ This and the following numbers in the text refer to the diagram on p. 1662.

directions relative to primary schools. The double desks for pupils were arranged in three parallel rows, corresponding to the three divisions of the school—elementary, intermediate, and higher—the desks and seats of each division increasing a little in size and height from the lowest to the highest. Upon each desk was displayed an exercise book (*cahier*), the inseparable adjunct of the school life of a French child. These books presented a complete transcript of the year's lessons. Here were seen the arithmetical problems, the drawings, and the compositions which had been attempted, and all the other lessons written out in full or indicated by notes. The marginal comments of the teachers showed how carefully the work is examined, and also the ability and progress of the pupil reflected in the teachers' judgments. In all essentials these books were like the 2,000 collected from the entire country, labeled and arranged in the alphabetic order of the departments of France and displayed on tables outside the room (2). The walls of this model school were adorned by several pictures from sets purchased with the small fund allowed by the Government for school decorations. A few maps and natural-history charts were seen, a bust of the Republic conspicuously placed, and a copy of the Declaration of the Rights of Man hung between the portraits of President Loubet and of Pasteur. The blackboard which extended round the wall was covered with specimen lessons, suggestive maxims, and drawings. In particular was noticed a moral sentiment quoted from Jules Ferry and followed by the plan of a lesson upon personal obligations. A somber drawing in colored crayons of the Bastille, with description, ornamented one end of the blackboard and a beautiful moonlight view of the Castle of Chillon the other. All the exercises and drawings had been executed by pupils of a Paris school.

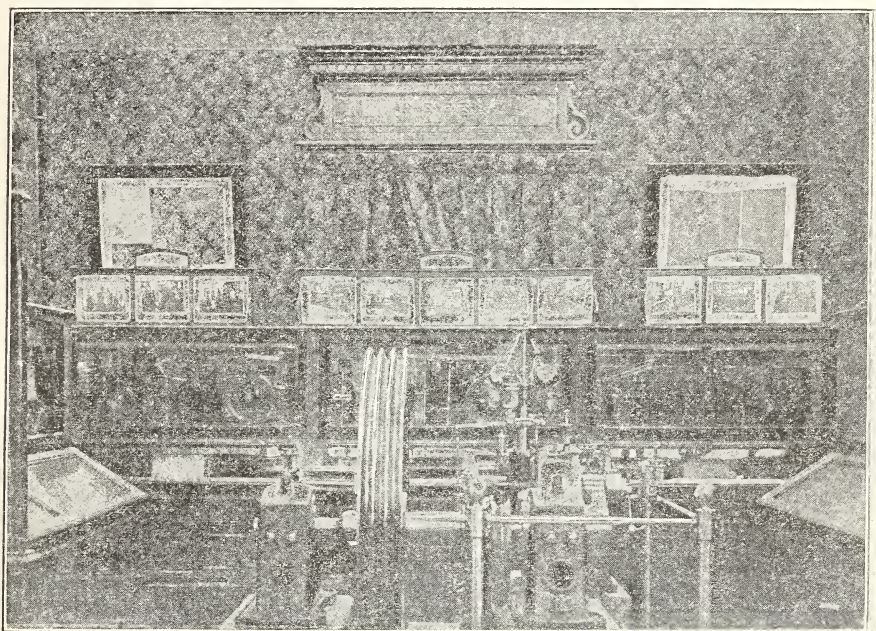
Near the teacher's desk, on one side, was a cabinet of material for object lessons and apparatus for experiments. With few exceptions this material had been made by teachers. Attention was particularly called to the ingenious apparatus for science work—an electroscope, a pyrometer, etc. There was also a complete set of metric weights and measures, colored photographs representing three successive stages in the development of a gillyflower, and a set of material to be used in civic instruction, including a military register, tax bills, receipts, specimens of legal forms, and various other papers with which the ordinary citizen should be familiar. Above this cabinet hung the clock, and opposite it, near the entrance to the room, was a model window garden, which was daily replenished from an outdoor school garden with specimens of the plants included in the official regulations for schools (January 4, 1897). This one room illustrated, by its completeness and finish, the prevailing characteristics of every division. It was in a certain sense also a key to the other divisions of Class I. The cabinet of illustrative material and apparatus gave significance to the manual work which formed a striking feature of the normal-school exhibits. Every teacher is trained in the use of tools and in designing, and can readily represent and manufacture the appliances required in his work. In the normal schools for girls the manual training includes drawing, sewing, cutting and fitting garments, and these schools showed many albums presenting entire courses of instruction in these arts, with illustrated lessons on fibers, textiles, processes of weaving, etc., which are used very effectively in the schools for girls and in particular in the high and continuation schools (7 and 9). In primary schools like the one so fully represented are laid also the foundations of that mechanical skill and accuracy which are carried to the highest perfection in the national technical schools (14-14''').

The general character of the work exhibited by the technical schools may be inferred from the accompanying plate, representing a section of the exhibit made by the school at Armentières. In the main, the wood and metal and decorative work was similar to that from the other schools of this class. Amid innumerable small objects, such as locks and keys, door knobs, boxes, trays, there were large and elaborate pieces in wood and iron—for example, carved cabinets for holding the

smaller pieces, carved tables, ornamented gratings of forged iron, electrical and steam engines, etc.

But Armentières made also a unique exhibit of woven tapestries, as shown in the accompanying picture.

Three sides of the alcove were each divided into two panels, covered with a woven tapestry designed and manufactured by the students. The panels were finished above by a border of tapestry, repeating the elements of the design beneath and harmonious with it in color. The walls below the panels were finished in a beautiful oak wainscot. In the center of each panel was a picture showing the flower which furnished the motive of decoration, its conventionalized forms, and the final design as applied to the tapestry. The subjects employed were the chestnut, fern, passion flower, amaryllis, and cyclamen, all of which were very freely treated in the designs.



One panel of the alcove devoted to the school of Armentières.

The exhibit of Armentières was completed, as in the case of the other technical schools, by drawings and designs in pencil and color displayed on separate sheets and in large folios, by the usual "cahiers" and by pamphlets giving the history of the school, its programmes, etc.

One of the most interesting alcoves of Class I was that devoted to the work of teachers (18, 19). Here were shown elaborate manuscript histories of communal schools, and even of the communes themselves, theses and discussions of pedagogical principles and methods, familiar objects, natural-history collections and apparatus to be used in teaching, all systematically arranged and distinctly labeled. A corner of the alcove was reserved for the collection of documents and statistical charts relative to what is termed by the French post-school work (*œuvre post-scolaire*). This work consists in courses of instruction and popular lectures for adults and youths above school age; in other words, it represents a form of university extension for the masses.

Science, domestic hygiene, and geography are the favorite subjects of the lectures and systematic lessons. The methods by which these subjects are unfolded were readily understood from the colored plates of illustrative material and the outline programmes conspicuously displayed on the walls. In the small hall (20) adjoining the alcove were shown the sets of magic-lantern views furnished by the Government through the agency of the Musée pédagogique and by the Ligue de l'enseignement for the use of the teachers and professors who conduct the work. The movement affords a striking illustration of the means by which the sense of social solidarity may be excited in communities to the enrichment of national life. This sense of common interests is cultivated also in the elementary schools by various forms of assistance for poor children, such as mutual aid associations formed among pupils and associations of former pupils who exercise a fraternal watch care over their successors. These were properly included in the corner of the alcove devoted to "auxiliary agencies."

In the hall of the central administration (16) was shown an immense collection of official publications pertaining to the system of education, including three volumes specially prepared for the exposition¹ and two large statistical plates with diagrams in black and gold showing the development of the system from 1870 to 1900.

To the ordinary visitor the most attractive feature of the whole section was the retrospective exhibit, which occupied a large room to the left of the central administration. The collections pertained to the three great divisions of public education—primary (Class I), secondary (Class II), and superior (Class III). It comprised documents dating as far back as the sixteenth century and "cahiers," or exercise books, from the first part of the nineteenth century, written as fine as engraving with ornamental titles and initial letters. The walls were hung with engravings and fine photographs representing juvenile life, famous institutions, and, above all, the portraits of the most eminent men who have fostered the intellectual life of France.

The diagram (p. 1662) gives but a faint idea of the space allotted to the independent exhibits, which was, in fact, equal to that occupied by the public system.

The most impressive of these exhibits pertained to the great teaching orders—the Christian Brothers, the Teaching Brotherhoods, the Sisters of Charity, etc.—which bear so large a part in the education of the youth of France. Their presence in this exposition was a significant sign of the confidence of the Government in its ability to maintain its own institutions against these powerful rivals, which were excluded from the exposition of 1889. Scarcely less extensive than the exhibits of the religious associations were those of the private secular associations, whose work is rather auxiliary to than in rivalry with the State schools. Conspicuous among these was the Philotechnic Association of Paris, which provides for the gratuitous instruction of adults on a large and liberal scale, and the Ligue française de l'enseignement, which carries on a perpetual and ardent campaign in the interests of popular education, and supplements the work of schools by a great variety of educational and benevolent agencies.

The characteristic features of Class I were repeated throughout all the sections of the French exhibit. Everywhere there was wealth of material, admirable classification, and artistic finish. The emphasis on industrial training in the primary section prepared the mind for the magnificent display of the specialized agricultural, commercial, and industrial art schools for which France is justly celebrated. These exhibits, starting at the south and west borders of the exhibit of the ministry of public instruction, extended far beyond the limits of the main building into an annex much larger than the whole space assigned to the United States. The exhibitors in these three classes (IV, V, VI) were the ministries of public instruction, agriculture,

¹Report upon the organization and status of primary education in 1900 (Rapport sur l'organisation et la situation de l'enseignement primaire public en 1900, présenté par l'inspection générale). Two volumes treating of the service of inspection, viz, Inspection académique and Inspection primaire.

and commerce, municipalities, private associations, lay and religious, and private individuals.

The exhibits of the primary and special schools of Paris were appropriately placed in the Ville de Paris, one of the most beautiful of the Exposition buildings. Here were displayed on an elaborate scale all the activities which manifest the collective life of the capital. Although under the ministry of public instruction, the primary and technical schools of Paris are maintained by the city, and are essentially its creation. It would naturally be expected that their exhibit would form the crown of the educational section, and in a measure this was the case.

The art work of the Paris schools, especially that of the higher primary and technical schools, surpassed anything of the kind to be seen elsewhere. This was true in respect to the two lines of art training, free-hand and geometric, which are kept entirely distinct, and which were shown in their development through the whole course, from the feeble beginnings in the infant schools to the elaborate designs, sketches, and working drawings of the higher primary and special schools. But considering the entire range of school work, the Paris exhibit could claim little superiority to that of the country at large. Indeed, the most significant impression which the French exhibit left was that of a wonderful uniformity of results and a high general level of excellence attained in all the schools, urban and rural.

The classification of the French exhibits was necessarily followed by other exhibiting countries, since it determined that of the class juries and the provinces within which their judgment was exercised. This arrangement was, on the whole, well adapted to the educational systems of other countries of Europe, which, as a rule, differ from France not so much in the classification of schools as in their conduct and in the greater or less development of certain phases of education. Thus, by comparison with the French exhibit the low state of the primary schools of Italy, Spain, and Portugal was emphasized, and the small part which the aesthetic element plays in the industrial training of the Scandinavian countries.

Theoretically the classification was applicable to Great Britain, or at least to England, but on account of the peculiarly disorganized state of the educational agencies of that country and their high degree of local independence and individuality the material did not lend itself readily to the French scheme. The English director, therefore, wisely gave up the endeavor to force his material within the set lines. The terms which distinguish the different classes of French schools are employed in the United States, but with distinctions which were simply emphasized by the plan of the exhibits. They are radical distinctions, lying deep in the very conception of the State and of citizenship, as will presently be shown.

For effectiveness no exhibit surpassed our own, and if the French exhibit may be taken as the most perfect illustration of systematic arrangement and artistic taste preserved throughout an overwhelming mass of material, the educational exhibit of the United States represents the opposite extreme of system and spirit manifested on a small scale by the careful selection of the typical and significant.

Without further description of the material and its arrangement, it remains to consider the educational bearing of that portion which was the subject of examination and discussion by the international jury on primary education.

In respect both to ideals and to processes the French system presented marked contrasts with our own system, and each was constantly interpreted by reference to the other.

The primary schools of France are not the preliminary stage of an education which may be extended to the highest possible degree, but they are schools for the masses and studiously adjusted to their demands and station.

The idea was apparent even in the infant school (*école maternelle*) and especially as contrasted with the kindergarten. At first sight the exercises of the former seem freer than those of the kindergarten, but this is because they are more miscellaneous.

They include formal though simple lessons in the three R's, moral instruction, and manual exercises. Amid the weaving, paper cutting, folding, stitching, there are quantities of familiar objects—baskets, boxes, knitted socks and vests, and outer garments for dolls, and, above all, flowers formed by the supple hands of children from paper, tinsel cord, beads, etc. The work is interspersed with songs, and with plays in the open yard or in the covered court, and there are daily baths and lunch, in which the larger children help the smaller as they would at home. The stories and songs relate to familiar experiences, and the teachers are very ingenious in inventing material to interest the children in common things. One, for instance, showed the story of a baker skillfully cut out in black silhouette to be used as the basis of talks about making and buying bread. This is all very different from the principle of development as applied in the kindergarten. Instead of Froebel's idea of growth through ethical and æsthetic activities it is Pestalozzi's gospel of education, "the saving of people," as he said, "by an education which combines manual work with the acquisition of elementary knowledge."

This idea prevailed in nearly all the infant schools of Europe represented in the Exposition. In those of Italy, which were the distinguishing feature of her exhibit in Class I, the amount of work seemed excessive. Hungary, on the contrary, showed a fine example of an infant school in which ample scope is given to the play instinct of childhood, but even here there was no relation between the activities fostered and a principle of spiritual growth as applied in the kindergarten. The French jurors recognized the distinction very clearly, and M. Bayet, the director of primary education, ordered a special investigation of this portion of our own exhibit with a view to practical modifications of the infant schools of France. These infant schools are really an integral part of the system of primary education, which is distinguished from the culture system comprised in the secondary and superior institutions by a pervading spirit of practical utility. Something of this distinction was noticeable in all the European systems of education represented in the Exposition, but nowhere else was it so marked. In the Scandinavian countries, for example, industrial training is an important feature of the primary schools, but there is no hard and fast line between these and the higher institutions. On the other hand, southern Europe offers no example of a nation in which the education of the common people is sufficiently advanced or organized to constitute a system.

The expression "primary education," as applied in France, embraces a whole scheme of education in which the animating principle is that of adjustment to environment. It makes no provision for that detachment from the immediate surroundings which is the essence of intellectual freedom; hence the elimination of the classics from the entire programme, even from that of the normal schools. But while thus limited in its ideal scope, this primary system aims at the highest possible development of industrial skill, accompanied by the adequate knowledge of common affairs and a sense of social and political responsibility which conduces to good citizenship. These aims were stamped upon its material exhibit, which presented also with admirable fullness and clearness the methods by which they are realized.

In respect to mere appearance—the qualities that catch the eye—Great Britain presented the opposite extreme to France. To be appreciated at all, the material had to be studied. This was particularly true of the English division. The schools of Scotland are better organized than those of England, and the general conception of education approaches more nearly that which prevails in the United States. In England there is absence of system and a confusing variety of types and ideals which can be understood only as they are individually considered.

The distinguishing mark of our own system was the inherent principle of unity working onward and upward from the primary school to the university. In this respect the limitations of space had favored us. Forced to be typical instead of elaborate and to follow the French classification, our exhibit revealed very clearly the one

element common to all our State and city systems, and the one which most deeply impressed foreign observers. This common element is the conception of education as an integral process, the same in its elementary stages for all people and imparting to all like aspirations.

I dwell upon these salient features of national systems because they imparted the chief lessons of the Exposition and affected the judgments of the jury much more than the details of school work which formed the great bulk of the material presented for examination. It must not be supposed that this work was neglected, but for obvious reasons it could only influence the jury as an index of the force of the respective systems. Each nation has purposes and conditions peculiar to itself, and its school methods are to be judged in relation to these rather than by comparison with those of other nations. With this understanding of the attitude of the jury, it will be interesting to consider briefly certain educational methods and results as they appeared to the jury.

In French teaching great stress is placed upon method. This was shown by the innumerable theses sent by the normal schools and by primary school-teachers discussing and illustrating the mode of unfolding a proposition or a lesson.

The general notion of method is impressed upon the normal students by the very nature of their own instruction. Their teachers are specialists who have mastered their subjects and have the French genius for formal and lucid presentation. The normal students imitate these living models and from them the notion of form passes on to the children in the primary schools. The stress upon method was particularly shown in arithmetic exercises; even in the case of the simplest questions a triple presentation was the rule, namely, the operation, its verbal description, and the analysis of the problem. This drill in exact statement and logical analysis gives a grasp of mathematical relations which makes progress easy and rapid. The use of the metric system also greatly simplifies this branch for the French child. In the third division of the primary schools (for pupils of 11 to 13 years) difficult problems in percentage were set forth with admirable clearness.

It was apparent also that certain principles of education had been seized by the teachers both in their essence and their applications. Thus the lessons in geography and the grammatical exercises afforded admirable examples of procedure from the known to the unknown, from the familiar to the remote.

In geography the French teacher begins generally by imparting notions and terms peculiar to the subject, as the points of the compass, the distinctions and familiar aspects of land and water, the shape and motion of the earth. After these are mastered comes representative geography or map drawing. This starts with the plan of the schoolroom, which is followed by maps of the neighborhood or the commune; if possible the process is extended to wider areas. The limits of this personal observation are, however, soon reached, and assigned lessons become necessary, and memory or copied maps take the place of original maps. From a casual survey of the exercises shown it seemed that too much attention is given to France and to surface aspects of the earth. Observation appears to be cultivated at the expense of imagination and local details suffered to obscure the higher conception of the universal life of the world and the great causal processes which explain surface appearances. It is certain, however, that the attention of pupils is called to these formative forces in connection with particular localities, and underlying the whole work is the belief that the mind is thus habituated to inductive reasoning, and that along with the habit of close observation there is developing the instinctive search for cause.

In the teaching of the mother tongue and its literature the French schools achieve remarkable results, and this fact gives special value to the judgment of a body of French experts such as were assembled in the jury of Class I, with respect to the corresponding results in other countries.

In France the native language is taught with the same methodical system as other

branches; short dictation exercises are daily given in all classes, and although the use of a text-book in grammar is prohibited before the third stage of the primary schools, all the parts of speech and their inflections, together with the elements of syntax, are orally taught in the lower stages. The lessons are short and admirably graded and are reproduced verbatim by the children in their "cahiers," accompanied by practical examples, showing at once how well they have been comprehended.

Our own class books were eagerly scanned for exercises of this kind and their absence in some cases surprised our foreign critics. They believe that early familiarity with the principles of grammar is a help in the acquisition of other languages, an opinion that seems to be confirmed by the ease with which their young people acquire a second language when they pass to the higher primary schools.

On the other hand, there was a naïve freedom about the compositions shown from our lower grades that charmed our French critics. It was fascinating to watch the effect of some of the childish essays on a learned editor or even a philologist like M. Leger, of the Collège de France, who turned the artless effusions into French for a group of eager listeners. Everywhere they felt the child's personality in his work. The language exercises of the English elementary schools were inferior as a rule both to our own and to those of the French schools. "In the English schools," said one of the French experts, "children read, but they are not obliged to study grammar, and composition is a rare exercise." Scotland, however, showed some excellent language work, and one often came across very piquant remarks in the compositions of Scotch children—as, for instance, "Scotland, as everybody knows, is the most civilized country in the world," which was offset by the statement of a French boy to the effect that "the English language is inferior to the French, but it is very important, for business reasons, to learn it."

Our work in elementary science ranked very high, and nothing in our exhibit was more appreciated by the French experts than the photographs and prepared work from the Oswego and the Philadelphia normal schools showing the manner in which our best teachers are trained to deal with subjects in natural history, botany, physics, etc.

England also exhibited some very fine science work, especially in mechanics. The illustrating diagrams were generally drawn on a large scale and distinctly lettered, and the explanations were clear and precise, but entirely free from mere bookishness. Excellent work of this kind by boys 12 to 15 years of age was shown in the collections from the higher grade schools of London, Sheffield, and other cities. It belonged really, like the algebra and geometry from the same schools, in Class II (secondary schools), where our high-school exhibits were found.

The jury also placed high value on the English work in domestic science. The instruction seems to be well systematized and entirely practical, and the work shown was not surpassed even by that from Stockholm and Christiania, where domestic arts rank with the three R's in the elementary curriculum.

In their discussions of school work the French distinguished carefully between instruction and education. Although the two ideas are inseparable in practice, the latter appears more clearly as purpose when the teaching deals with subjects which may be classed as ethical or æsthetic. To the former belong history and civics and morals, which has been brought into close relation with the two former by conditions peculiar to France.

The French revolution made a complete break with the past; the new political order arose out of ruins, and the Government has now to create the sentiments of loyalty and devotion which in other countries are hereditary. This charge is intrusted to the teachers of the primary schools; they are trained for this purpose, and they give themselves to it with passionate ardor. Under these circumstances, history, civics, and morals have become the center of the French programmes used consci-

ously and purposely as the means of developing the particular type of character which is presumably most serviceable to the Republic.

The neglect of history in English schools astounded our French colleagues, and even our own schools were regarded by them as somewhat deficient in this respect. On the other hand, they noted with interest the great extent to which historical stories figured in our composition exercises. There was little evidence in the French "cahiers" of that disinterested study of history whose purpose, as well defined by a French writer, is that of "developing the mind by habituating it to reason, to compare, and to judge."

The formal lessons in civics with which the French books abounded seem to the American of little value as a means of awakening the civic consciousness, but in respect to instruction in social duties growing out of the complex relations of modern life the French teaching offers valuable hints.

The recent impulse toward moral instruction in France has something of the fervor of the Protestant reformation, if one can imagine a likeness to that movement where religion is omitted. The subject not only has its own set treatment, but it is involved with every other subject—even problems of arithmetic turn on moral notions, as the abuse of tobacco or the importance of thrift. A moral maxim starts the exercises of the school day, and teachers vie with each other in inventing novel devices for establishing moral habits in their pupils. From one school was shown a sort of diary in which the teacher had recounted the good and bad acts of the pupils; in another case the children had made notes on the school day, with reflections upon the conduct of their mates.

Even such episodes are saved from priggishness by the French vivacity and quick response to sentiment. With us this didactic and personal treatment of morals would easily degenerate into an empty form. On the other hand the free spirit of our school life and instruction makes it easier for us to excite the social sympathies and the abstract sense of right and justice which are the natural incentives to moral action.

To the Americans the greatest surprise of their educational exhibit was the success of the art work. Its true significance was readily seized by the French experts, who saw in it not simply exercises with the pencil or brush, but, as one said, "a veritable training in aesthetics." The recognition is the more valuable because it was accompanied with much criticism of details and at the same time with a clear perception of the difference between our own country and France in respect to art development. The feeling for art, the comprehension of its language, which our teachers have to impart, are innate in the French child. Forms of beauty hallowed by noble or by pious associations meet him on every side, and he copies them with a joyous sense of their inner meaning. This innate feeling explains in some measure, at least, the universal excellence of the drawing executed by French pupils. It explains also the ease with which industrial art, based upon geometric principles, is conducted independently of free-hand drawing and the general study of art without the loss of æsthetic effect.

The appreciation of our own art work on the part of the French was enhanced also by the value which they placed upon the corresponding work from the schools of Great Britain, where there is noticeable a general movement toward the study and free delineation of natural forms.

The award of a grand prize for the system of art instruction in the United States was a unique sign of approval, the only other similar award—that is, for the treatment of a single branch throughout the schools of a nation—being a grand prize for the French system of moral instruction.

It will be readily understood that the exercises of French pupils made a more complete revelation of the school work of France than the corresponding exercises from other countries. This was inevitable by reason of space allotments and the

difficulties of transportation. It was due also in part to the methodical processes of French teachers, the imitative tendencies of the children, and the fact that every lesson is entered in the "cahier," either in extenso or in an abridged form.

It was much more difficult to get an idea of English teaching from the pupils' work, but, as I have said elsewhere,¹ all of it bore one unmistakable stamp—in English training the stress falls upon the will.

"In looking over the French 'cahiers' one was struck with the effort of the child to reproduce accurately and systematically something that he had received from his teacher. From the English books, on the contrary, one felt the effort of the pupil to attain an end. Sometimes it was a blind effort, sometimes it was evident that the unity of the process had been grasped from the first and each step taken with the consciousness of relation to what had gone before. When work is done in this way, it shows not only an effort of will but a power of abstraction which is one of the best results of mental training."

"The school work by which we were represented at Paris was strikingly unlike that of the two rival systems. It lacked the methodical uniformity of the French work, and it had not the sign of stress on the will which marked the English. Two very novel features were, however, impressed upon our work that were not seen elsewhere, and that excited the liveliest interest. It revealed a principle of its own, which may be called the principle of free activity. This principle was stamped particularly upon the work of the lower grades, from which it really appeared that this most capricious element of human nature had been made to bear a part in formal training. It did not appear, however, that the principle had been consistently maintained or forcefully applied in the intermediate or grammar grades, and our work here seemed feeble and diffuse as compared with foreign work of the same grade. The inferiority was not marked, but it was recognized. Undoubtedly it was due in some measure to the fact that the best side of the work could not be presented. It comes out in viva voce recitations, whose influence at this stage of education reaches far beyond that of any written exercise and manifests itself in powers that are perhaps never traced to their true source."

The second feature of our school work that excited universal interest was that of correlation. Both the uses and the abuses of this principle were clearly indicated by the display—its uses as a means of correcting the extreme of mechanical formality, its abuses in the dissipation of energy through concern for artificial relations, and the inhibition of the deeper reflections which lead the mind to the underlying principle of things.

Apart from these great lessons of the exhibits as to the spirit and methods of popular education in different nations, there were many minor features that well deserve attention. Among these should be noted the use of graphics and statistics for showing progress and relative conditions.

Statistical charts were the chief feature of the exhibit made by Japan, whose director very justly observed that pupils' exercises from his country would be meaningless without "sinologues" to interpret them. From the statistics it appeared that the total number of elementary schools in the Empire in 1899 was 28,421, viz, 25,799 public, 1,600 private, and 22 State schools. They enrolled 4,247,341 pupils and employed 92,963 teachers. The rate of increase since 1886 has been, for schools, 10 per cent; pupils, 40 per cent, and teachers, 17 per cent.

A unique chart exhibited by Japan showed the correlation of all classes of schools, and the number of pupils advanced from each grade to the next higher, and the age at promotion. One could trace on this the whole progress of a scholar from the infant school to the university.

The value of statistics as a corrective of the exaggerated impressions derived from

¹ See "Educational lessons of the school exhibits at Paris," *Educational Review*, February, 1901.

photographs was illustrated by the exhibit of Russia. The tables, compiled with great care and with an evident sincerity, showed, in that vast Empire, only 4,303,246 children enrolled in school in 1899.

The meagerness of the school provision is apparent. With the present population there should be at least 20,000,000 children in school. The tabulation was made by provinces and showed considerable increase in each division since 1889. This particular, thus happily emphasized, afforded a ground for the relatively high proportion of awards accorded to Russia, where popular education is in a feeble state. Finland, it should be said, presented a remarkable contrast to the rest of the Russian Empire. The exhibit from this grand duchy was one of the gems of the Exposition. It represented a system complete, from the infant school to the university, admirable in all its operations and liberally supported, the pride and the glory of the people.

Private efforts for the increase of educational facilities or for the aid of poor children, in order that they may benefit by school instruction, formed a feature of many exhibits. In this category belongs the society for promoting popular education founded at Kharkof, Russia, by Mme. Altchevski, and supported by private benevolence. This society, whose work has spread to the chief cities of Russia, maintains Sunday schools where poor young women are taught to read and write and acquire general ideas of morals, nature knowledge, history, and geography. The society also establishes libraries for the circulation of suitable books among the poor.

In the same class belong the exhibits of the infant schools of Italy, maintained by private societies. An invariable and admirable feature of these schools is the "garden," in which, judging from the photographs, the children really play without restraint.

Among the efforts for promoting the physical welfare of school children are school dinners and school lunches supplied at a mere nominal cost or gratis, if necessary. This provision was shown particularly in connection with the primary schools of Paris, Brussels, Christiania, London, and Manchester by photographs and by charts indicating the progress of the charitable efforts.

School baths are maintained in many foreign cities, and formed a very noticeable feature of the exhibits of Stockholm and Christiania. The sense of public responsibility which has led to the establishment of schools for the blind and the deaf and dumb in nearly all countries is extending to other cases of defective children, such as the feeble-minded and imbecile. London seems to lead in this work, the school board having under its charge 52 special schools for defective and epileptic children with accommodation for 2,460 of these unfortunates. In Norway a government director is appointed for the general conduct of a similar work which in that country is of national extent.

Vacation schools are coming to be everywhere recognized as an indispensable adjunct to city school systems. Our own country seems to lead in this provision, and the most effective exhibit of schools of this class was that of New York City.

These special adjustments of public school systems and the cooperation of private with public agencies for the assistance of needy children belong to the deeper social problems of the day which were brought into special prominence in the section of social economy and the allied congresses of the Exposition. Everywhere it was recognized that the problems of social reform, of the repression of crime, of the prevention of want, are largely problems of education. The idea was emphasized also in the elaborate display of colonial life by the care taken to set forth the efforts pertaining to race education.

The division of colonies included the provinces of Ontario, whose school system attracted great attention, and Quebec, whose system showed marked resemblances to that of France, but race education had no special part in these. It was in the French colonies that this feature was made prominent, and especially in the exhibit from Algiers.

The location and classification of schools was shown by means of colored maps, and the progress of the educational work by charts of comparative statistics. Individual schools and colleges were represented by fine photographs and art schools by paintings evincing much native talent. Model school buildings, set off with native scenery, gave a realistic touch to the whole presentation.

One of the most interesting sessions of the jury of Class I took place in the Algerian pavilion when M. Bayet, formerly inspector of the Academy of Algiers, portrayed in vivid terms the spirit and progress of the new order of things amid this mixed population.

In the French colonies of Africa and the more remote possession of Indo-China the religious associations are especially active. The interest of the French Government in colonial development was significantly manifested by the proposition, carried in the jury by French votes, to consider separately the colonial work of the Christian Brothers, with the result that this received a higher award than their home work. In respect to the matter of race education the United States offered the widest experience, covering work with the Indian, the African, the Alaskan, and with a peculiar mixture of races in Hawaii. Everything bearing upon this experience was examined with intense interest, and the award of a grand prize to the exhibit of Indian education and to the American negro exhibit attested not only the excellence of these exhibits but their value as object lessons.

The attention of the jury on primary education was occupied chiefly with the particulars here considered, namely, the organization of systems, the conduct of studies and discipline, and the means of developing defective children and inferior races.

But there are other lessons of an exhibit like that at Paris which are not less impressive, even if less easily estimated. With all their differences, the great nations of the earth are moved by many common impulses, and these world movements were very distinctly marked in the educational exhibits.

The school appliances, the written exercises, the photographs shown at Paris, made it evident that everywhere physical training, nature study, artistic expression, and manual aptitude have become integral parts of public education. To sum up, in a word, everywhere there is reaction against mere bookishness.

Everywhere, also, the special problems of rural education are emphasized, in particular agricultural training or the impartation of the sciences and the technical knowledge that pertain to rural industries. Although France made a much more striking exhibition under this head than our own country it does not appear that its actual achievements in this respect are greater.

The elementary stages of the instruction are still lacking in practical features, and this defect explains the efforts to interest visiting teachers in the exhibit of a model school garden arranged under the immediate direction of the inspector-general of manual training.

Everywhere, also, the importance of professional training for teachers is recognized. France has found the way to extend such training to all her teachers, and the day seems not far distant when this policy will be as universal as education itself.

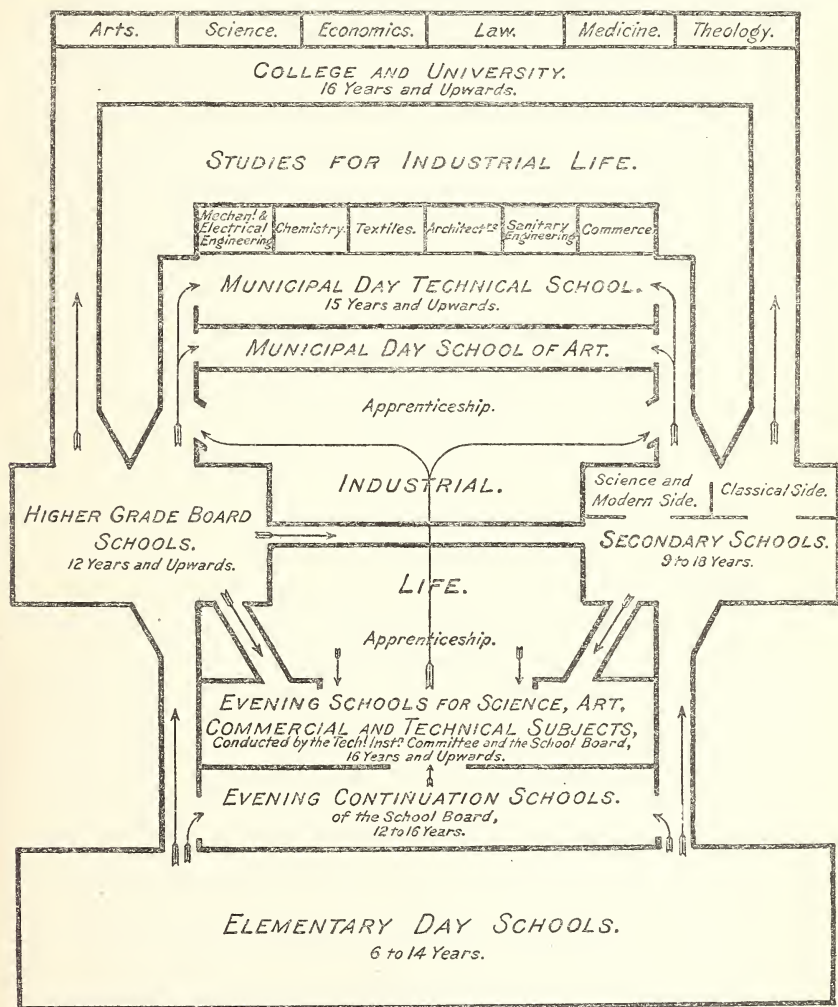
It is scarcely an exaggeration to say that the Exposition was also prophetic, since in various but unmistakable ways it indicated the problems whose solution can not be long deferred.

In England the problem of the hour is that of the correlation of existing schools with a view to economy of resources and larger results. The necessity is typified by a diagram here reproduced, which shows at a glance the state of the problem in the city of Manchester.

In France there are signs that the dual system of education, viz, primary and industrial for the people and liberal for the higher classes, can not long remain without organic unity. Already the influence of the primary system, on which the

Republic has concentrated its best efforts, has penetrated the traditional culture schools. This was apparent from their exhibits of art, of manual work, and of science lessons. The spirit of modern industry is forcing a change which commission after commission has vainly sought to avert or to control.

DIAGRAM ILLUSTRATING THE CORRELATION OF EDUCATION IN THE CITY OF MANCHESTER.



Reproduced from Nature, January 31, 1901.

The United States is committed to general education in a large sense of the term as a preliminary to special or technical training. It advocates this on grounds that appeal to all men everywhere who believe in democratic government. This country stands also for freedom, flexibility, spontaneity in school work. It remains to show that it can maintain these ideals without prejudice to those positive attainments or the sacrifice of that intellectual discipline which are necessary equipments for the serious affairs of life. But it is unnecessary for me to dwell upon our exhibit. What

it stood for in Paris and the deep impression which it left are sufficiently shown by appended extracts from foreign sources.

For a better understanding of the jury and its work, the account of the jury of Class I is here cited, from the report of the Commissioner-General of the United States to the Paris Exposition.

The bracketed matter has been inserted from another report by the same author to Mrs. Potter Palmer, commissioner for the United States to the Paris Exposition. It was owing chiefly to the judicious efforts and the personal influence of Mrs. Palmer that women were admitted to responsible positions in connection with the Paris Exposition. It was the first time such a proposition had been seriously entertained in connection with an international exposition held in Europe, and the French Government did not favor the innovation at the outset; but the proposition once accepted, every facility was extended to the women who received appointments.

It should be explained that the jury was organized in classes and groups, following the divisions of the Exposition. Above these class and group juries was the superior jury, which was the tribunal by which the awards for every class of exhibits were finally determined.

A class jury was composed of experts or specialists in the particular material of this class.

The officers of the several class juries were the members of the group jury, which comprised also other members appointed by the minister of commerce, industry, posts, and telegraphs upon the nomination of the Commissioner-General, with the concurrence of the Directors-General of the Exposition.

A special decree determined the composition of the superior jury.¹

REPORT OF JUROR IN ELEMENTARY EDUCATION.

CLASS I, GROUP 1, PARIS EXPOSITION.

HON. FERDINAND W. PECK,

Commissioner-General for the United States to the Paris Exposition, 1900.

SIR: I arrived in Paris May 21, and thus had the advantage of attending the first general meeting of the American jurors, held in the United States pavilion the morning of May 23, when Prof. J. H. Gore, the juror in chief, outlined in a general way the duties and responsibilities of the work. On the afternoon of the same day I was present at the public inauguration of the jury service, which took place in the grand hall of the Trocadéro.

Preliminary stages of jury service.—M. Millerand, minister of commerce, under whose auspices the exposition was organized, presided over this meeting, and in an impressive address sketched the progress and scope of the collections upon which the several juries were called to exercise their expert judgment.

The organization of the class juries was effected the following Saturday, May 26, and, as the jury of elementary education, Class I, Group 1, was the first in order, I had the distinction of being the first American to go into conference with our foreign colleagues. There were present also on this occasion the juror from Hungary, M. Bela Ujváry, and eleven French jurors.

The jury organized by electing officers, the nominations having evidently been carefully determined beforehand. This was a necessary precaution in a country where, as in France, elementary education is closely bound up with national politics and under circumstances also affecting delicate international relations. The importance of this class jury was emphasized by the choice for president of M. Bourgeois, who was also appointed president of the superior jury. He is a well-known diplomat, who represented France at the Hague conference, and who has filled the office of minister of public instruction at critical periods in the recent history of the Republic. For reporter of the jury the choice was M. René Leblanc, inspector-general of primary

¹ The honorary president of the superior jury was the minister of commerce; the honorary vice-presidents, the minister of public instruction, the minister of agriculture, and the Commissioner-General of the Exposition. The following were entitled to membership: The presidents and vice-presidents of group juries, and the commissioners from countries represented by more than 500 exhibitors; the Director-General and the members of the superior committee of revision.

instruction and an authority on manual training, and for secretary, M. Just Baudrillard, inspector of primary instruction for the Department of the Seine.

In accordance with the rule that the president and vice-president must be of different nationalities, the second position was reserved for the English juror. Mr. Brereton was late in arriving, but proved a most valuable addition to the official corps.

Among the French members were included also M. Ferdinand Buisson, who was for twenty years at the head of primary instruction in France and who at present holds the chair of pedagogy at the Sorbonne; M. Bayet, the successor of M. Buisson in the ministry, and M. Jost, inspector-general of primary instruction and editor of a most valuable educational year-book.

[When complete the jury numbered fourteen French members and nine representatives of foreign countries, of whom one, M. M. Collière, was a Frenchman charged with the interests of the South African Republic. Russia had two jurors, being the only foreign country that had more than one representative in this class. One of the two, M. Kovalevsky, is well-known in the United States, having represented his country at the Chicago Exposition. Mme. Chegaray, directress of a high school in Paris (école primaire supérieure) was the only woman member besides myself.]¹

All the members, French and foreign, were specialists. In respect to the union of expert knowledge with philosophic breadth, the jury on elementary education was indeed an ideal body.

Scope of the work in Class I.—The subject with which this jury had to deal presented many difficulties by reason both of its nature and vast extent. It comprised about 4,500 separate entries, 4,115 for France alone, including its colonies, and 433 for foreign countries. These separate entries or exhibits were for the most part collections, so that the single or particular objects should be estimated at many times the totals given. The exhibitors were the education departments of nations, states, cities, and other units of administration, corporate bodies, private firms, and individuals.

It was evident that the jury acting as a whole would be unable to examine this vast and varied collection within any reasonable time, and it was therefore decided at the second meeting, which took place May 30, to organize the body in four sub-juries. Following the French classification, these sub-juries were assigned respectively to elementary primary schools (including kindergartens or infant schools), superior primary schools (a grade below our high schools in standard, and having extended courses of industrial training), manual training, and normal schools. For convenience the sub-juries were designated as first, second, third, and fourth. The practical work of the first subjury, in which I had chosen to be enrolled, began Thursday morning, May 31. The president of this division was M. Ferdinand Buisson, and in his absence, which was not unusual, on account of official engagements, his place was usually taken by M. Bayet.

Even with this subdivision of labor it was impossible that the material, at least the French material, could be examined by the jury in the time allowed, and hence a number of experts were called to examine certain of the collections in detail and report the results to the respective sub-juries.

Procedure of the jury.—The organization completed, the jurors entered at once upon their practical duties. The examination of material went on almost daily, Sundays excepted, from May 31 to August 9, a little less than two months and a half. It was arranged at the outset that each subjury should meet three times a week for conference, and the full jury once a week, and this plan was adhered to so far as circumstances permitted.

Subjury 1 began its examinations with the independent exhibits in the French section, which engaged attention continuously until June 26. During this time the conferences, whether of the sub or the full jury, related exclusively to details of French education, and it soon became evident that for French public schools the work was to be of the nature of a government examination, in which the merits of each exhibition were to be tested by official requirements not applicable to foreign countries.

Claims of foreign exhibits.—As week after week passed there seemed reason to fear that delay in entering upon the foreign sections might prove prejudicial to their interests.

The subject was canvassed in the full jury, and with the candor that marked all

¹ *Members of the jury.*—Bourgeois (Léon), president, France; Brereton (S. H. Cloudesley), vice-president, Great Britain; Leblanc (René), reporter, France; Baudrillard (Just), secretary, France; Bayet (Charles), France; Bédorez (Léon), France; Buisson (Ferdinand), France; Charlot (Marcel), France; Chegaray (Mme. Berthe), France; Deum (Achille), France; Fontaine de Resbecq (Count Eugène de), France; Jost (Guillaume), France; May (Louis-Henry), France; Comte (Félix), France; Fougère (Louis), France; Léger (Louis), Bulgaria; Tolman Smith (Miss Anna), United States; Alftad (J. N. A.), Norway; Izwolski (Pierre), Russia; Collière (M.), Republic of South Africa; Ujváry (Béla), Hungary; Thomesco (Dr. T.), Roumania; Kovalevsky (E. P.), Russia.

their proceedings the French agreed that work should be commenced at once on the foreign exhibits. The foreign delegates were unanimous in the opinion that the classification of the French schools, which had determined that of the subjuries, could not be applied to foreign countries. To this view the French members also assented, with the result that a fifth subjury was formed for the consideration of the foreign exhibits. This jury comprised all the foreign members and about two-thirds of the French members.

Methods and policies of subjury on foreign exhibits.—It was impossible to outline exactly at the outset the principles that should guide this subjury in its judgments. Education belongs to the spiritual forces that control human activity and can not be measured like commercial products by exact and uniform standards. Its values are always to be relatively determined, and to judge of it fairly one must not only examine the reports and the tangible products of its operation at a given time and place, but must also know its history in the country considered and its progress there as compared with the progress in other countries.

The method of the jury in respect to the foreign exhibits was the same as in respect to that of France; it consisted in the careful examination of the material, conference as to its merits, and a conclusion summed up in the vote of the subjury and revised in the full jury. As the examination and conferences went on, certain principles of judgment were evolved which may be said to have a universal application, because they received the approval of specialists from many countries. For example, it was recognized that to be worthy of the highest award an exhibit should be complete and typical and of high educational merit.

The exhibit of an educational system was regarded as complete if it comprised photographs showing school buildings, both exterior and interior, pupils' work in all departments, official programmes, inquiry forms, etc., indicating the nature and methods of the administration, and reports and statistics setting forth results.

The exhibits of many national, State, and city school systems were complete in this respect. In the case of subordinate administrations—that is, cities or districts—the extent of territory and the nature of the population to be dealt with were also considered in deciding the award.

The work of this fifth subjury comprised altogether exhibits from twenty-three countries, of which eight only had jurors. The claims of the remainder were presented by their commissioners, and they relied for the result upon the fairness of the jury, a confidence which was certainly not misplaced. The entire jury was mindful of the interests of the unrepresented countries, but the chief responsibility in each case rested with the member most familiar with the particular country considered.

The right of appeal to the higher juries gave ample security against mistaken or partial judgments, as was illustrated happily in the case of Ontario. Through a misunderstanding the admirable school system of this province was not adequately presented to the elementary jury. Convinced that some mistake had been made, the American juror protested against the decision then reached. At the instance of the Ontario authorities Mr. Brereton was subsequently authorized to reopen the case in the superior jury. He consulted the American juror (class 1) as to the history and importance of the system, and thus fortified carried the case to successful issue, securing the just award of a grand prize.

The conferences of the jury in cases of wide disagreement were the most interesting features of the work. They were conducted often with much heat, but always with the greatest courtesy and with an ever-increasing understanding on the part of the participants of the value of different systems of education.

The work in the foreign sections continued until July 14, after which date attention was again concentrated upon the French exhibits.

Individual exhibits.—The section of elementary education included, besides the exhibits of educational systems and of schools, exhibits by individuals, publishing firms, and manufacturers of school furniture and material.

Great interest was shown in the educational journals of the United States because of their entire freedom from any touch of official repression or supervision. Only journals having an international reputation secured the distinction of a gold medal. Among these were the *Educational Review* (New York) and the *New England Journal of Education* (Boston). The set of nineteen monographs on education in the United States contributed to the Exposition by New York received high recognition. They were prepared by distinguished specialists and edited by Dr. Nicholas Murray Butler, of Columbia University.

France showed many devices and educational methods, outline lessons by teachers and discussions of principles. Very few received more than honorable mention, and this was only allowed for unusual merit. In case of apparatus and appliances, it was required that they should contain an original element, that they should be simple in construction and of practical utility.

The United States contributed three important exhibits of this kind, namely, kindergarten material from the Milton Bradley Company, the Perry pictures for school use, and the art publications of the Prang Educational Company. These fulfilled all the conditions requisite for a high award and received each a gold medal.

In general, there was a manifest reluctance on the part of the jury of class 1 to award a grand prize to any exhibit into which the commercial element entered. The exception made in the case of the American Book Company is therefore a high testimonial to the excellence of their elementary text-books.

General observations.—The exhibit of the French ministry of public instruction in the section of letters, science, and arts, combined with that of the city of Paris in the beautiful pavilion of the same name, was probably the most elaborate exhibit of the kind ever displayed. It was, however, perfectly classified, and in spite of the repetition of details, wonderfully effective to the eye. This grand collection, as I have indicated, was the subject of official examination in regard to particulars which no foreigner could properly estimate, but it was judged on an international basis with reference to the features common to all systems, such as the magnitude and scope of the work, administrative and educational methods, results as shown by statistics and pupils' work, etc. In respect to these the French members modestly awaited the propositions of their foreign colleagues, who showed on their part full appreciation of the very high merit of this exhibit.

The examinations of the jury, everywhere critical and thorough, were particularly so in the United States section, because of the unusual interest it excited. Great credit is due to the director, Mr. Howard J. Rogers, for the admirable arrangement of the material. It was attractive to the eye, well classified, and easily accessible in every part. In these respects the exhibit received, as it deserved, high praise from the French themselves—the masters of the art of effective display.

The material sent by exhibiting States and cities was in the main well selected and made it possible to present very fully, in a limited space, the scope and spirit of the public-school work of the country. Photographs were freely used in all the sections, but in none was their value for exhibition purposes more decisively shown than in the American. The winged frames also proved a practicable means of utilizing wall space and at the same time of bringing salient features of school life and work under easy notice. Indeed, the great lesson of our exhibit was the possibility of making a collection of material complete without endless repetitions. In an educational exhibit the worthier end would seem to be instruction rather than competition, and if this idea prevails henceforth the use of photography, statistics, and graphics will be proportionately extended, thereby facilitating the comparative study of different systems.

The inquiry blank sent by Director Rogers to all exhibitors, when filled out, was a complete index to the accompanying material. A few exhibitors failed to supply the items, to the great detriment of their material. In a few instances a French version was added and was greatly appreciated. The general omission of explanations in the one language universally known abroad was regretted, but the defect was partially remedied by a brief index in French attached by the director to all album exhibits.

The graded system of awards adopted by the French, which reserves a high prize for those who have taken the lower degrees at previous expositions, was generally enforced in the case of individual exhibitions, but obviously could not be strictly applied to nations, states, cities, etc. The system of numerical marking, under which the final judgment is expressed in the average of marks given by the individual jurors, is also specially objectionable in the endeavor to estimate a spiritual force like education. In the case of the jury of class 1 the evils of this system were obviated by free and open discussions. Where opinions clashed greatly, the marks were taken by private ballot and averaged by the president.

Close of the work of the class jury and relations with the group and superior juries.—The service of the class jury in elementary education was of longer duration than that of any class jury, and its work continued after the call of the group jury the last week in July. Its responsibilities did not cease even with the submission of the report to the superior jury. Although only officers of the class jury were entitled to membership in the group, our entire class jury was called in conference with this tribunal, so that there was full opportunity to protect the awards voted in the class jury. I had no occasion to avail myself of this privilege, as the votes of the elementary jury in respect to the exhibits from the United States passed in the group jury without challenge.

As a result of the decisions of the class jury, confirmed also by the group and the superior juries, the United States received for its exhibits in elementary education 12 grand prizes, 25 gold medals, 8 silver medals, 3 bronze medals, 2 honorable mentions; also for collaborators, 4 gold medals and 3 silver medals.

The work of the jury of class 1, though long and arduous, was exceedingly interesting and instructive. It gave broader conceptions of the term "national education," and a profound sense of the influences which make for international unity. On the social side nothing was omitted that hospitality or courtesy could suggest to make the service a delightful remembrance to all participants.

To the members of the jury the most interesting social events were the banquets limited to their own circle. The French members of the entire educational group gave a banquet (*déjeuner*) in honor of their foreign colleagues July 3, the company including 83 men and 6 women. The latter were represented in the toasts by Mlle. Dugard, of the jury on secondary education (class 2), who, following distinguished representatives of the great powers and of the smaller nations, happily invoked the spirit of unity among all the nations.

The members of the jury of class 1 entertained each other at a delightful *déjeuner* August 2, at which the president, M. Bourgeois, presided. The most cordial spirit prevailed, and the toasts reflected the truly fraternal sentiments that the associations of the summer had awakened. It was determined on that occasion to form an international union for the purpose of fostering friendly relations and the interchange of information among the school people of the several nations represented.

ANNA TOLMAN SMITH.

APPENDED PAPERS.

THE PARIS EXPOSITION—EDUCATIONAL ASPECTS.¹

[By HOWARD J. ROGERS, Director of Education and Social Economy for the Commissioner-General of the United States.]

The Paris Exposition of 1900 is the compendium of the world's education. The motive of the Exposition is not commercial; it is not scientific nor artistic. It is more than either. It is the summing up at the close of the nineteenth century of the world's experience. The careful grouping of exhibits, showing not only the present excellence which each science, art, or industry has reached, but also a retrospective view of the historical development of each subject, bears out this interpretation.

Americans are fond of comparing the present Exposition with Chicago in 1893. There is no comparison in reality. As an architectural and landscape-gardening proposition, Chicago is unexcelled. It is difficult to conceive a combination of circumstances so fortuitous as to enable the present generation to surpass it. As an exposition of exhibits arranged scientifically and adorned by the highest skill in decorative art, Paris is unapproached.

It is natural, therefore, to find in an exposition of this character that education is given the place of honor in the official classification. In the language of Commissioner-General Picard: "Education and instruction are first in the list, because through them man enters into life. They are also the source of all progress."

It is interesting to Americans, and particularly pleasing to American men of letters, to note the deference paid to the professions of letters and arts in France. In the United States the commercial spirit is still so strong within us that the devoting of a life's work to teaching or to the arts is yet looked upon askance, or, at best, with a patient tolerance. The old idea that a boy, if he is not keen enough to make a good lawyer or shrewd enough to make a good trader, will still do to teach or to preach, has many believers. But "they order these things differently in France," and the social and political aspirations of a person are strengthened by his prominence in the educational or artistic world. The minister of public instruction and beaux-arts is one of the three most powerful ministers in the French Cabinet, controlling not only the public schools, universities, and art schools, but also the opera, the national theaters, and the salons.

Correlative to this idea was the formation of the French section of the international jury of awards in class 1, elementary education. While all the juries of the six classes of Group I (education) were able and highly representative, that of class 1 was preeminent, not only in Group I, but in the entire eighteen groups of the Exposition. Among its members were two former ministers of public instruction, the director of primary instruction for France, a leading delegate to the International Peace Congress at The Hague, and prominent members of the Chamber of Deputies. An award granted by such a body of men has more than the ordinary

¹ From *The Outlook*, November 24, 1900.

significance attached to exposition awards, as it represents the deliberate opinion of cultured, unbiased men of wide experience.

The educational exhibits are in the gallery of the Palace of Letters, Sciences, and Arts, on the west side of the Champ de Mars. The space as a whole is ample for the exploitation of the subject, but its subdivisions are inequitable. This is particularly true of the United States, which, as the recognized home of popular education, should have a space assigned to it second only to France. It is not entirely the fault of the French authorities that this was not done. Congress, by passing the law creating the present commission in 1898, accepted the invitation of the French Government to participate in the Exposition over a year later than the most tardy of the other great nations, and when our applications for space were filed, all other nations had received their assignments. Indeed, it was only by the courtesy of the French authorities, in reserving space for us pending our decision to participate, that our country was able to make so excellent a showing.

All of the great nations of the world are represented in the educational section except Germany. Many surmises have been made by others on their failure to exhibit. Two reasons are given by the Germans: First, lack of adequate space; second, lack of a purely national system. It may be remarked in passing that both of these excuses might have been advanced with equal force by the United States. The absence of Germany in Group I is to be regretted.

Were the question asked, What are the most prominent features or striking facts brought out in the educational exhibit of the Exposition? my answer would be: The wonderful advance made in popular education during the last decade by Russia and Japan; the awakening of England; the manual-training craze of France and Austria, and the genuine surprise and pleasure in European circles at the systematic exhibit from the United States.

The first impression in visiting the Russian section is that Russia has made a tremendous effort to convince the world that she has a better system of public instruction than the world believes to be possible to exist there. But a more careful examination reveals the fact that, while the exhibits themselves are selected and fragmentary, they typify a material progress and illustrate an intensity of purpose worthy of admiration. Free education as we understand the term is still a long way from achievement in Russia, but it is a great step from the illiteracy which held in bondage 95 per cent of her population, to a school system which places in nearly every community free instruction in the common branches during three years, for six months each year. The figures drawn from the Russian graphic charts are particularly interesting. For example, the growth of primary instruction in the schools under the ministry of public instruction is illustrated by the fact that in 1882 there were 1,418,016 pupils in attendance; in 1898 there were 2,650,058. These figures do not include the church schools, which number about one-third the total number of primary schools in Russia. The growth of free instruction in the rural districts is also notable.

This rapid growth is extremely interesting from a social as well as an educational standpoint. * * * To quote the words of a Russian attaché at the Exposition: "There is a most absorbing thirst for knowledge taking possession of our people; we need no compulsory laws when we have not school accommodations for those anxious to come and for those who would travel many versts at a great sacrifice if they might come."

The Russian educational exhibit received close attention from the juries of awards, and, next to the United States, obtained the highest number of awards for a foreign country. When some surprise was expressed to a prominent member of the group jury that a nation whose educational development was still in an experimental stage should receive as many awards as a nation which stands foremost in free public education, the reply came that the two countries were judged on a different basis; that the awards to Russia were made for the sake of encouragement on the progress shown in the last eleven years, while those to the United States were made on a basis of absolute excellence. A truly diplomatic reply, which was perhaps but the echo of the policy pursued in a wider diplomatic field.

In Japan's exhibit we note a like rapidity in the development of school facilities, but with this distinction: it is the growth of a more thoroughly organized system, which its administrators and the public believe to be suited to their needs. A wonderfully clever people are the Japanese, quick to imitate and adapt; their manual-training models show the delicate touches which are characteristic of the art of the nation; their technical schools turn out designs and products which indicate unmistakably the coming prominence of Japan as an industrial and art manufacturing center. No fact, I believe, has been more clearly demonstrated in the Exposition

or driven home to Western nations more forcibly, both to manufacturers and scientists, than that Japan, with its rapidly developing technical and artistic skill, combined with its cheap labor, will soon be able to bring to the European and American markets superior products at lower prices. Some idea of the growth of the elementary education which forms the basis of Japanese technical courses can be obtained from the following figures, drawn from wall charts exhibited: The number of pupils attending primary schools in 1880 was, girls, 800,000; boys, 1,400,000; in 1898, girls, 1,500,000; boys, 2,650,000. In 1898, of all pupils of elementary school age, 68.9 per cent were enrolled in the public schools.

In 1888 the Government expended on elementary education 8,175,000 yen; in 1897, 18,650,000 yen. The Japanese are great admirers of the educational system of the United States, and freely acknowledge their indebtedness to us for methods and inspiration.

An amusing incident was noted at the beginning of the Exposition, illustrative of unconscious American influence. The entire educational exhibit of Japan was set up in a French exhibition labeled throughout in English. Somewhat later, supplementary French labels made their appearance.

For the first time in an international exposition, Great Britain has made an educational exhibit. In Chicago, in 1893, the London school board had an exhibit, but at Paris all England is represented through its various school boards, its public schools, and its universities; Scotland is represented by its universities and its public free schools; Wales by its technical and trade schools. The exhibits of the universities of Oxford and Cambridge are particularly interesting, not only from the wealth of historic matter and material progress which they portray, but also because it is their first appearance at a foreign international exposition. The public schools of Rugby, Eton, Winchester, and Harrow have, too, a special interest for every American.

But it is in the elementary and secondary sections of the free-school systems that our interest centers. The impression left upon the observer is, that there is force behind their methods—rugged force and determination. The exhibit is not well classified and interpreted, but this is the fault of the royal commission. The director of education for England has done magnificently with the funds placed at his disposal. The most satisfactory feature is the steady growth of the board schools established under the education act of 1870, the excellent nature of their work, and their rapid absorption of the territory occupied by denominational schools.

The denominational schools will, of course, never disappear, but as the controlling factor in the education of English youth they are doomed. It is, perhaps, a happy augury that their ascendancy has been overthrown during the last year, and that the beginning of the new century will see the supremacy of the school system inaugurated in 1870. The following figures are for 1898: The attendance on primary instruction for England and Wales in the board schools was 2,037,519; in the British and foreign society schools, 230,355; total in free undenominational schools, 2,317,874. In the Wesleyan schools it was 124,971; in the national schools under the Established Church, 1,883,263; in the Roman Catholic schools, 246,128; total in free denominational schools, 2,254,362. The work of the London school board needs no commentary here. It is well known to Americans through its demonstration in Chicago in 1893, and we note in Paris with equal satisfaction its progressive tendencies. Birmingham, Leeds, Manchester, and Bristol present most attractive exhibits illustrating systematic and rational curriculums. As might be expected in manufacturing towns, the manual-training features are pushed to the front, and the technical schools of Birmingham, the Technical and Agricultural Institute at Manchester, and the Technical School of Art at Coventry, are examples of the initiative in this direction. It is hardly fair to compare their work with the long-established technical schools on the Continent, as precedents and conditions are so diverse. The purely industrial features of the work are strong and attractive; the artistic features are cramped and lack the freedom of original development and expression. But the seed is planted, and by the time the next international exposition is held England will show astonishing results.

It is impossible to criticise in any one article our hosts, the French. They have taken unto themselves thousands of square feet of floor space; they have demonstrated amply and scientifically every phase of education in France; the preparations for the exhibit were begun during the year 1898, and it needs almost as many years as have elapsed since then to study it thoroughly. It is a wonderful exhibit, complete in details, worth careful study, tiresome only in its many repetitions. The minister of public instruction, M. Georges Leygues, and his directors have left nothing undone to present in the most attractive form the educational resources, methods, and practical results achieved in the schools and universities of France.

But there runs through the public school exhibit one predominant tendency—toward manual training. The same may be said of Hungary and other central European nations where the French influence is felt. The tendency may be discussed from two standpoints: First, its intrinsic excellence; second, its effect upon the development of the nation. The first does not admit of argument. The system is beyond doubt brought to a higher state of perfection than in any other country. The delicacy of touch, the originality of design, is most admirable. In the *écoles primaires supérieures*, both for boys and girls, where the average ages of the pupils range from 12 on entering to 16 on graduation, the perfection of workmanship is in many cases equal to that of master workmen. In the school exhibit of the city of Paris, which has a separated place in the Ville de Paris building on the right bank of the Seine, is an exhibit of the Sophie-Germain School for girls in which the millinery and dressmaking would find a ready market on Fifth avenue. The culminating point of the technical exhibit in this building is the Salon Central, furnished with exquisite taste and beauty, and on a richly carved table in the center rests a framed inscription, "This salon has been entirely furnished by the pupils of the municipal professional schools."

Do the needs of a nation justify this excessive specializing in the schools supported by public money? We have nothing in the United States to correspond with the *école primaire supérieure*; our nearest approach to it is the manual-training high school, which aims to train the senses in conjunction with the mind, but not to the exclusion of the humanities. There is certainly a radical difference underlying the theory of public education in the two Republics. Which will subserve better the destinies of the nations only experience can determine, but American educators will abide with equanimity the test. The needs of our nation certainly do not demand at present this highly specialized form of technical education. We prefer to train the citizen, not the artisan; to broaden the pupil and let him make his own choice in life, not to run him through a groove. In the United States every boy between the ages of 5 and 18 is offered an education which may fit him to be the President of the Republic; in Europe he is educated in a shrinking fear that he may have political aspirations. It is a serious proposition to restrict in any manner the mentality of any class of people. Are we not justified in giving the broadest possible training and trusting to the judgment thus developed not only to select wisely the occupation of life but to attain the highest excellence therein?

The educational exhibit of the United States will have to be criticised by another pen than mine. It is permissible to state, however, that the plan of arrangement discussed in the Outlook in August, 1899, has been eminently successful and highly appreciated. It has been possible thereby to obtain without endless duplication an accurate knowledge of the public-school system in the United States, year by year, from the first primary to the end of the secondary course, and a clear view of the field covered by our colleges, universities, and professional schools. The classification by grades and departments has been rigidly followed, and localities and institutions made to conform to the object of the exhibit, viz, to answer in a concise manner the inquiry of any foreigner concerning any department of American education. It is the only educational exhibit at the Exposition thus systematized. The sincerest compliment which the United States exhibit has received lies in the fact that, after a preliminary examination by an expert, England, Sweden, Russia, and Austria have sent delegations of teachers at Government expense to study at length our system and its results. It has been a matter of some surprise to American visitors to learn that we have in truth a national system of education, when we have been popularly supposed to have as many systems as we have States. The advisory influence exercised by the Bureau of Education at Washington, and the function of the National Educational Association as a clearing house for educational ideas, was never more clearly illustrated than by the similarity of methods and work which are shown in the educational section of the Paris Exposition from the States of Massachusetts, New York, Illinois, Missouri, Colorado, and California. * * *

SCHOOL EXHIBITS AND PEDAGOGICAL MONOGRAPHS FROM THE UNITED STATES AT THE PARIS EXPOSITION.¹

By GABRIEL COMPAÏRÉ, president of the council of the University of Lyon, officer of the Legion of Honor.

[From the *Revue Pédagogique*, No. 8, August 15, 1900.]

The *Revue Pédagogique*, in its account of education at the Exposition of 1889, expressed its regrets that the United States had not profited by that occasion to give their school system a prominent place. The truth is that eleven years ago the few articles placed on exhibition in the name of American schools, mingled with photographs in the section of industries, did not make a figure worthy of that great nation. This time the United States have their revenge. Nothing has been neglected which could give their school exhibit of 1900 the impressiveness which it merits.

To begin with, the space allotted to the American exhibit, although none too large, is not so confined as it was in 1889. The exhibit is quite coquettishly installed in five or six spacious alcoves, which are separated from the gallery in which they are situated by a light and graceful façade, designed by an American architect. Upon the exterior panels of this façade are presented views of the Boston Institute of Technology, a veritable palace which, with its galleries and rich decorations, has the appearance of a theater or opera house. Two entrances give admission to the interior of the exhibit; that on the left leads to the division of elementary schools, and that on the right to the university section. But the exhibit embraces all grades of instruction, and is divided into several distinct sections, wherein are classified in perfect system the things relating to (1) primary instruction; (2) secondary instruction (high schools, colleges,² etc.); (3) technical instruction; (4) professional instruction; and (5) superior instruction (universities).

The organizers of the exhibit have made the most of the few square meters of space which was allotted to them, and have been most ingenious in arranging a great many things in a small compass. Around each room runs a shelf or ledge, beneath which are cases or open shelves, containing easily accessible documents of interest, such as bound volumes of scholars' copy books, reports of boards of education, and of school superintendents and other administrative officers. Above the ledge are photograph albums, specimens of school work, drawings, programmes, and pamphlets; while above these again, upon the walls, are photographs, statistical tables showing the number of schools, teachers, and pupils, and maps, one of the latter showing, by the way, the two continents of Europe and Asia combined under the name "Eurasia"—in short, the collection contains everything which can be brought before the eye in school work. A clever means of increasing the surface for exhibiting their display which the Americans adopted is that of movable frames—"winged frames," as they are expressively called—arranged in such a way that some twenty pictures can be shut together in a shallow case and opened at will, like the pages of a book.

The organization of an exhibit of such importance, at a distance of 3,000 miles from home, required, it is hardly necessary to say, the expenditure of a large sum of money; but the United States do not mind expenditure, and have good reasons for their liberality in that respect. The total outlay was not less than \$80,000, and what is interesting to note is that this considerable amount came from different sources. The State of New York gave \$10,000, the city of New York as much more; the cities of Boston and Chicago \$5,000 each; while other cities, Denver, Albany, St. Louis, etc., also contributed to the expenses of the undertaking.

A valuable exhibition, especially a foreign one, needs persons to explain it properly and present it to visitors in a suitable way by directing their investigations and making them at home in their new surroundings. In this respect, too, the Americans conducted matters on a liberal scale. There were attendants and obliging cicerones, both men and women, some of whom spoke French as well as English, who were ready to do the honors of the house for visitors. Their chief was an administrative officer of distinction, who holds a high position in education in the United States, Mr. Howard J. Rogers, [deputy] superintendent of public instruction of New York, upon whom devolved the double direction of the American sections of education and social economy. Mr. Rogers, who remained in Paris during the entire period of the Exposition, was not satisfied with organizing and superintending the American exhibit and welcoming to it French and other European pedagogues, but, with char-

¹ Reprinted from *Education*.

² Colleges were classed in the American exhibit under superior instruction. M. Compaïré evidently had in mind the French "collèges" and the French system of classification.—A. T. S.

acteristic American initiative, with the assistance of his countryman, Mr. Alfred T. Schauffler, "associate superintendent" of the city of New York, he inaugurated addresses in the palace of the congress upon school life in the United States. The originality of these talks consisted in using the cinematograph and even the phonograph as aids to the lecturer. In fact, an Edison cinematograph brought before the audience scenes from school life, such as children of a kindergarten at their games, and older pupils saluting the American flag while singing the national hymn, while a phonograph placed upon the lecturer's table accompanied the views by rendering the songs, which seemed to proceed from the lips of the youthful patriots seen in the pictures.

But pictures and voices are not the only things which Mr. Rogers brought us from New York. However spirited may be the effort to render an exhibition of school matters complete and attractive, objects presented to the eye are always insufficient to represent faithfully the actual work of the schools. We can not, therefore, sufficiently thank the representatives of American education for having been at the pains to prepare for the Paris Exposition a detailed study or set of monographs, full of information, upon each branch of their system of instruction or "education," as they call it, which leave nothing relating to their admirable institutions of public or private instruction unexplained. The State of New York took the initiative in this important work, the whole of which forms two volumes of 500 pages each. It is an imitation of the pedagogical monographs prepared under the direction of M. Ferdinand Buisson for the French Exposition of 1889, but with the essential difference that the American monographs are not confined to primary instruction, but include institutions of all grades. They are the work of competent writers and distinguished specialists, among whom are some of the greatest authorities in American pedagogy—Drs. Harris and Draper, for example. Prof. Nicholas Murray Butler, of Columbia University, New York, editor of the *Educational Review*, is the author of the introduction, which is full of substance, and sketches in bold lines the condition of education in the United States. These monographs are nineteen in number.

It would be very desirable to have this valuable collection translated into French. Who could tell us about American schools better than the Americans themselves? Would it not also be a timely act of politeness and one worthy of French hospitality to render into French, and place within the reach of all friends of instruction, original documents which are a mine of information, and have been prepared for us with such care and at such a disregard of expense that 5,000 copies were intended for gratuitous distribution in France?

The first place in the American exhibit is naturally reserved for the maternal schools, or kindergartens (children's gardens), as they are called in the country where Froebel's influence preponderates. Attractive photographs show us spacious schoolrooms, cheerful and agreeably decorated, in which children ought to be happy and comfortable. Good spirits ought to abound in such rooms, adorned as they are with flags, statuettes, and flowers. Froebel's gifts are displayed upon tables. Groups of children are shown in which the countenance of a little negro boy appears in the midst of the faces of white girls. Again, there are little school family groups, dominated by the attentive and amiable-looking teacher, who is superintending the exercises and manual work of half a dozen of her children. Still other pictures show large assemblies of little boys and girls. This is often the case in American kindergartens, which are sometimes so largely attended that it is said there are as many as nineteen teachers in one school.

Dr. Compayré proceeds with copious extracts from American writers relative to the kindergarten, more particularly from the monographs on the subject, prepared for the Paris Exposition. He passes then to the discussion of other grades in the United States, chiefly as set forth in the monographs, but with occasional comments of his own. Thus after presenting the plan of studies for the elementary schools approved by the National Educational Association, Dr. Compayré says:

This plan of studies includes two characteristic innovations which show very clearly the importance of elementary education in the United States, the tendency there to extend the field of studies—the long period of eight years of school life allowing of a leisurely movement—and the intention to facilitate the passage from the primary to the secondary grade of instruction by introducing into the elementary schools studies which are reserved in France exclusively for colleges and lycées. These two innovations consist in the introduction of a foreign language, living or dead, Latin, French, or German, at the option of the pupil, into the studies of the eighth year, to the extent of five lessons a week of thirty minutes each; and in the introduction of algebra into the studies of the seventh and eighth years, five lessons a week. These

are good plans, but it must be admitted that they exist for the most part only on paper, and that, as a matter of fact, the American school is far from having realized all that the members of the National Association designed for it in their somewhat ambitious programmes. As far as instruction in French in particular is concerned, we have vainly sought for a specimen of this study among the exercises on exhibition. Only in the exercise books sent from the Boston high schools do we find any attempts in French composition. German is taught at Chicago, beginning with the fifth year; but the situation there is peculiar, the composite population of Chicago comprising hundreds of thousands of citizens of German origin. As to Latin it seems, too, that the recommendations of the National Association have remained a dead letter. On the other hand, we find in the Chicago schools, again, if not real exercises in algebra, at least problems in geometry solved by algebra.¹

The exercises sent from New York indicate a more complete instruction, and show that there is a regular course in algebra in the eighth year.²

These, however, are exceptions—ventures which only the schools of cities advanced in intellectual culture permitted themselves to make—the advance guards of schools, so to speak. It would be more important to examine how the essential portions of the programmes are applied. What first strikes us in looking over the work of the pupils, as in reading the programmes, is the predominance of concrete over abstract subjects. There is not much orthography; it is only studied during three years, while penmanship is studied for six years. There is very little history, the Americans caring little for the past; but, on the other hand, there is much geography. It is the present world which it is desired to show to the young American. Doubtless he will be well drilled in arithmetic, which he will need in his practical life as a business man or in some industry. No nation, says Dr. Harris, pays so much attention to arithmetic. But a large place is also allotted to the study of nature, much larger than with us, because the future workman must know the natural forces which he must master and subdue.

If one were to ask me what strikes me as particularly excellent in elementary instruction in the United States, I should reply at once that it is manual dexterity as shown in penmanship and drawing. The fine exercise books, neat and well kept, were worthy of all praise. In them were displayed, in perfect clearness, the large letters of the new penmanship which has come into vogue within three or four years—a kind of penmanship which is without elegance, to be sure, and which strives to resemble printing as closely as possible with its straight and stiff letters, vaguely suggestive of cuneiform hieroglyphics; but how clear and easy to read! But what is of greater importance is the incontestable superiority of the American school children in drawing. Look over the drawing books of the primary schools and the work of the kindergarten and you will find drawings in all of them; drawings from objects, sketches in pencil or ink, and sometimes in colors. Drawing is king in American schools. It is so not only because it is taught regularly as a separate study during the eight years of school, but also because it is mixed with all the other subjects of study. All exercises in composition, style, or history are illustrated with drawings, more or less well done, made by the pupils. Just as we require that morals should be introduced into all our school exercises, the Americans seem to demand that drawing should receive the same attention in their schools. * * *

With respect to school architecture in the United States, Dr. Compayré says:

But we can not leave the exhibition without mentioning the splendid palaces devoted to education, whose elegance and size we are able to appreciate, even at a distance, as shown in the photographs, of which there are a great number. As far as architecture and school hygiene are concerned, the Americans are incontestably the masters of all of us, and no people have been at such pains to install the pupils of primary instruction in comfortable surroundings. * * *

¹ Here is an example, the work of a boy of 12, in the eighth year. The question is: Compare the curved surface of a hemisphere with the lateral surface of a cylinder whose diameter and altitude equal the diameter of the hemisphere. The solution is given in the following terms without calculation: $\frac{1}{2}$ is the ratio of the entire surface of a hemisphere a inches in diameter to the entire surface of a cylinder a inches in diameter and altitude. $\frac{1}{2}$ is the ratio of the curved surface of a hemisphere to the lateral surface of a cylinder.

² We take a few examples from the books of a Brooklyn school, by a pupil of the eighth year.

$$\text{First example: Given } \frac{1}{6} + \frac{1}{12} = \frac{1}{x}. \quad \text{Solution: } 2x + 1x = 12 \\ 3x = 12 \\ x = 4$$

$$\text{Second example: Given } \frac{1}{18} - \frac{1}{x} = \frac{1}{45}. \quad \text{Solution: } 5x - 90 = 2x \\ 5x - 2x = 90 \\ 3x = 90 \\ x = 30$$

Americans do not disdain external ornamentation and handsome façades for their schoolhouses—things which give an agreeable aspect to their exteriors. But what they give particular attention to is the internal installation, the arrangement of the rooms, sound hygienic conditions, heating, lighting, and ventilation. It would be worth while for our architects to make a detailed study of the heating apparatus, the air supply, and ventilation, described by Mr. Morrison, who is an expert on these subjects, as shown in his work, *The Warming and Ventilation of School Buildings*. Many ingenious processes have been invented by the builders of the schoolhouses, who, while making it their principal object to provide for the health of the scholars, neglect nothing which can be suggested by the law of hygiene or can contribute to comfort. It is not regarded as sufficient to keep the scholars warm when the weather is cold, but they must be kept supplied with fresh air at the same time, so that they may be able to fill their lungs with it constantly. And as in some of the cities theaters and concert halls are placed on the roofs of buildings, sometimes seven and eight stories high, so, when space is limited, the halls of recreation are sometimes placed on the roofs of the schoolhouses. But there is rarely any want of space, the Americans being determined that the schoolhouse should be spacious enough to allow each pupil to have plenty of room. This is one reason why they have discarded the system of school benches, upon which the children are squeezed together, elbow to elbow. The single desk, a separate chair for each pupil, is the universal rule and is a characteristic of the American schoolroom, and is appreciated not only as a means of facilitating discipline, but the Americans also see in it an image of the individual independence which the Constitution of their free country reserves for the future citizen.

We pause here, but not without felicitating again the organizers of the American exhibit upon the efforts they have made and the ingenuity they have displayed to make clear to their visitors in Paris the whole and the different parts of their institutions of education. The result will be to increase and extend the knowledge, and with it the admiration of a pedagogical régime, which places the United States in the first rank among those nations which desire and know how to instruct and bring up their children properly. The result will also be that the French, having become better informed in certain respects of what is being done on the other side of the Atlantic, will perhaps endeavor to imitate some of the American practices in education. We are certainly struck with some hiatuses, or at least differences from our own practice. How is it, for instance, that moral instruction, properly so called, does not appear in the American programmes, and that Dr. Harris points out as an exceptional fact that in 27 cities one hundred and sixty-seven hours in a year were devoted to lessons in morals and good manners? The answer is that religious activity is stronger in the United States than in France, and that the instruction given in the churches of the various denominations, which are zealous in proportion to their number, makes a general lay instruction in morals less necessary. And, after all, the Americans can say, "We do very well as to morality without having special teachers of morals." Another point in which the Americans differ from us is that they have hardly any supplementary instruction for graduates of the elementary schools. To be sure, we must consider that the question of instruction after leaving school is naturally less acute in the United States than in France, the school conditions in the two countries being so different. The American pupil remains in the elementary school until he is 14 years old, while the little French boy escapes from school and flits out into life generally in his eleventh year, or three years earlier than the American. After eight years of continuous attendance the youthful American naturally carries away from his school a larger quantity of knowledge, and consequently has less need of the supplementary instruction which we are compelled to seek in a postgraduate course on account of our too short school attendance. Perhaps, too, a larger number of American pupils continue their studies in the high schools, our superior primary schools not having yet succeeded in attracting the clientèle which they ought to have. Still another difference, entirely in favor of the United States, is that nowhere in the world is education so much the business of everybody. Not only do the 45 States organize, each in its own way, and with a spirit of local enthusiasm, its various institutions of education, but private citizens also, united by thousands in private associations, work together for a common purpose. Thence has arisen an admirable system of education, free and flexible, adapted to the needs of each city and region, a system in which the general popular will is expressed better than in any other American institution, and of which President McKinley was justified in saying that the American public school, with its 400,000 teachers and 15,000,000 pupils, is a pillar of strength for the Republic.

CITATIONS FROM AN ARTICLE BY M. GUSTAVE LANSON (REVUE BLEUE, DECEMBER 29, 1900).¹

Under the caption "The problems of national education" M. Lanson has considered the spirit and significance of education in the United States as indicated by the exhibit at Paris, and especially by the series of monographs prepared for the Exposition, from which he quotes in extenso. The introduction to his article, his reflections upon our scholastic institutions above the elementary grade, and his conclusion, in which he contrasts our own education with the French system, are here reproduced.

At present, when French democracy is seeking to free itself from the social, religious, and political forms of the past, no problems present themselves which are more urgent than those of national education. Upon the solutions which will be reached will depend the being of the coming generations; that is to say, the life or the death of democratic institutions. There is no one now who does not recognize this, even, or especially, among the adversaries of democracy.

But before undertaking to discuss these vital questions here, bringing them up as occasion arises, it is well to have made an excursion abroad and observed how others conduct their affairs—not, indeed, in order to preach a servile imitation of the educational institutions of other nations, from which we have more than once suffered, but in order to understand ourselves better, to distinguish more clearly the special conditions which in our country, by reason of our past and our national genius, enter into the general problems of pedagogy.

The Exposition just closed invited us to that journey, and provided us with means of making it without leaving home. There is hardly any country which did not offer us useful lessons. But in the absence—unexplained—of Germany, whose pedagogy was represented by optical and surgical instruments; in view of the obstinate empiricism and traditionalism of England, which, for the rest, presented a rather confused and, in some instances, puerile exhibit, two countries preeminently merited attention—Russia and the United States. Russia, especially because of the obstacles interposed by political policy, has launched, with as much energy as intelligence, into the difficult undertaking of the education of women and the masses. But it is at the United States particularly that we must pause. Their exhibit, marvelously presented, was completed by nineteen "Monographs on education in the United States," published under the direction of Mr. Nicholas Murray Butler, professor of philosophy and education at Columbia University. * * *

These reports exhibit every part of the system of American education, expound for us all its mechanism and all its institutions, furnish us with the principal statistics, and, beyond that, explain the spirit, the tendencies, the needs, and the ideals of their country. I shall, therefore, avail myself of these remarkable productions, which recall the reports, so luminous and so lofty, of Mr. Gréard, in order to indicate those characteristics of education in the United States which appear to me the most curious as well as the most useful to be noted. * * *

In secondary education we find the same development as with us of the three courses of instruction—the classical with Latin, the modern with English, and the scientific. Latin is in vogue, and it is beginning to be felt that Greek does not occupy the place which is its right. The effort not to encumber the programme is rendered successful by a very flexible system of equivalents; it is so arranged that all branches are taught, but not everybody is taught them, and that the student is allowed to select, in a measure which varies with the different schools, his subjects of study. To learn a few things thoroughly is considered preferable to a course which skims all the sciences without penetrating into any. But, above all, the end aimed at is not so much the furnishing of practical knowledge as intellectual discipline, the formation of good habits of thought. Nowhere, not in mathematics, nor in classical studies, nor in the study of living languages, is the end lost sight of—the development of the scientific spirit. Sacrifices are not made to practical knowledge any more than to formal culture. It is desired that everything be taught in such a manner that the child may be trained in the use of methods, that he may see by what means truth is worked out in every field, by what signs it may be recognized.

The universities, those which are worthy of that name, are laboratories of research; the individual does not work for himself, but for science. He does not go there principally to seek benefits for a career, technical acquirement, or diplomas which have a money value. To speak truly, the conflict here is acute. Already in the

¹ Reprinted from *School and Home Education*, Bloomington, Ill.

high schools the positive spirit had to be fought against; here the evil is worse. There is hardly a university whose philosophical faculty (in the German sense, comprising letters and science) is not flanked by a school of law, or medicine, or engineering, frequently by a veterinary or dental school. Those in a hurry abridge even their college course or skip it altogether, passing from the high school into the professional school. Everywhere in the universities influence must be brought to bear against the students rushing into bread-and-butter courses. But public sentiment reacts. University boards, State superintendents, the central bureau at Washington, are making vigorous efforts to stem the utilitarian tendency. And on the whole the disinterested taste for science is gaining ground. Twenty-nine State universities, the millions bestowed by Johns Hopkins in Baltimore, by Ezra Cornell in Ithaca, by Rockefeller in Chicago, bear witness that science has won its case with a people who, Taine believed, were destined to devote themselves eternally to sell salt beef and to worship the almighty dollar. * * *

I have not yet spoken of the education of women, and it is not the least of the things to give us cause for astonishment and reflection. In the middle of the eighteenth century less than 40 per cent of the women of New England were able to sign their names. To-day there are in colleges and universities—that is to say, in the higher institutions alone—22,297 women, or more than a quarter of the total number of students. The distinctive trait of the American system is the coeducation of the sexes. Coeducation is almost the rule in the South and West; old religious traditions still act as a check in the East. But sentiment in favor of coeducation is becoming more and more general. From the school to the university woman studies by the side of man, subjected to the same discipline, following the same programme. She gives evidence of at least equal powers of attention, intelligence, an equal degree of physical and intellectual capacity. They are neither rebuffed nor overworked, we are told. They do not want a system of instruction organized for women, emasculated and agreeable, a culture suited for ornamental plants, nor, lower and utilitarian, a culture suited for plants of the kitchen garden. They want the virile discipline which develops the human being in the plenitude of his consciousness and his will power. Nevertheless, in the higher stages, they like to have homes of their own. Colleges and universities are founded open exclusively to women, while colleges or universities open exclusively to men are becoming rare. But it is only in order to enjoy all the advantages of a college life; for self-government, individual expansion, and the activity of association can only be unrestrictedly realized by residence on the spot, a thing not possible except in their own special colleges. It is for this life in common, not for particular courses of instruction, that these female institutions are established; and Bryn Mawr in Pennsylvania is one of the model universities of the United States, equal to any other as to the plane of its studies and the value of its diplomas.

Nor have I said anything about professional instruction, commercial, agricultural, artistic, or of the education of abnormal children, or negroes, or Indians; in these fields, too, wonders in the way of initiation and adaptation have been accomplished—but I must limit myself. I note with interest that the Yankee is beginning to respect human dignity in the Indian; the unfortunate part of it is that when this respect will be universally felt the last of the Indians will have ceased to be.

I have said nothing about normal schools or normal courses, or the fact that boys are largely taught by women, which seems to be one of the excellent fruits of the civil war.

I have said nothing, finally, about university extension, or about that strange phenomenon, the Chautauqua—a summer encampment on the borders of a lake upon high terraces 450 miles from New York, and there, by the side of hotels and cottages, a philosophical lecture hall capable of containing an audience of three or four hundred; an amphitheater with a seating capacity of six or seven thousand. There a supplement of culture is given thousands of persons—everything is to be found: séances which afford diversion and serious instruction; those who attend only a day or a week, and students who attend for years. Everything is taught, but the most original feature is that people are taught to read—not to spell, but to comprehend, to study a book. A course for home reading is arranged; the course occupies four years. People having returned to their homes, the Chautauqua instruction continues. The authors to be read each year, historians, moralists, economists, are pointed out, the books lent; a magazine, local circles, direct the individual, criticise what is being read, arouse discussion. The total enrollment of readers has been 250,000, of whom 40,000 have persevered to the end of the four years. It is the university at home—methodical culture pursued in the shop or on the farm, along with the ordinary, everyday duties of life.

I pass by all this and return to the general features of the system. The two that

stand out most clearly are the constant adaptation to life, and in spite of this constant care for principles and ideals.

Nearly all the schools began by being English schools; the emigrants brought the customs of the mother country with them. We still see the English college in the American college. But before long the republican and democratic spirit made themselves felt in the system and removed it from the English type; now the German scheme of education, now French philosophy, more often local experience, altered and improved the original plan.

Absolute freedom has been the rule; noninterference of the Federal Government; limited intervention of the State, to secure free education, compulsory education, and inspection. Every city, every institution, has done about as it wished. The same causes acting, however, nearly everywhere, from out the diversity of names and methods a general system has gradually outlined itself. And it is to evolve it completely that the efforts of the most eminent educators are more and more directed. They study to reduce to a harmonious symmetry, to a rational order, this confusion of incoherent units. This desire is manifested by two tendencies already partially realized, or at least declared, to discriminate the various organs and subordinate them properly one to another. The complaint is made that the college partakes equally of the character of secondary and of higher education; that the university is not detached from the college; that the technical schools are not detached from the universities; to each organ its one appropriate function. On the other hand, it is desired to bind together these organs, to coordinate those that are on the same level, to hierarchize those that are different. Municipal, county, or State superintendencies tend to level all the schools of the same order in their jurisdiction, to establish a unity of method and of spirit.

The colleges, by their conditions for entrance, control the high schools and regulate their programmes; the universities exercise a like sway over the colleges. Associations of colleges and universities—a national educational association—tend to establish equal levels of culture in the various grades throughout the country. The reports of the Federal Bureau, by bringing all that is being done in each place to the knowledge of all, contribute effectively to this leveling, accelerate the advance toward symmetry and unity.

Last trait to be noted: The authority conceded to inspectors, administrators, directors. A single man with extensive powers and a high degree of responsibility—that is the American idea of the real way to assure the work being done and done well. "Each of the two great departments, administration and instruction," says the committee of fifteen of the National Educational Association in a recent report, "should be wholly directed by a single official who is invested with ample authority and charged with full responsibility. * * * If anything goes wrong, he should answer for it. * * * He must perfect the organization of his department and make and carry out plans to accomplish this. If he can not do this in a reasonable time, he should be superseded by one who can." Here is the secret of the progress in American education. Everybody is consulted. A single person acts, and must act, or leave.

The more we should study the organization whose large outlines I have summarily indicated, the more matter should we find for reflection. Does that mean that we should imitate the United States? Far from it. For in many points their needs are the reverse of ours. History has made the American and the French systems complementary to each other. They aim at symmetry, we suffer from it; at centralization, we are stifling under it. They wish to correct incoherence, we should like to diversify unity; they extend the power of the state, we should be tempted to restrict it. They strengthen the professional preparation of teachers. They no longer want the old type of American—good for everything, expounding anything. In teaching, as everywhere, they want specialists. With us, we have too many specialists and not enough men. In teaching, particularly, it is not professional ability that is lacking; it is soul. We are perishing from professional regularity and mechanical administration. They want Latin and dream of Greek in secondary education. We are tyrannized by Latin and Greek, and have as yet no modern or scientific courses of instruction worthy the name. In the universities they are beginning to feel the insufficiency of German erudition, of special research, of monographs and statistics; to learn of us the art of general ideas and large syntheses. We are only commencing to leave off oratorical generalities, and German discipline will for a long time to come be beneficial to us in many things.

But amid this opposition analogies are, nevertheless, noticeable. We are a democracy, and the spirit of instruction in the United States—the rousing of free inquiry, apprenticeship in self-government—is or should be the basis of our institutions and of our scholastic discipline, from the lower schools to the university. We, like the

United States, live in an industrial, practical age. We must satisfy utilitarian inclinations, economic needs, and yet save the culture of the man and the citizen. They, like us, have a mania for diplomas and a multiplicity of them, and we as well as they ought to see to it that the diploma should be the exact symbol of a real fund of knowledge and culture. More religious than we, in virtue of the protestant spirit of free inquiry, they have, nevertheless, freed the greater part of their schools of their sectarian character, and, like us, they make secular education, the formation of the critical faculty and of conscience, the basis of national morality. Their faith in the moralizing value of serious studies is more complete and more enthusiastic than ours, for no sect with them is interested in drawing up discouraging statistics.

In a word, I do not believe that there is anywhere on earth a system of instruction more unlike ours; more impossible to be transplanted on our soil. And there is none that is more instructive for us or which could serve us better as an inspiration. The same spirit, the same ideal, animates both, under contrasting systems. But it is manifest that to reach the same goal they and we must often travel in opposite directions.

REMOVAL OF AMERICAN EXHIBIT TO MANCHESTER, ENGLAND—OPINIONS OF ENGLISH CRITICS.

The technical instruction committee of the corporation of Manchester, at the instigation of Mr. J. H. Reynolds, director of the Manchester Technical School, secured the loan of the educational exhibit of the United States and had it transferred at their expense to Manchester, where it was placed on exhibition. It was visited by about 30,000 people, many cities and towns sending large delegations of teachers to examine it. The following extracts are selected from the vast number of notices which appeared in English papers relative to the material. A special catalogue of the exhibit, prepared by Mr. Reynolds, is also appended.

THE AMERICAN EDUCATIONAL EXHIBIT AT MANCHESTER.¹

By FABIAN WARE, Representative at the Paris Exhibition of the Education Committee of the British Royal Commission.

Manchester is to be congratulated on its educational zeal, or, at any rate, on its educational zealots. While the majority of English teachers were basking on the sands of their native shores during the summer holidays of last year, or hurrying through Paris on their way to Switzerland, more than one Manchester educationist was busily engaged in studying the pedagogical section of the International Exhibition. Among these sections the French was naturally by far the largest; the American was, with the possible exception of that of the Ville de Paris, the best organized and the most attractive. It must not be imagined, however, that it was for the keen educationalist a case of seeing America and dying; several other countries were undoubtedly superior in special departments to the United States. The magnificent dining room, for instance, designed, constructed, and furnished in every detail by the *Ecole des Arts Industriels* of Geneva, was a unique example of the art of exhibiting education; the large display of French technical education organized by the ministry of commerce has never been, and probably never will be, equaled; and even in our own section the old science and art department in an expiring effort brought together a collection of works from our schools of art which outrivaled anything of the sort in the American exhibit, both in organization and in individual merit.²

But the attraction of the American section for the observant student of education was not so much due to the surpassing excellence of any special departments as to the very remarkable evidence which it afforded of the compatibility of the highest educational ideals with the most vigorously democratic spirit. Though America possesses no central authority—in the European sense of the term—and although every State enjoys the most absolute freedom and independence in building up its own system of schools, we find a common purpose at work and certain fundamental

¹ From the *Journal of Education* (London), April, 1901.

² As a somewhat different opinion has been expressed in the *Journal of Education* with regard to the respective merits of the British and American display from schools of art, it is perhaps necessary for me to remark that my opinion is an unbiased one—in so far as my committee had nothing whatever to do with the organization of this part of our section—and is supported by the award of the international jury.

principles generally accepted, which we seek in vain—unless it be in Germany—in other countries. This exhibit was, in these respects, all the more interesting from the comparison which it challenged with its French surroundings. France and America are the two modern exponents of democracy based on the “rights of man.” We would expect, therefore, that each would be true to the foundations of its polity in recognizing and fostering the rights of every individual to the fullest and highest education. While the French Government, however, is every year strengthening the regulations which direct the children of the poorer classes toward technical education of a specialized type within what may be termed the secondary sphere, America still considers free secondary education needful for the development and progress of its citizens. The general absence of any technical instruction of a lower grade than that which is the crown of a sound general secondary education is the first thing that will strike the people of Manchester who visit the exhibit, and may cause greater heed to be paid to the voices raised in their midst against the cardinal error in the present educational development of England.

Although it is true that there are nearly as many systems of educational organization as there are States, one finds yet other common features in the American schools. This is not surprising when one considers the influence of the National Bureau of Education.

The work of this bureau is theoretically the same as that of the special inquiries branch of our board of education; that its authority is greater and more readily recognized is to be traced to the fact that all American teachers turn to it as the only form of a national central authority which they possess. Thanks to its ceaseless activity, all successful educational practice and every interesting experiment is registered and made the common property of all teachers in the land. This bureau is, doubtless, both a cause and a result of the great interest which is shown by the teachers of the United States in educational theory. The English visitor to their exhibit may, perhaps, think that their zeal for theory is excessive. He will certainly be struck in some cases by their very literal interpretation of the principles of Froebel, and will consider that in some schools correlation is pushed to an extreme. And yet it is impossible to deny that there is a very great advantage in knowing why, from a psychological point of view, each subject is taught and what functions may or may not be assigned to it in the whole sphere of education. In this connection the exhibit can not have quite the same value at Manchester that it had in Paris; for there Mr. Howard J. Rogers, deputy superintendent of schools for the State of New York, was unsurpassed among my colleagues for his wide knowledge of everything associated with the exhibits under his direction and for his unfailing courtesy in placing that knowledge at the disposal of all visitors. But even without his interpretation the facts alluded to must be apparent to anyone who seriously studies the different phases of school life here presented.

Among other general features, the widespread system of coeducation should be noticed. It is to be found in about two-thirds of the total number of private schools and in 65 per cent of the colleges and universities; it is the general practice in the elementary schools; and, in response to Dr. Harris's inquiries, of the 50 principal cities enumerated by the census of 1890, 4 reported separation of the sexes in high schools only, 2 reported in 1892 separation in all grades above the primary, and 6 both separate and mixed classes in all grades. Of the smaller cities, only 24 reported separate classes for boys and girls in different grades. When these figures are taken into account the large proportion of women teachers in American schools is not surprising, though it should not be forgotten that the civil war gave women a unique opportunity of proving themselves to be capable substitutes for men.

Nothing attracted greater attention in Paris than the methods of teaching drawing adopted in some of the primary and secondary schools in the United States. Not even a Rousseau could imagine a course of instruction which allows greater freedom of development to a child, and it is difficult to conceive a method which takes greater advantage, for the training of observation, of a child's natural desire to draw everything he sees. The pleasure of sending on to the American section choleric Teutons who vehemently protested against the want of “discipline” in our English brush-work exhibited in Paris may be well imagined by those who have studied the exhibit in Manchester.

It is impossible within the limits of this article to deal with even a hundredth part of the exhibits which—thanks to a series of cupboards containing a succession of vertical leaves or flaps on hinges—are to be found in the small space occupied by the American section. About one-half of this space is devoted to primary and secondary and the other half to higher education. Every type of educational institution is shown in all details of its organization and activity by means of photographs, tables of statistics, specimens of the work done by pupils, and rows of educational literature.

Repetition is at the same time carefully avoided. Each university, for instance, exhibits its work in that branch of studies for which it is particularly renowned.

The cost of the whole exhibit must have been enormous—from a rough calculation five times as much as that of ours—but then our trans-Atlantic cousins have never grudged money to education. It is with justifiable pride that Prof. N. M. Butler tells us, in his introduction to the admirable series of monographs published for free distribution in Paris, that the vast sum given in aid or endowment of education by individuals “recalls the best tradition of the princes and churchmen of the Middle Ages, but is on a vastly larger scale.” He says that “an unofficial estimate of the amount given by individuals during the year 1899 for universities, colleges, schools, and libraries is over \$70,000,000.” Evidently some good follows in the “trail of the trust.” It is to be hoped that this beautiful exhibit will encourage English teachers to take a greater interest in the educational achievements of all Anglo-Saxons across the seas. Manchester, in bringing the mountain to Mahomet, has shown commendable tact and energy.

NOTIONS OF TEACHING FROM AMERICA—AN INTERESTING EXHIBITION.¹

From a correspondent.

In securing a loan of the exhibits sent by the American Government to the Paris exhibition the corporation of Manchester has done a distinct service to the cause of education, and the opportunity thus provided of seeing these exhibits is one which should not be neglected. They are on view in the new Central School, Whitworth street (close to London road station), and there is no charge for admission. Here we have a large number of specimens of the best work done under the best teachers in a go-ahead country, which has about half a million teachers at work. And the first impression forced on one is that the nation that produced these exhibits is a nation that values education for its own sake. Buildings, apparatus, results, all are alike worthy of a nation that spends more on education than on munitions of war.

The exhibits are at once manifold and varied. They represent all grades and all sides of education. One can begin with kindergarten and end with the university, for the course ranges from the making of mud pies (clay modeling) to the resolution of nebulae. Educational ideals, educational methods, educational development, school government, and school architecture all are dealt with.

The exhibits are of many kinds and are arranged in different ways. Some of the children's written work is bound in stout volumes, some is in large portfolios; a great deal of it is mounted on cardboard panels, set in a hinged framework, which fits in a kind of cupboard. On the outer panel, which when shut is fastened with a spring latch, is the name of the school and other particulars. On the inner ones are the exhibits sent by the school. The arrangement is an admirable one, both for purposes of exhibition and also for keeping the exhibits clean, especially for the latter, as the cupboards when closed are practically dust proof, and it is never necessary to touch the exhibits when examining them.

There is a variety and freshness about the work which shows that American teachers work in an atmosphere of freedom which has hitherto been unknown in English schools. And looking to the higher grades and the rapidity with which America has advanced as an industrial nation during recent years, there can be no doubt that she has been wise in encouraging initiative on the part of her teachers. Here in England our teachers have been code bound—swathed in red tape for over forty years. At last our education department has recognized the folly of this course and has appealed to its teachers to strike out on fresh lines. But the habits and customs of forty years can not be shaken off in a day, and unless school boards and other managers encourage their teachers to get back to first principles the fullest possible benefit will not be got from the departure. In view of this change the American exhibits come most opportunely, for we can conceive of nothing which would better aid a teacher or a manager than a visit to this exhibition at this juncture.

By this we do not mean to say that the American work is in all respects superior to what is done in England; but if we are to profit from it our object should be to find the points in which it is superior and endeavor to assimilate these.

Confining ourselves to the primary work, for it is impossible to deal with all even in a general way, we would say that the American methods are more natural. American teachers do not endeavor to get little children to produce carefully finished work in the early stages.

¹ From the Sheffield (England) Telegram, February 28, 1901.

They are content with promise, and in this they are wise. A comparison, as regards style, between the writing done by an English child in Standard I, and an American child at the same stage would be all in favor of the English child. But the results at subsequent stages do not prove the superiority of our English method. In fact, our method is wrong, for it is unnatural to expect such accuracy from children at so early an age. In drawing this difference in the two systems is most marked. Indeed, a great deal of what is taught as drawing in our schools is conspicuous by its absence. From the beginning children are allowed to draw "things." Sheet after sheet in the folios and panels are covered with crude drawings of cats, dogs, etc., just the sort of thing that we have been in the habit of thrashing our lads for doing on the sly. It is possible that this has been carried to excess, but subsequent results show that here again the Americans are on the right track, for, as Ruskin has recommended, they have endeavored to make drawing a means of obtaining and communicating knowledge. Ruskin says "he who can accurately represent the form of an object and match its color has unquestionably a power of notation and description greater in most instances than that of words; and this science of notation ought to be simply regarded as that which is concerned with the record of form, just as arithmetic is concerned with the record of number."

This is the principle the Americans have endeavored to carry out. In all descriptive essays sketches are introduced wherever possible, as a means of communicating knowledge. This admirable feature is, we believe, almost unknown in English schools. In fact one great difference between the two systems is that the American system is more graphic throughout.

In arithmetic this method is largely employed. But before dealing with that we should like to say that we believe that this subject is about the worst taught of any in our schools; although "a nation of shopkeepers," we have a clumsy antiquated system of weights and measures, which severely handicaps us in foreign trade and throws burdens on our school lads that are "grievous to be borne." Again, the exercises worked in our schools are in the main of an impracticable nature. And, last of all, the arrangement of the work for teaching purposes is educationally unsound. The work has been divided into a number of "water-tight compartments," in the most mechanical manner. The work of later years is not based on that which has gone before, and there is no provision for proper revision of work. To a considerable extent the Americans share these disadvantages with us, but in some directions they have made distinct progress.

And the chief advance is in the graphic methods of working they employ, especially in the early stages. For example, the following problem was given: How many square feet are there in a board 8 feet long by 2 feet broad?

In each case this was solved by drawing a rectangle (to scale) 8 by 2 feet, dividing it off into spaces each representing 1 square foot, and reasoning from the diagram. There are 2 rows, each containing 8 square feet; therefore the number of square feet in the rectangle is 16 square feet. This method of explanation is, we know, common in English schools, but we do not believe it is the custom to make lads employ it in the solution of problems.

Another characteristic feature of the American system is the general adoption of Herbart's system of correlating subjects. The object of this is to give the pupils a good, serviceable grip of facts without wearisome repetition, and it is worked somewhat as follows: Suppose the object is to give the children a general idea of the parts of a plant and their various functions. First of all an object lesson on the plant would be given. Next, the children would make a colored drawing of it. And, last of all, they would be asked to write a description of it in simple language. It will be evident to all that this is an exceedingly interesting and educative way of treating the subject. Each step calls different faculties into play. The subject never loses its freshness, and the interest never flags. Some of our best English schools have employed this method for a good many years with great success, but the system is far from being as general as it is in America.

Space forbids us to go into further details, but we trust we have said enough to induce a large number of local educationists to visit the exhibition.

It will be open till the 9th of March, but we would advise visitors to keep off Saturday, if possible, as the rooms on that day are crowded with teachers and others who are unable to go during the week.

THE AMERICAN EDUCATIONAL EXHIBIT—THE PRIMARY GRADES.¹

By H. T. MARK.

There is so much to see in the vivid presentation of life in the American school which is now open to the public in Whitworth street that intending visitors will probably be glad of a further word by way of brief general introduction to the contents of the spacious room devoted to the exhibit in the new central board schools. Probably, as the American schools differ so widely in many ways, both in teaching method and in what in England is called "discipline," from our own, a few general characteristics may be indicated at the outset. Individuality is the aim of the whole of the school life and work. Coercion of unwilling learners is almost unknown. The school work is the child's willing expression of himself; the school life is part and parcel of his own natural life, which it supplements, enlarges, and interprets. Two factors concur to this end—the educator's interest in the child and the child's interest in what he is set to do. These two forces naturally merge into each other, and are part of what is spoken of further on as the American spirit in education. Out of the educator's interest in and study of the child springs a course of study which, at any rate in the earliest years of school experience, meets the child half way and ministers to the forms of intellectual hunger which manifest themselves between the ages of 5 and 10. It is here that the educational revival of the last twenty-five years, which is commonly spoken of in America, has its completest expression. In the kindergarten between the ages of 4 and 6 and in the primary grades of the next four years (neglecting local variations) the aptitudes and ability of the child, intellectual, moral, and social, are the prime consideration. As a result we find love of color, love of story and of picture, frank self-expression (which the schools especially encourage), interest in nature, and concrete ways of approaching abstract and formal subjects marking the entire work of the primary-grade pupils. The great moral features are the beauty-loving and the free. One is tempted to illustrate these points from actual observation, but in this place one must refer rather to the exhibit, which, indeed, in spite of the fact that one ship containing valuable sections was lost on the way from New York to Europe, is more than ample for the purpose. Liberty is to be looked for everywhere as the dominant feature of the children's work; color and illustration of various kinds are the second striking feature of the work in these departments of the school. The very practical question will be asked, Does not the elaborate brush and pencil work adorning compositions, and even examples in arithmetic—an instance of the excessive use of a good thing—take up a large amount of valuable school time? It would if it took up the teacher's time or left it unoccupied with more valuable forms of energy, but this is not the case. Each grade under its single teacher is, practically everywhere throughout the primary departments, divided into two sections, taking desk work and oral work alternately. Roughly speaking, therefore, half of the school time of the scholar is taken up at the desk in work relating to his oral or class work, and of the nature of practical exercises upon it. This "seat work" or "desk work" or "busy work," as it is variously called, is what is shown in the cases. The exhibit might in this sense be said to show what the children can do for themselves without the teacher's guidance, as a result of the work done during alternate intervals with the teacher, and also, in part, as a result of the child's own intent pursuit of his task. The businesslike bearing of the children in the average American schoolroom, quite as much in the primary grades as in the high school itself, is one of the most noticeable characteristics. At once one feels that the school life is not primarily the teacher's business, but the child's. Making the necessary allowance for inevitable exceptions the American child does not go to school to be "disciplined" but to learn; the home is behind the school in this respect, but most potent of all is the course of study and its fitness for the child. Formal, exact, "finnick" work, abstract process, and mass of detail are withheld. Child study has at least done this for the American boy and girl in the first ten years of their school life. Whether it has done too much for the child from ten or twelve or fourteen is another question not needing to be discussed here. The influence of the kindergarten, with its rapidly increasing army of over 200,000 pupils (it was estimated upon reliable evidence to stand above that figure in 1898), accounts for much of the improvement in primary-grade work, following as it did upon Horace Mann's propaganda of Pestalozzianism. But there is something deeper than that—more vital, more national. The American spirit began to declare itself in educational matters, and its first spokesman was Francis W. Parker, a combination of American shrewdness and Pestalozzian enthusiasm. Mr. Parker had been a colonel in the army of the North, and having directed

¹From the Manchester (England) Guardian, February 5, 1901.

his energies to education, became superintendent of schools in the town of Quincy, Mass., near Boston. The American feeling is intensely democratic and liberty-loving. Hence the system of student government which is described in the Bryn Mawr exhibit, and which is one of the best elements, from an American point of view, in American education.

The samples presented in the various cases and bound volumes and portfolios are no exaggeration of American school work. More striking pieces of work are to be seen exhibited on the stairs and along the corridors as well as in the interior of the classrooms of American schools even than those here shown. By way of actual guide to the contents of the cases perhaps one might suggest a first visit to cases 49, 50, and 51, which represent the work done in the Washington schools. The exhibit consists of a large number of photographs of school interiors with the classes represented at their work. The pictures are in themselves works of art, and were prepared without consideration of expense—as the writer knows, having purchased duplicates of some of them when in Washington. Nature-study is the center of correlation round which all the work circles more or less in the Washington schools. This should be noted, as in most cities literature is the center. To one point in the Washington exhibit special attention should be given. Manual training is carried right through the school system, from the kindergarten to the high schools. One by no means trivial testimony to the value of this plan arose out of the pressure put upon certain workshops at the time of the Spanish war. Youths from the Washington high schools were drafted off into the workshops, and not only proved their efficiency but soon equaled the workshop mechanics in their earnings.

With reference to the kindergarten exhibits, readers should be reminded that there is no formal work in the "three R's" in the American kindergarten or infant school. The whole programme consists of the opening exercises, gifts, occupations, games, (with and without music), and nature-work. Actual gardens are cultivated by the children under the school walls, not only in such favored and open cities as Washington but in Chicago, if only the school is far enough from the actual center of population for this to be possible. The large gifts, wool work on simple wooden frames rather than the fine paper weaving, exercises in threading stout colored cords, as preparatory to the kindergarten sewing, will be observed as exemplifying the tendency to begin with the large and relatively easy. In the primary grades pictures of Washington and other school children at work show them standing at the wall slate in their first attempts at writing for a similar reason; the large muscles are first developed, and their use is easier and more natural to the child. Interest in the objects made or represented and in the topics written about is always kept as keen as possible by careful choice of objects and topics. The language work in the primary grade exhibits shows instances of first-grade children having brought to school a stem of real wild strawberry blossom or some other flower, which they mount upon the paper used for such compositions as "The wild strawberry blossom is sweet." If the English visitor thinks that a child within his first year of formal work, whether reading or writing, should not attempt such words as "strawberry" and "blossom," the answer of one of the most successful American teachers, whose school figures in the Chicago exhibit, would be, "Children learn the big words most easily." In this school children were seen in their first week at school "reading"—and is not visualizing symbols correctly reading?—"Hiawatha was the grandson of Nokomis," having pictures of the two as their chief guide. "Big-sea-water" was a word of delight to them, easy because so big. In arithmetic some equally original work is shown from Chicago and other places. Ratios and fractions, by the actual comparison of magnitude and the cutting and pasting of colored papers representing definite ratios are acquired almost from the first. The relation of magnitudes is held to be less abstract than the manipulation of symbols, the "sums" of ordinary arithmetic. This will explain some of the sheets being described as "Arithmetic, first grade," which look at first like exercises in free paper cutting.

"What are the vacation schools?" is one of the first questions to be asked. They arise out of local conditions and needs. The intense heat of summer makes a vacation of ten weeks a practical necessity; yet for the children of the slums this is a terrible opportunity of forgetting all they have learned at school and acquiring much that they will never unlearn. Hence "schools" are opened; but what are really opened are the "playgrounds," with indoor exercises and occupations, if the weather makes them necessary. The nature of the work done, which is really an extension of kindergarten life and principles for children of all ages, is sufficiently shown in the exhibits. Newark, N. J. (cases 8 and 26), is especially typical of what American educators call the "new education," referring to the movements of the last twenty-five years. The farther one goes west, the more pronounced is the freedom in school work and the expression of individuality by its means. As illustrating this, the exhibit from

Denver, Colo., should not be missed. In general, it may be said that each city retains its own individuality, which the schools, in a measure, reflect; but at the same time this very freedom of initiative leads to a fairly identifiable uniformity. When one city has a reputation for the best, others are eager to study its methods, and, if approved, to follow them. On the one hand, therefore, there is every freedom to experiment; on the other hand, there is, what every visitor to American schools gratefully acknowledges, a perfect freemasonry among educators. The best is freely shown and freely copied. In this spirit, as Alderman Hoy said at the opening of the exhibit, the loan was gladly made to Manchester. The exhibit was only got together with a view to making a matter of common knowledge any features of American education which may be worthy of imitation. As a last word, many visitors will be interested in the reports of the city boards of education, of which there is a collection on the left hand as one enters. Those of New York State (1898), of Cleveland, and of Sioux City are good examples.

THE AMERICAN EDUCATIONAL EXHIBIT—WOMEN'S EDUCATION IN AMERICA.¹

By SARA A. BURSTALL.²

Sir John Gorst in his recent speech reminded us that in the United States "every boy or girl had his or her natural gifts and qualifications developed, and developed in the same way and by the same general methods." In examining the exhibit shown at the Whitworth street central schools it is, therefore, not altogether easy to separate the parts bearing on girls' education from the whole mass—the complete representation of a system in which for many years women and girls have had equal opportunities with their brothers. According to the monograph on this subject, prepared for the Paris Exposition, these free opportunities have influenced the American people for nearly two-thirds of a century, and to the better education of the mothers of the poorer classes thus provided may be attributed much of the extraordinary industrial progress of the United States. The coeducation of boys and girls, all but universal in the primary schools and public secondary schools (except in a few Eastern cities), has made this equality absolute; the numerous photographs in the exhibition showing young people working together at all stages, from the kindergarten to the last years of the high-school course, bring home to the untraveled English people how natural, simple, and delightful this plan is under American social conditions. * * *

In secondary or high schools the preponderance of girls is marked. In 1898 they formed 55.5 per cent of all such pupils. In public secondary schools, according to the exhibit diagram, there are 260,000 girls as against 190,000 boys. Girls also stay later; 13 per cent finish the course—or graduate, as it is called—compared with 10 per cent of boys. It follows that in a high-school classroom for pupils of 17 or 18 years of age the girls considerably outnumber the boys. (See case 46.) The explanation is to be found in the fact that to women in America falls the responsibility of supporting the standard of culture, as indeed their natural position in the home might require; they are generally better educated than the men, whose horizon is too often bounded by the limits of the money market or the exchange. There are signs even in England that the stress of industrial competition may ere long bring about a state of affairs in this country also when a liberal education in the humanities will be the privilege of the noncombatant sex. That such is already the case with our cousins beyond the seas is shown in the diagrams above case 47 in C of statistics of studies in high schools. Many more girls than boys take Latin, history, and literature; the college statistics (case 72 and *passim*) tell the same story, as indeed do the records of our English university colleges. The colored diagram on the outside screen of case 41, showing in colors the relative numbers taking different studies, is misleading, for it makes no allowance for the fact that so small a percentage of the pupils finish the high-school course; the characteristic studies of the first-year programmes, Latin and algebra, necessarily predominate more than they should. We may remark that high-school work in America is arranged in courses corresponding to classical and modern sides. Girls as a rule choose the classical or the English course, the latter generally when preparing for the normal school. Each includes a certain amount of modern languages, and of late years some physics; history, English, and mathe-

¹From the Manchester Guardian, February 18, 1901.

²Miss Sara A. Burstall, head mistress of the Manchester High School of Girls. One of the five women appointed by the Gilchrist trustees to visit the United States in 1893 to report on the education of girls in this country.—A. T. S.

matics are compulsory in all courses, just as they are for the Victoria preliminary examination. * * *

It is nearly true to say that American schools care little for results, in the sense of positive masses of accurate ordered information. What they seek is the development of individuality, faculty, power; and the final product as shown in their social, industrial, and intellectual life as a nation is the real test to them of the value of their educational system. Those who know, for example, the social charm of their cultivated women, the excellence of the post-graduate work in some of their universities, or the practical success of their methods of training engineers are well aware how much can be said for the American ideal as against that which has so long prevailed in England.

The higher education of women in colleges and universities is very fully treated in the exhibit now at Whitworth street. Not only are there pictures and records from separate colleges, coeducational and other, but there is also a valuable section (case 72) organized by a characteristic American society, the Association of Collegiate Alumnae, which was founded in 1882 for practical educational work. The statistical tables, displayed for the most part by graphic methods, and therefore intelligible at a glance, show the extraordinary increase in the number of students during the last generation, and the greater proportional increase in coeducational colleges. To Manchester people, proud of their own coeducational university college, this fact has its own special interest. Endowments for women have also increased enormously. There are in the United States four separate colleges for women which stand out above all the others—Vassar, Wellesley, Smith, and Bryn Mawr. All are well represented in the exhibit, and by some little study of the photographs in Section E it is easy to get a very fair idea of what life and work are in these colleges. All have been founded by private benevolence, and all possess land, buildings, and endowments on a scale resembling those of Trinity or Christ Church rather than of Girton or Newnham. Vassar is the oldest, founded in 1865 in a delightful country district in the Hudson Valley, an easy train journey from New York. Its splendor and stateliness, its wealth and beauty fitly correspond with its nearness to the greatest and richest city in the New World. The buildings, which accommodate 600 students, some in large residential halls, some in smaller cottages, are scattered over an extensive park like that of some old English estate; the students have exceptional opportunities for outdoor exercises and enjoyment, and the visitor thus carries away an impression of the freedom, health, and delight of social life at Vassar. Wellesley, in New England, not far from Boston, has an austere charm of its own, with its halls and buildings in the clearings of a virgin forest, near the shores of Lake Waban, where the girls boat regularly, as may be seen in the pictures of case 64. It now has about 700 students, and resembles in style and numbers Smith, another New England college, in a lovely woodland region at Northampton, Mass. Case 78 is devoted to illustrations, etc., of Wellesley. The graduates of these two New England colleges supply a large proportion of the best secondary teachers in the Eastern States. Bryn Mawr, the youngest of the four, has its own character; advanced scholarship, a high standard both of entrance and degree work, and the special development of post-graduate work are its differentia. As regards the last point, it has been the pioneer of women's colleges, and has set an example which Newnham, Girton, and Somerville are endeavoring to follow, so far as their scanty means will permit. The Bryn Mawr exhibit, case No. 80, at the extreme right of the hall, gives elaborate details and copies of the official publications of the members of the faculty and of students; these afford clear proof of the distinguished success which this young college has already achieved. Since its opening in 1885 it has appointed 96 resident fellows, 9 of whom have been English college women, 4 from each of the Cambridge colleges. At one time, indeed, it was the only place where such students could do advanced work after their Cambridge course. Of these 96 fellows, 18 are now engaged in post-graduate study, 30 in college teaching, and 26 in school teaching. The Bryn Mawr pictures show the characteristic American college system of buildings—no quadrangle, but detached halls in and around the "campus," as the park or grounds is called. The 300 students live in several separate houses, smaller dwellings being considered more restful for the girls. Here, too, games and physical training have been provided for, though in this respect it is the English colleges that have set the example.

The coeducational colleges appear in the general university exhibit. Chief among them are Radeliffe, Barnard, Michigan, and Chicago. The first of these is called the American Girton, connected as it is with Harvard, the American Cambridge. Barnard is an annex of Columbia, the metropolitan university of New York. Michigan and Chicago are true types of coeducational universities as we know them in Manchester, Birmingham, and Wales. The former was the first to open its doors to women. It is a typical Western seat of learning, supported out of public funds

and governed by regents appointed by the State. It, too, gives the visitor a happy impression of the combination of simplicity and freedom with study. Chicago, on the other hand, is modern, rich, and splendid in buildings and endowments, unconnected with the State, and devoted especially to advanced post-graduate study. It is intended to be one of the greatest universities in the world, and its progress has been as rapid as that of the city whose name it bears. Theology and Semitic studies receive particular encouragement, and English women go to the university, as to Bryn Mawr, for higher study after finishing their college course here. Its own exhibit, case 65 and section 77, must appeal with peculiar force to citizens of a great British center of commerce and industry, whose university college has also been created and endowed by the munificence of private individuals, and we may contrast with interest its stately range of buildings with those of the Owens College. It remains but to notice illustrations of the university extension and summer school movements, and of recreative classes and social settlements in America. These are to be found in case 103, and several have special relation to women. There is also a noteworthy portfolio showing the work of college women for the home, accompanied by an explanatory pamphlet issued by the Association of Collegiate Alumnae. This shows clearly the reaction of women's higher education on women's peculiar sphere of domestic duty, and proves what the advocates of this great reform of the Victorian era have always declared—namely, that education would make women better wives and mothers and housekeepers, and that no degree of culture was too high for the future makers of the home. "There is nothing to fear, but rather everything to hope, from the education of American women as to the stability of the American home, since the satisfactory solution of home problems is likely to come through it." And that this may be so in England we are already beginning to perceive in the concern shown by college women for household and technical home training and for practical investigation in social economics, as well as in their devotion to the problems of child study and upbringing in their own nurseries.

There are many lessons, as the vice-president of the board of education reminded us, which can be learned by English people from this exhibit. Those which he formulated—namely, the worth of an "all round" liberal education and the importance of nature-study—are perhaps aptest for a South Lancashire audience. Both concern women whose education in the past, and in some cases even in the present, has been limited to the technical preparation for their household duties, and who, when they did come to school, have often been crushed and overpowered with a too bookish and academic type of mental training out of all living relation to nature. But we venture to suggest that there is a more important lesson still to be derived from the exhibit, and one that all English people sorely need to learn; that is, a sincere and vital belief in the power and influence of education, combined with a determination to allow that influence and that power all the scope which the most unstinted use of public and private resources can secure for them.

AMERICAN EDUCATION—LINGTON MASTERS AND THE EXHIBITION.¹

The head masters of the science and art schools at Lington have presented interesting reports upon their visit to the United States education exhibit at Manchester. Mr. George George, of the Science School, says the system, unlike that in existence in England, does not consist of "two ends with no middle." The work done in the American kindergarten schools by children from 3 years to 5 years of age, and in the primary schools by those from 5 years to 8 years he considers of a very high educational character, in that the powers of observation, reasoning, and originality are constantly being developed. In the elementary or grammar schools, where the pupils are from 8 to 13 years of age, he was gratified to find that our work here bears a strong resemblance to that in the American schools. At Lington, he maintains, they are much more up to date at the high school in the teaching of French. In drawing and manual training the Americans are far in advance of us, and the same applies to English composition. In this connection we may quote from the annual report of the technical instruction committee of the county council recently noticed in the *Courier*. Speaking of the North Staffordshire mining classes, the lecturer and examiner says: "For some reason or other the subject I find exceptionally weak in this district is English." Again, in the same report, the instructor in pottery and porcelain manufacture says: "The remarkable and regrettable deficiency of elementary knowledge of arithmetic and the English language has been very marked in the

¹ From the Manchester (England) *Guardian*, April 4, 1901.

cases of many students in the preliminary grade." Mr. George considers America far behind us in science teaching of pupils from 13 to 17 years of age. Chemistry and physics, he says, are taught in an antiquated and scrappy manner. In mathematics, composition, geography, and history, however, America leads the way. He was surprised to find the large amount of time devoted to Latin compared with that given to experimental science. On the whole, he admits the superiority of the United States educational system, due to its continuity and the fact that no expense is spared upon buildings or equipment. A feature of especial interest in the American system is that in over 80 per cent of the schools boys and girls are educated side by side. Mr. W. Morse, the Longton art master, points out the advantage the Americans have in the fact that one grade of school leads to another. They also realize that it is thought in drawing that counts. They do not make servile copies, but learn to observe facts. Even in the kindergarten schools they draw from a cast or living objects, also from memory, to cultivate the power of observation. Drawing enters more into the ordinary work than it does here. They are not so good in design as we are. In the normal schools, where the work is similar to that required for our art teachers' certificates, Mr. Morse considers the standard far below ours. After all, the comparisons drawn by these two experts will not be altogether discouraging to Longton educationists.

THE EDUCATIONAL EXHIBIT OF THE UNITED STATES OF AMERICA AT THE PARIS EXHIBITION OF 1900.

By Mr. J. H. REYNOLDS, Director of Technical Instruction, Manchester.

The technical instruction committee of the city council of Manchester having received from its chairman and director highly favorable reports of the great intrinsic merits of the educational exhibit of the United States, and being persuaded that its display in this district would prove of the greatest possible interest and stimulus to the intelligent public, and especially to all who are engaged in the work of education, publicly or privately, of whatever grade, either as administrators or as teachers, entered into negotiations with the United States Commission in Paris with a view to obtain its sanction for the removal of the exhibit for a limited time to Manchester.

The application of the committee was most cordially entertained, and the various contributors gladly gave their permission for their respective exhibits to be included in the display.

The aims of the French authorities.—It may be interesting to set forth the aims the French authorities had in view in the arrangements they made for an adequate display of the educational means, methods, and resources of the great, and some of the less important, nations of the world. In the first place they "recognized more fully than ever before the educational possibilities of a great international display, and the existence of an intimate relation between the growth of educational systems and the increase of commercial and industrial prosperity," and they gave emphasis to the view by placing it first among the great groups into which the classification of the Exposition was divided. Moreover, this prominent position was conceded and assigned to education because, as the French commissioner-general stated, "Through education and instruction man enters into life, and because they are also the source of all progress."

The view of the French commissioners with respect to education in the United States.—The French commissioners were especially anxious that the United States should spare no effort to make its exhibit full and effective, since they regarded the systems of education there prevailing as more practical than those of any other country, and well worth the close study of the French educational authorities with a view to the adoption of any methods which seemed suitable to the genius and educational needs and aims of the French people.

The display by the United States.—It may be stated without invidiousness that no nation, other than France herself, made so fine a display as did that of the United States. The space occupied by the States was about 3,100 square feet, but this limitation, narrow as it was, was probably the chief cause of the efficiency of the display; since having regard to the vast area of the country and its diverse conditions of climate, people, industry, and social needs, the advisory committee were obliged to make a close study of the best methods of securing an exhibit which should adequately reflect the state of education in all its grades and variety.

The policy adopted by the commission.—The comparatively small space assigned to so large a territory as the United States, with its complex educational problems

and novel educational experiments, and with its numerous institutions munificently founded and supported by private and public endowment, compelled the adoption of a clearly defined if limited scheme. There was no space for repetitions and none for a retrospective display.

The exhibit is therefore of education as it exists in the States to-day. It is, moreover, distinctly national, and individual States find no recognition as such. Its purpose is to represent the best work and the ripest methods, no matter whence their source, within the limit of the United States.

With a view to secure an effective exhibit, an advisory committee was appointed by the National Educational Association under the general control of the United States Commission, comprised of the chief educational authorities of the Republic, public and private, including State and city superintendents of education, representatives of colleges and universities, private and denominational schools, normal schools, libraries, special classes, and the arts.

The executive arrangements were assigned to a committee of five, with Mr. Howard J. Rogers, deputy superintendent of education of the State of New York, as director, who has admirably fulfilled the duties intrusted to him.

A clearly defined scheme was formulated, in the accomplishment of which the most willing assistance has been given by every educational organization appealed to, whether that of a college or university or of the educational executive of a great city. All alike have been animated with the purpose of exhibiting as faithfully as possible the school and college system of the nation as a whole. "If you will tell us what you need, or what you want from us in any department of the university, we will prepare it for you, whether it is much or little," said the president of a prominent Eastern university. All who were appealed to met the requirements of the commission in the same patriotic spirit, with the result that there has been got together a quite unique exhibit which in small compass reflects the educational conditions and achievements of a great nation, and at the same time, in consequence of its carefully systematized arrangements, permits of exact and fruitful study.

The field covered by the exhibit.—The number of exhibitors was 252, covering the whole field of education, comprising (1) elementary education, including kindergartens, elementary schools, and elementary courses for adults; (2) schools for defectives, and for negroes and Indians; (3) the various departments of secondary education, including general, industrial, and commercial education; (4) trade schools; (5) higher education, including colleges, universities, and professional schools.

Methods employed to display the exhibit.—The means employed to bring before the eye an effective representation of the conditions and results of education in the various institutions, cities, and States selected is:

First. By an admirable system of statistics, charts, and graphic diagrams and tables.

Second. By the effective use of photography in displaying school and college architecture, interior and exterior, giving at a glance the liberality of the provision made in buildings, in furniture, and in equipment, and also giving the opportunity of studying the personnel of teachers and pupils. Photography is also largely used to display the methods of teaching employed and the results achieved.

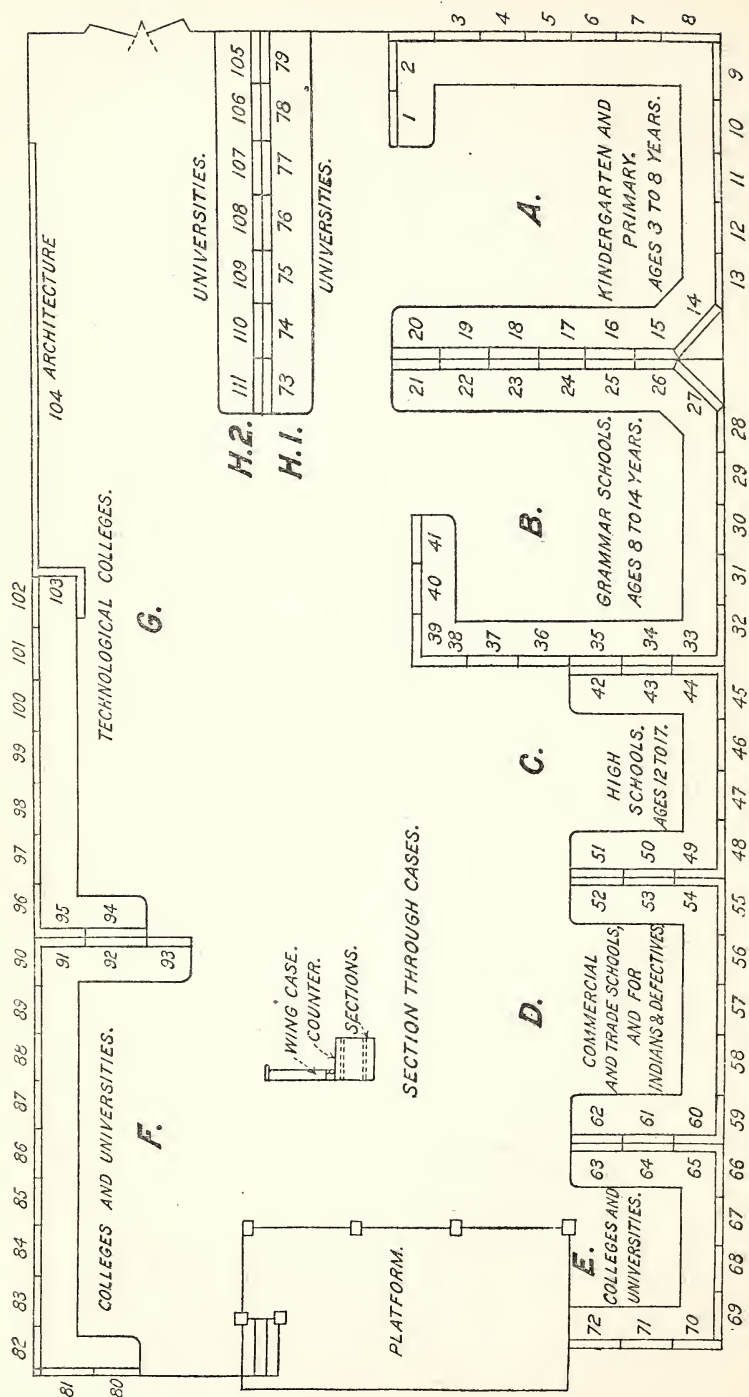
Third. By a display of students' work in all grades.

Fourth. By an admirable series of nineteen monographs (which have been freely circulated) upon various educational topics, prepared by experts under the general editorship of Dr. Nicholas Murray Butler, of Columbia University, New York, in which a complete résumé of the educational conditions of the United States at the end of the nineteenth century is given.

States, cities, and institutions contributing.—The elementary and secondary educational work has been chiefly contributed by the following eight cities: Boston, New York, Newark, Albany, Chicago, St. Louis, Omaha, and Denver, thus reflecting the educational conditions both East and West, and by the two important States of New York and Massachusetts.

Other localities have contributed exhibits of a special character, but the systematic, continuous development of elementary and secondary education in the States depends chiefly upon the above-named cities and States.

Character of the contributions.—In the field of higher education the national rather than the institutional standpoint has been accepted, and in consequence the exhibit has been arranged by subjects—the various institutions loyally responding to the wish of the advisory committee in this respect. Thus, for example, Harvard contributes exhibits in astronomy; the University of Pennsylvania in archæology; Johns Hopkins in physics and biology; Chicago and Columbia in language and literature; Wellesley in psychology; Bryn Mawr and Princeton in graduate work; Wisconsin in history; Yale in paleontology; Cornell and the Massachusetts Institute of Technology in engineering and architecture.



GENERAL PLAN OF EXHIBIT.

Half the entire space is given to elementary and secondary education and half to higher education. Of the former, 5 per cent is assigned to kindergarten work.

The striking success of the exhibition is well indicated by the fact that the international jury have awarded to it 43 "grands prix," 63 gold medals, 40 silver medals, 18 bronze medals, and 9 "honorable mentions."

Opening of the exhibition in Manchester.—The exhibition will be formally opened by Alderman James Hoy, chairman of the technical instruction committee, on Tuesday, the 29th of January, in the Central Higher Grade Board School, Whitworth street (kindly lent for the occasion by the Manchester school board), and from that date forward will be open each day from 10 a. m. until 9 p. m. until the end of February, and possibly for a longer time if the public interest be maintained.

The technical instruction committee of the city freely invite all who are interested in education to take advantage of the opportunity to study this fine and well-arranged exhibit. It has been collected under the profound conviction that such a school system as is here illustrated has most materially assisted in producing a type of citizen self-reliant and well equipped, able to aid the nation in every emergency, and to demonstrate that the existence of such is not the fortune of chance conditions, but the inevitable result of free institutions wisely directed.

From this point of view, and having regard to the heavy responsibilities which rest upon this nation for the due training and education of its future citizens in order to meet the growing stress of competition in all the activities of life, it is earnestly to be hoped that such inspiration as the exhibit can give will not fail of its effect.

Prefatory statement and catalogue.—With the purpose of enabling visitors to grasp the significance of this finely conceived and well-arranged display of the educational resources of the United States and to assist those who are directly interested in certain features of it, it has been deemed desirable to indicate briefly the plan upon which it is laid out and the location of the chief exhibits.

A uniform scheme of arrangement is at once evident from the block plan which accompanies the catalogue, by means of which the gradual advance from the kindergarten to the university can be readily followed.

The exhibit is arranged in departments as follows, beginning on the left hand of the room: (a) The kindergarten covering the ages from 3 to 5, and the primary, the ages from 5 to 8. (b) The grammar-school grade (corresponding with our lower primary or elementary), ages from 8 to 13. (c) The high-school grade, ages from 13 to 17. (d) The commercial and industrial (trade) schools; the national schools for defectives (the deaf, dumb, and blind); schools for Indians. (e) The colleges and universities (general). (f) The colleges and universities (special). (g) The medical schools and the technological high schools; university extension; architecture. (h) The colleges and universities: (1) pedagogical instruction; (2) special research and publication work of the universities.

The exhibits are arranged in what may be described as winged cases, numbered consecutively from 1 to 111, containing light frames opening like the leaves of a book and showing on each side charts, drawings, samples of work, photographs of the exterior and interior of educational buildings; showing also the equipment of the class rooms and laboratories, and pupils and students at work. These rest on counters with glass cases containing models and other examples of students' work, while in the space or sections underneath are stored numerous portfolios and volumes corresponding to the case exhibits but giving a fuller exposition of each class or section.

The attention of visitors desiring to give close study to particular departments is specially directed to these more abundant sources of information, while all who visit the exhibition are enjoined to take note of the fact that up to and including the high-school grades the instruction is free, and in some States the higher and the university instruction is also free or at quite nominal fees. The evening instruction in many of the large cities is also free. The school architecture and the fine equipment of the class rooms, laboratories, and workshops in the schools are specially worthy of note, while the large provision of appliances of the most efficient character for technological and art instruction and the great number of day students participating in it demands close attention.

The important question of the coeducation of the sexes receives abundant and marked illustration in the exhibit, and invites thoughtful consideration.

The remarkable and striking series of statistical charts distributed on the walls, in which is set forth in figures and diagrams the progress of education in all departments in the United States, deserves the most serious study.

The numbers in the catalogue correspond with those on the winged cases and strictly follow the order indicated in the foregoing paragraphs.

DEPARTMENT A.

1. Kindergarten schools; 3 to 5 years of age.

Number.	Description.
1 Case	Photographs and samples of work from Boston, Mass.
2 Case	Photographs and samples of work from Rochester, N. Y., and Newark, N. J.
3 Case	Kindergarten material and school aids by the Milton Bradley Manufacturing Company, Springfield, Mass.
Counter.	Cases of kindergarten material.
Section .	6 portfolios of kindergarten work from Boston. 5 portfolios of kindergarten work. 2 portfolios of kindergarten work from Chicago.

2. Primary schools; 5 to 8 years of age.

4 Case	Photographs and specimens of work from Boston.
Section .	15 portfolios of pupils' work from Boston. First to fourth grade.
5 Case	Photographs and specimens of work from Boston.
Section .	3 portfolios and 14 volumes of work of pupils. First to fourth grade.
6 Case	Photographs and specimens of work from the public State schools of Massachusetts.
Section .	6 portfolios and 15 volumes of work of the first to fourth grades.
7 Case	Example of work from the public State schools of Massachusetts.
Section .	15 volumes of specimens of the work of the public schools of New Jersey. First to fourth grades.
5, 6, 7 Sections.	Reports of the board of education of the State of Massachusetts.
8 Case	Photographs and specimens of work of the public schools of the State of New Jersey. First to second year.
9 Case	Photographs and specimens of work from Albany, N. Y.
Section .	8 volumes of photographs and specimens of work from Albany. First to fourth grade.
10 Case	Photographs and work from the sewing classes in the public schools of New York City.
Counter.	Examples of work as above.
	10 portfolios and 10 volumes of photographs and work from New York City public schools.
11 Case	Specimens of drawing, New York City public schools. First to fourth year.
Section .	3 portfolios and 22 volumes of specimen work from New York City public schools.
12 Case	Photographs illustrating physical training in the public schools of New York City.
Section .	2 portfolios as above. 25 volumes specimens of work from New York City public schools.
13 Case	Specimens of work, sewing and drawing, and pictures and photographs illustrating kindergarten and gymnastic classes, from the public schools of St. Louis, Mo.
Section .	5 portfolios of specimen work as above. First to eighth grades. 10 volumes specimens of work from public schools, New York City.
14 Case	Miscellaneous photographs of schools in various cities of the United States.
15 Case	Photographs and drawings illustrating the work in the public schools of the city of Chicago. First to third grades.
Section .	20 volumes as above. 5 portfolios showing photographs of public schools in Omaha, Nebr., and drawings. First to eighth grade.
16 Case	Photographs of public schools, city of Chicago, and specimen work. Third to fourth grade.
Section .	7 drawers showing work illustrating manual training, carpenters' school, city of Chicago.
17 Case	Photographs, public schools of Denver, Colo., and drawings. First to fourth grade.
Section .	24 volumes as above. First to eighth grade.
	1 portfolio, Wilkesbarre public schools, Pa., showing work of the elementary and high school grade.
	1 portfolio, photographs of schools in Indiana.
	20 volumes showing specimens of work in public schools of Pensacola Fla. First to eighth grade.
	4 volumes illustrating sewing in the public schools, Denver.
18 Case	Photographs and pupils' drawings in the public schools, Denver.
19 Case	Course of nature study in the normal school, Philadelphia.
	Course of study in the school of observation and practice as above.
Section .	30 volumes of specimens of work as above. 3 portfolios of photographs and specimens of work from the public high schools of Omaha.
20 Case	Photographs and specimens of work from the normal school, Philadelphia.
Section .	Portfolios of miscellaneous photographs of life in California. Portfolio of drawings illustrating course in the manual-training school of St. Louis, Mo. 80 volumes of specimens of work from the normal school of Philadelphia.

The photographs above the cases relate to the work shown in them.

DEPARTMENT B.

Grammar (elementary) schools; 8 to 13 years of age.

No.	Description.
21 Case Counter. Section .	Photographs of school buildings, school rooms, and classes, in the city of Boston. Specimens of manual training, woodwork, city of Boston public schools. 18 large portfolios of drawings from the public schools, Boston. 2 portfolios of drawings from the free evening industrial drawing schools, city of Boston.
22 Case Counter. Section .	Photographs of school buildings and specimens of drawing from Boston. Specimens of manual training, metal work, from city of Boston public schools. 4 portfolios of drawings from the State schools, Massachusetts. 22 volumes of specimens of work from the public schools, city of Boston.
23 Case Counter.	Drawings from the State schools of Massachusetts. Specimens of manual training (wood). 4 portfolios of drawings and examples of design from the State schools, Massachusetts. 28 volumes as above.
24 Case Counter. Section .	Specimens of drawing as above. Specimens of manual training as above. 4 portfolios of drawings and designs as above. 80 volumes of examples of work as above.
25 Case Section .	Specimens of drawings as above. 4 portfolios as above. 28 volumes as above.
26 Case Counter. Section .	Specimens of drawing from the public schools, New Jersey. 1 portfolio of drawings of manual training from the high school of Whitehall, N. Y. 18 volumes specimens of work from the public schools, New York.
27 Case	Photographs of the public schools and drawings from Albany, N. Y.
28 Case Section .	Photographs of manual training schools, class rooms, and of manual-training work from New York City public schools. 5 portfolios of photographs and work from the vacation public schools of New York City. 34 volumes specimens of work from the New York City schools.
29 Case Section .	Drawings from the public schools of New York City. 8 portfolios as above. 25 volumes of work as above.
30 Case Section .	Photographs of pupils engaged in sewing exercises, and samples of work from the public schools, New York City. 3 portfolios showing cookery instruction in public schools, New York City. 34 volumes as above.
31 Case Section .	Photographs of exercises in physical training, public schools, New York. 4 portfolios as above. 32 volumes specimens of work.
32 Case	Photographs and specimens of work from various public schools in the United States.
33 Case	Photographs of class rooms and of pupils' work from the public schools, city of Chicago.
34 Case Section .	Specimens of pupils' work, city of Chicago. 7 drawers containing specimens of manual training, carpenters' manual-training school, city of Chicago.
35 Case Section .	Examples of drawing, public schools of Denver, Colo. 4 portfolios of drawings and photographs of school buildings, city of Chicago. 50 volumes of specimen work as above.
36 Case	Drawings from the public schools, Denver, Colo.
37 Case Section .	Miscellaneous reports of various public schools. Chart of school statistics, New York State. 4 portfolios, department of public instruction, city of New York, showing plans of school buildings.
38 Case	20 volumes showing specimens of sewing.
39 Case	Photographs of public schools in various cities of the United States. Photographs illustrating free evening instruction in industrial schools in the city of Boston, together with drawings.
40 Case Section .	Instrumental drawing in the public high schools of Boston. 2 portfolios of drawings from the free evening industrial schools. 9 portfolios illustrating courses of study in drawing in the public schools of Boston. 7 volumes of photographs illustrating buildings and classes at work in the State schools of Massachusetts. 3 volumes illustrating normal schools.
41 Case Section .	Drawings from the public schools of New Jersey. 1 portfolio of drawings from the free evening schools of Boston. 1 volume illustrating the high school of Worcester. 7 portfolios of drawings, city of Boston industrial drawing school. 1 volume photographs of graduating classes. 7 volumes photographs of school buildings in the State of Massachusetts. 3 volumes illustrating child study in the normal schools, State of Massachusetts.

Above the cases are examples of woodwork done in the public schools of the State of Massachusetts, and photographs and drawings of the public schools.

DEPARTMENT C.

High schools; 12 to 17 years of age.

No.	Description.
42 Case Counter.	Photographs of classes in physics, and drawings from high schools in New York City. Lantern slides from manual-training high schools, showing subjects of instruction; chemical preparations showing courses in chemistry, from New York City high schools.
Section .	1 volume drawings, city of Chicago high schools. 8 volumes specimens of work from various schools in the United States. 14 volumes specimens of pupils' work, city of New York high schools.
43 Case Counter.	Drawings and designs from the public high schools, Albany and New York. Mineral and chemical preparations, high schools of New York City.
Section .	2 portfolios, drawings from the city of Chicago high schools. 28 volumes specimens of work, high schools of Albany, N. Y.
44 Case	Photographs of schools and school rooms, with exhibits of school work from the city of Chicago.
45 Case	Examples of drawings and designs from the public high schools of Denver, Colo.
46, 47 Cases ...	Photographs of school buildings, rooms, and pupils from various cities of the United States.
48 Case	Collection of pictures published by the Perry Company, for use in schools.
49, 50 Cases ...	Photographs of national public schools, exterior and interior, and of pupils of Washington, D. C.
51 Case	Photographs showing pupils at work in the national high schools.

Above the cases are frames illustrating courses of study in the various schools, and on the screen, statistics of school savings banks. Around it are displayed drawings from art schools.

DEPARTMENT D.

Schools for commercial and industrial education, schools for defectives (deaf, dumb, and blind), and national schools for Indians.

No.	Description.
52 Case Section .	Photographs of commercial colleges and schools, of students at work, and of examples of courses of instruction from various cities of the United States. 2 portfolios of photographs and specimens of work from commercial colleges as above. 39 volumes of specimens of work from various commercial colleges in the United States.
53, 54 Cases ... Section .	Photographs of the workshops of the New York trade schools, with charts of the courses of instruction. 4 portfolios of the work of business colleges.
55 Case Counter.	Photographs of the buildings and pupils of the national institution for defectives in Washington, D. C. Photographs of the State school for defectives, State of Pennsylvania.
Section .	Appliances used for the instruction of the blind. 10 volumes illustrating the Horace Mann School for Defectives, city of Boston, and other schools for defectives in the United States. 39 volumes text-books for the blind. 11 portfolios of specimens of work by blind students.
57 Case Section .	Examples of sewing from the national Indian schools. 11 reports of the superintendent of instruction for the blind from various schools.
58 Case Counter.	Photographs of Indian village schools and scholars in the various Indian reservations, and specimens of the students' work. Specimens of work in manual training from the national schools for Indians.
Section .	29 volumes of specimens of work from the above schools.
59 Case	Sewing and lace work, national schools for Indians.
60 Case	40 volumes Report of the United States Bureau of Education.
61 Case Counter.	85 reports on education of different States in the Union, issued by the United States Bureau of Education. Photographs and publications illustrating the various national schools for Indians.
Section .	45 volumes statistical returns from schools in the various States in the Union, issued by the United States Bureau of Education.
62 Case	Photographs showing the exterior and interior of the Congressional Library, Washington, D. C.
Section .	1 portfolio of forms and pamphlets used in the Congressional Library.

Above the cases are examples of manual training work from the Manual Training School of St. Louis, Mo., and examples of work by Indians.

DEPARTMENT E.

Universities and colleges.

Number.	Description.
63 Case	Photographs of games and typical sports of American colleges and universities.
Section .	2 portfolios of the buildings, University of Colorado.
64 Case	2 portfolios of the buildings of the Rutgers College, New Jersey.
65 Case	Photographs of the exterior and the interior of various colleges of the United States.
66 Case	Charts and photographs of the exterior and interior of the University of Chicago.
67 Case	Photographs of the halls, buildings, and grounds of Princeton University, New Jersey.
Counter .	Photographs of charter and charts of studies.
Section .	Medals, seals, arms, and publications relating to the history of Princeton University.
68 Case	50 volumes of magazines, Princeton University.
Section .	Photographs of the exterior and interior of the Peabody Museum, Harvard University.
69 Case	20 volumes publications of various universities.
70 Case	Photographs and charts of studies, Harvard University.
Counter .	Photographs of exterior and interior of buildings, University of Pennsylvania.
71 Case	Text-books of Stern's School of Languages.
Section .	150 photographs of designs, proposed University of California.
72 Case	4 portfolios of university buildings and class rooms, University of California.
Section .	Association of collegiate alumnae, charts and photographs of various women's colleges, and photograph of sports and students in women's colleges.
Section .	1 portfolio of stature measurements and photographs of composite statues of the typical American student.
	50 publications of graduates of women's colleges.
	(73 to 79 follow on page 1708.)

DEPARTMENT F.

Universities and colleges—Continued.

Number.	Description.
80 Case	Charts and photographs of the interior and exterior of Bryn Mawr Women's College, Pennsylvania. Above are articles by the faculty.
81 Case	48 publications of graduates from Bryn Mawr.
82 Case	Charts and courses of study in history and economics, University of Wisconsin.
83 Case	Photographs illustrating astronomical work of the Cambridge Observatory, Harvard University.
Counter .	Continuation of the foregoing.
84 Case	Photographs of instruments and of astronomical stations in California, Peru, and Chile.
85 Case	Photographic transparencies of star clusters and spectra of stars, electrically illuminated.
Counter .	Photographs of astronomical phenomena.
86 Case	Geological maps and drawings, Johns Hopkins University.
Section .	1 portfolio, Yerkes Observatory of University of Chicago.
87 Case	1 portfolio, Lick Observatory, Mount Hamilton, California.
Counter .	Publications of Johns Hopkins University.
88 Case	Drawings and photographs illustrating anatomical work, Johns Hopkins University.
Section .	Diffraction gratings of Professor Rowland.
89 Case	Publications, modern languages, and philological journal, Johns Hopkins University.
90 Case	Physiological charts and photographs, Johns Hopkins University.
91 Case	The Chaldean flood tablet and Hebrew texts.
Counter .	Publications, mathematical journals, and historical studies.
92 Case	Photographs illustrating palaeontology, Yale University.
93 Case	Drawings illustrating course of study in the State Normal Art School, Massachusetts.
Section .	Illustrations of the work of the Art Students' League of New York. ¹
94 Case	5 portfolios containing the work of the Art Students' League.
95 Case	Photographs of the interior of the Art Institute of Chicago, with specimens of students' work and seventy large cartoons.
96 Case	Statistics and charts of the divinity school, Harvard University.
97 Case	Statistics and charts of the law school, Harvard University.

¹ Teachers and students of art may be directed to further illustrations by the attendant.

DEPARTMENT G.

Medical schools, technological institutions, university extension, and architecture.

Number.	Description.
94, 95 Case	Dental exhibit—lost at sea.
Counter.	Chemical preparations, University of Wisconsin.
Section	Publications of the University of Cornell.
96 Case	Charts of medical, dental, and veterinary schools, Harvard University.
97 Case	Photographs of the interior and exterior of Cornell University, with charts and statistics.
98 Case	Photographs of Sibley Engineering College, Cornell University.
Section	8 large portfolios of engineering and architectural plans and drawings, Cornell University.
99.	25 volumes, publications of Cornell University.
100 Case	Photographs of class rooms and laboratories, statistical charts, Massachusetts Institute of Technology, Boston.
Section	Photographs of steam and hydraulic testing laboratories.
101 Case	6 portfolios of drawings, plans of mining, metallurgy, naval architecture, mechanical and electrical engineering, illustrating the various courses of instruction in the Massachusetts Institute of Technology, Boston.
102 Case	Photographs of laboratories, Massachusetts Institute of Technology, Boston.
Section	Charts of courses of instruction connected with university extension.
103 Case	Exhibit of the American Society for the Extension of University Teaching.
104 Case	Portfolio of Normal Kindergarten Institution at Chautauqua.
Counter.	Views of Chautauqua, N. Y., showing system of teachers' summer schools.
104.	Photographs of the exterior and interior of Pratt Institute, Brooklyn.
	Photographs, Rochester Athenæum and Mechanics' Institute; People's Institute; Cooper Union, illustrating courses of free lectures; Yonkers Institute for Women; Westminster House Social Settlement; Women's Educational and Industrial Union, New York.
	Catalogue of Brooklyn Institute of Arts and Sciences.
	Wall architectural drawings, Massachusetts Institute of Technology, Boston.
	Large relief maps by Edwin C. Howell, Washington, D. C.

Above the cases F and G are frames of photographs of spectra.

Above F are frames of photographs of star clusters and other celestial phenomena. Frames are shown illustrating geology, biology, palæontology, Biblical research as examples of university work, and charts of divinity and law schools.

DEPARTMENT H (1).

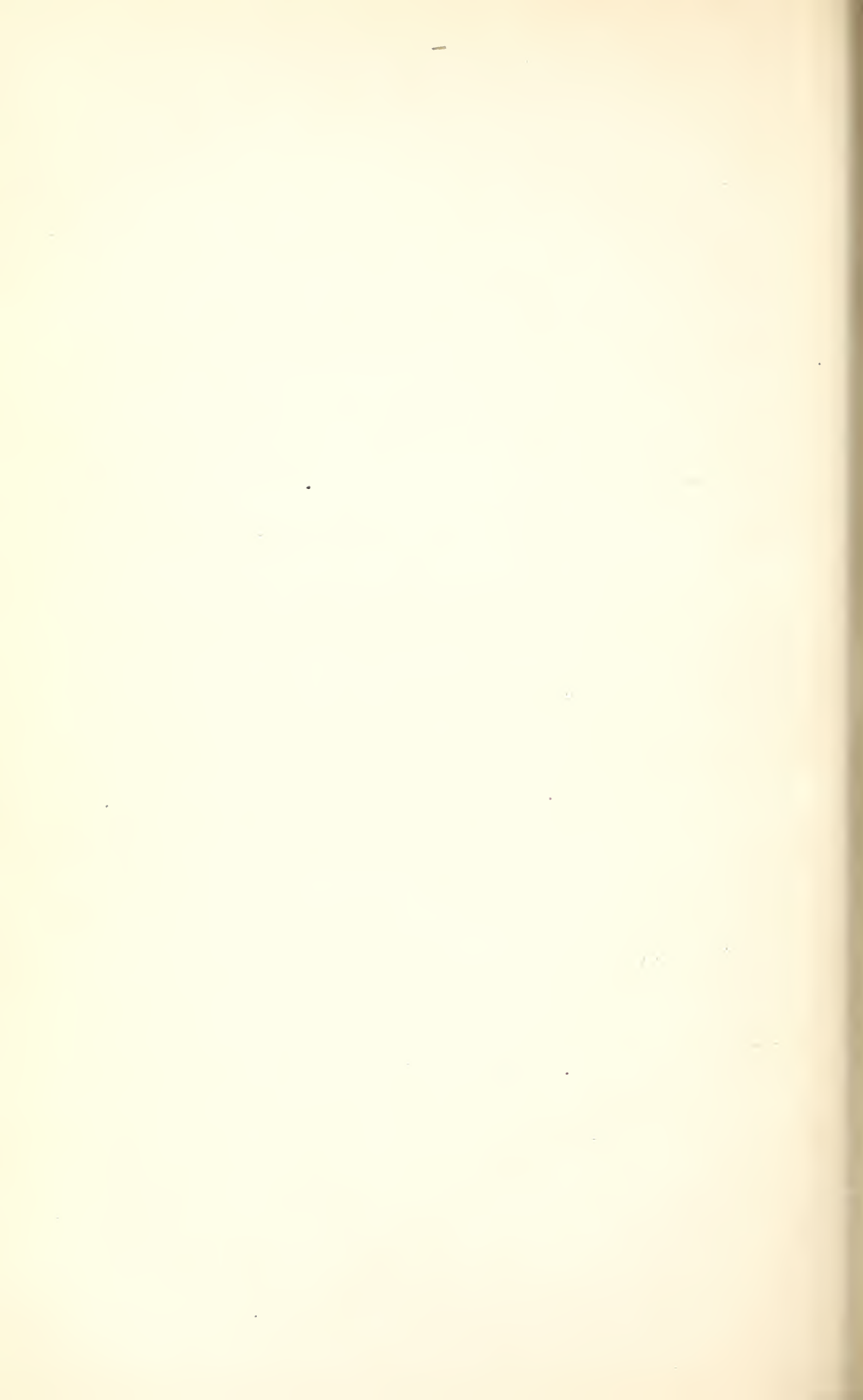
Number.	Description.
73 Case	Photographs illustrating archæology and palæontology, Egyptian and Mediterranean section.
74 Case	Photographs illustrating excavations at Nippur, Babylon, undertaken by the University of Pennsylvania.
75 Case	Photographs illustrating archæology and palæontology, foreign section, Free Museum, University of Pennsylvania.
76 Case	As No. 75, but illustrating the American section.
Section	12 publications, University of Pennsylvania.
77 Case	135 volumes issued by the University Press, of Chicago.
Section	50 publications of the University of Chicago.
78 Case	Charts illustrating course of psychological study and photographs of the exterior and interior of Wellesley College for Women.
79 Case	Views of buildings and library, exterior and interior, University of Columbia, New York City.
Counter.	2 portfolios containing views of college buildings, University of Columbia, New York City.
Section	92 volumes published by Columbia University.

Medical schools, technological institutions, university extension, and architecture—Continued.

DEPARTMENT H (2).

Number.	Description.
105 Case	Photographs of exterior and interior of State Normal School at Oswego, with students at work and relief maps prepared by students.
Section .	28 volumes of students' work and notebooks.
	1 volume child study of pedagogical investigation, city of Chicago.
106 Case	Charts illustrating courses of study, State Normal Training School, Potsdam, N. Y.
Counter.	Portfolio of photographs of class room, Normal Training School of Potsdam.
Section .	2 large portfolios illustrating normal instruction, Potsdam, N. Y.
	28 volumes, Westfield Normal School.
	7 volumes teachers' work, State Normal School.
	100 sketches and photographs for the illustration of theses by teachers.
107 Case	Photographs of various normal schools in the United States.
108 Case	Photographs and charts describing courses of study in pedagogy, University of New York.
Section .	5 large portfolios illustrating courses of study in the School of Pedagogy, University of New York City.
109 Case	Photographs of laboratories, charts of courses of instruction, Teachers' College, Columbia University, New York City.
110 Case	Photographs and charts illustrating course of instruction in the schools of observation and practice, Teachers' College, Columbia University, New York City.
Counter.	Normal training work and publications of Teachers' College, New York.
Section .	20 volumes illustrating paleontology, State Museum of Albany.
111 Case	Photographs and charts illustrating course of psychological instruction in Columbia University.
Counter.	Measuring apparatus used in psychological investigations in Columbia University.
Section .	22 volumes of reports of superintendent of public instruction, New York State.
	100 volumes of reports of superintendents of schools throughout the United States.
	25 volumes of forms and certificates used in school administration in various cities of the United States.

Above the cases are colored drawings of prehistoric masks from Florida, photographs of Columbia and Iowa universities, and charts of Chicago University.



CHAPTER XXXI.

EDUCATION IN FRANCE.

France, Republic: Area, 204,092 square miles; population, 38,517,975 (1896).

PREVIOUS ARTICLES.

The educational system of France. (Report, 1888-89, Vol. 1, pp. 112-149.)

Report of the educational congresses and exhibition held in Paris, 1889. (Report, 1889-90, Vol. 1, pp. 41-186, by W. H. Widgery.)

Brief view of the educational system, with statistics for 1888-89. (Report, 1889-90, Vol. 1, pp. 249-261.)

Elementary education in London and Paris. (Ibid., pp. 263-280.)

Education in France: Statistics, 1890-91; progress of primary schools since Guizot's law, 1833; higher primary and classical schools of France. (Report, 1890-91, Vol. 1, pp. 95-124.)

Education in France: Outline of the system, and statistics for 1892; State faculties; proposed transformations and development of teaching functions. (Report, 1891-92, Vol. 1, pp. 73-95.)

Civil service in France, by W. F. and W. W. Willoughby. (Ibid., pp. 369-412.)

Education in France: Outline view, with current statistics; inspection of infant schools; recent changes in the baccalaureate; reorganization of medical studies and of the scientific course preparatory thereto. (Report, 1892-93, Vol. 1, pp. 219-237.)

Education in France: Statistics for 1891-1893; recent modifications in secondary and superior education; progress of the system of primary instruction; schools for adults; movements for the admission of American students to the universities of France. (Report, 1894-95, Vol. 1, pp. 289-312.)

Education in France: Statistics for 1894-95; summarized view of primary schools; proposed modifications of secondary institutions; the law of July 10, 1896, transforming the State faculties into universities; status of medical students in France, with special reference to foreigners; Dr. Alcée Fortier on the French lycées. (Report, 1895-96, Vol. 1, pp. 611-639.)

Education in France: Statistics, current and comparative; opening of the universities under the law of July 10, 1896; the new doctorate open to foreigners; state secondary schools vs. church establishments; the law of July, 1893, respecting salaries of teachers of primary schools; the superior primary schools, progress, organization, and scope; M. Boutmy on the reform of the baccalaureate; M. Bréal on the study of Greek. (Report, 1896-97, Vol. 1, pp. 29-70.)

Education in France: Statistics, 1896; the decentralizing movement; the reconstruction of the universities; efforts for strengthening the moral influence of the schools; temperance instruction; manual training and technical schools; report of Mr. Charles Copland Perry on technical education in France; the admission of American students into French universities; review of the career of M. Victor Duruy, minister of public instruction, 1863-1869, by the Duc de Broglie; review of the work of M. Henri Marion, first professor of the science of education at the Sorbonne, by M. F. Buisson. (Report, 1897-98, Vol. 1, pp. 694-788.)

System of public education in France—Summarized statistics—Current record of the universities organized under the law of 1896—Tabular view, 1887 and 1897—Admission of foreign students to French universities—The University Doctorate created under decree of 1897—Review of the work of the Republic in respect to primary education, by M. Maurice Faure—Antialcoholic instruction in French schools—Movement for prolonging education—Statistics of illiteracy—Congress of secondary professors—Commission of inquiry appointed by the Chamber of Deputies—Scope of inquiry and depositions of M. Gréard, vice-rector of the Academy of Paris, the Abbé Batiffol, MM. Levasseur, Berthelot, Lavis, Michel Bréal—The educational system of the Christian Brothers: Deposition of Brother Justinus, general secretary of the Order of the Brothers of Christian Schools. (Report 1898-99, Vol. 1, pp. 1086-1138.)

TOPICAL OUTLINE.

Brief conspectus of the system of education in France—Summarized statistics 1897-98—Detailed statistics of primary schools, current and retrospective—Secondary education: Relative enrollment in State and private secondary schools; Government solicitude at the transfer of students from State to clerical schools; Proposed reform of State secondaries; Public lycées and colleges for girls—Universities: Recent reorganization and development; Comparative statistics—The Congress of primary education.

BRIEF CONSPECTUS OF THE PUBLIC SYSTEM OF EDUCATION IN FRANCE.

Public education in France forms a department of public affairs under the direction of a cabinet officer—the minister of public instruction and fine arts (present incumbent, M. Georges Leygues).

The control of the minister is exercised through a graded series of appointed officials belonging to the central administration or to the academies (17 in number, including 1 in Algiers), which are the local subdivisions of the system. Public instruction is a state service, professors and teachers constituting a professional order whose qualifications, duties, privileges, honors, emoluments, and penalties are as rigidly fixed by law as those of other branches of the civil or those of the military service.

Professional judgment and experience are brought to bear upon the conduct of the system through the councils, i. e., the superior and academic, the majority of whose members are chosen by their peers from the several teaching orders.

The public scholastic institutions are grouped in three classes—superior, secondary, primary—corresponding to three departments of the central administration. The affairs of each are separately administered by a director and his assistants. As a rule these directors retain their positions irrespective of cabinet changes, and form with the superior councils a permanent factor in the administration. On the scholastic side the secondary and superior institutions are closely coordinated. The course of study of the primary schools is also made continuous with the modern course of the secondary schools.

To the department of superior instruction (director, M. Liard) belong the universities and those special schools of high order which are under the minister of education.¹ Paris is the seat of these special schools and also of the principal university. Under the law of 1896 fifteen of the former faculty groups have been organized into independent universities. They registered 28,254 students in 1899, an increase of 10,649, or 60.5 per cent above the number enrolled in the faculties in 1888.

¹ Collège de France, Museum of Natural History, Practical School of High Studies (École Pratique des Hautes Études), Superior Normal School, School of Charts (École Nationale des Chartes), School of Oriental Languages, French School of Archaeology at Rome, French School at Athens. The remaining special schools, such as the Conservatoire des Arts et Métiers, École Nationale Supérieure des Mines, etc., are under the charge of other ministers.

The professors of the State universities are appointed by the President of the Republic in advice with the minister of public instruction. The choice is made from two lists, one furnished by the university council, the other by the superior council. The salaries of professors are paid by the State and they have right to a pension.

To the department of secondary instruction (director, M. Rabier) belong the lycées, or State classical colleges, for boys, the State lycées for girls, and the communal colleges established by the communal or local authorities and aided by the State. In 1898 the lycées for boys numbered 109 and enrolled 51,892 pupils. The communal colleges numbered 227, with an enrollment of 32,510. This gives a total of 84,402 boys in the public secondary schools. The church secondary schools for boys enrolled the same year 91,140 pupils, and private secular secondary establishments for boys, 9,725.

The public lycées and colleges for girls had an enrollment the same year of 11,402 students. The attendance upon convent and private secondary schools for girls is not known.

The professors of secondary instruction (public) are appointed by the minister of public instruction. Their salaries, like those of the professors of superior instruction, are paid by the State, and they are also borne on the pension list.

To the department of primary instruction (director, M. Bayet) belong the infant schools (écoles maternelles), the superior primary and elementary primary schools, and the primary normal schools.

The chief local officer of primary education under the rector of the academy is the academic inspector appointed by the minister. Primary inspectors, 450 in number, or about one for every 150 schools, are subordinate to the academic inspector. They come into the most intimate relations with the schools and teachers, as their province is the inspection of the individual schools. The 90 departments of France are districts of administration for primary education within the academies. The prefect or civil chief of the department has certain authority in respect to primary schools. In particular he appoints the full teachers (titulaires), although his choice must be made from lists approved by the academy inspector. The prefect is assisted by a departmental council composed of school inspectors, teachers, and members of the civil council, which gives advice upon matters relating to the primary schools.

The medical inspectors of communes and departments are charged with the sanitary inspection of schools. The only local authorities concerned with education are the communal councils and mayors, who select the sites for the school buildings and vote the funds for the expenditures at the charge of the commune, and local school committees (commissions scolaires) formed to encourage school attendance.

The primary normal schools, 87 for men and 85 for women, are established by the departments (laws of 1833 and 1879), but the salaries of the teachers of normal schools are paid by the State. In 1897 the normal schools enrolled 7,736 students (3,865 men, 3,871 women).

Every commune must establish at least one public primary school for children of the legal school age, 6-13 (law of 1833, confirmed by later laws). The establishment of schools for children under 6 years of age (écoles maternelles) and of superior primary (high) schools is optional with the communes.

Public primary schools of all classes are free (law of June 16, 1881) and secular (law of March 28, 1882), and only lay teachers may be employed in them (law of October 30, 1886). Instruction is obligatory for all children (law of March 28, 1882), but parents are free to choose the means. Parochial schools are thus recognized, although they are deprived of State support.

The enrollment in public primary schools (elementary and superior) in 1897 was 4,190,320, a decrease of 5½ per cent below that of 1887.

The enrollment in private primary schools, chiefly parochial, was 1,341,098, a gain above 1887 of 23 per cent. The total enrollment in primary schools, public and private, in 1897 was, it thus appeared, 5,531,418, equivalent to 14 per cent of the population.

No one is permitted to teach in any capacity in a public primary school unless provided with a State certificate. These certificates are the "brevet élémentaire," secured by examination or graduation from a normal school after a probationary term of service, the brevet supérieur and the "certificat d'aptitude pédagogique" both requiring examination and successful service.

The State pays a fixed annual salary ranging for full teachers in the elementary primaries from \$200 to \$400 for men, and for women from \$200 to \$320. In addition to his salary, every teacher must be provided with a residence or with a money equivalent for the same. The law imposes this provision upon the communes and fixes the rates of indemnity for residences. Primary teachers may be retired upon a pension after reaching 60 years of age, if they have been in the service thirty years. The minimum pension is for men \$120 and for women \$100 annually (law of June 9, 1853).

The total State appropriation for the current expenses of public instruction in 1898 was \$39,775,615, of which amount \$30,890,707 was for primary instruction.

The appropriation voted for 1901 rose to \$41,393,296 (206,966,483 francs), of which \$31,426,215 was for primary education.

In addition to the schools for general education under the control of the minister of public instruction, there are many special schools—technical, agricultural, commercial, and art—under the minister of agriculture or the minister of commerce, which, with numerous municipal technical schools, complete the public provision for education in France.

The State assumes no monopoly of education, and private institutions of all orders exist side by side with the public institutions, but the former are subject to the authorization of the minister and to his supervision with respect to moral and hygienic conditions.

Summarized statistics of schools and universities, 1897-98.

	Date.	Enrollment.		Teachers.		Current expenditures.
		Male.	Female.	Men.	Women.	
Primary:						
Ecoles maternelles (infant schools), ages 2 to 6	1897-98	(744,126)			9,414	
Elémentaires, ages 6 to 13; supérieures, ages 13 to 16	1897-98	12,777,739	12,757,386	(153,505)		² \$42,803,050
Primary normal schools, ages 16 to 20	1897	3,878	3,707			³ 1,702,293
Secondary schools:						
Public, ages 8 to 20	1897-98	⁴ 86,321	⁵ 15,311			
Private, ages 8 to 20		⁴ 100,865				
Universities:						
Public	1899	⁶ 27,437	⁶ 817			⁷ 2,772,001
Private	1899	⁸ 1,658				

¹ From report to Chamber of Deputies, by M. Maurice-Faure, chairman of the financial committee (1900), p. 315.

² 214,015,253 frs.—public schools only; includes State expenditure for normal schools (8,511,468 frs.), from report of the minister, 1896-97, p. cxcv.

³ Included in total for primary schools.

⁴ Report of M. Maurice-Faure, p. 253.

⁵ Includes 3,909 in secondary courses, Maurice-Faure, pp. 244-246.

⁶ Maurice-Faure, p. 205.

⁷ 1898.

⁸ Maurice-Faure, p. 35.

The statistics of enrollment presented in the foregoing summary (Table 1) are taken from the report of the chairman of the financial committee of the Chamber of Deputies and bring the record to a year later than the official statistics of primary schools published by the minister of public instruction, which bear date 1896-97.¹ The statistics from the latter source are carefully analyzed to show the relative growth of public and private schools, the latter belonging chiefly to the religious associations. The progress of the public system in respect to the conditions that make for efficiency are also emphasized in the official report. The salient features of the record are here reproduced and brought into comparison with past conditions by a series of retrospective tables derived from the report presented by M. Levasseur to the International Institute of Statistics (1891), and brought to a later date by the addition of later official statistics.

Enrollment in primary schools, France (including Algiers).—According to the report of the minister for 1896-97 the total enrollment in infant and primary schools in that year was 6,261,066, or 16.2 per cent of the population. Omitting infant schools, the enrollment was 5,531,418, distributed as follows:

	Public schools.	Private schools.
Secular:		
Boys	2,292,639	48,199
Girls	1,487,766	83,202
Total	3,780,405	131,401
Belonging to religious orders:		
Boys	25,766	415,943
Girls	384,149	793,754
Total	409,915	1,209,697
Grand total	4,190,320	1,341,098
Per cent of total enrollment	75.75	24.25

The relative proportions of pupils enrolled in public and in private schools at the beginning and close of the half decade covered by the report were as follows:

	Per cent of total enrollment.	
	1891-92.	1896-97.
Public schools:		
Boys	42.4	41.9
Girls	34.7	33.8
Private schools:		
Boys	8.1	8.4
Girls	14.8	15.9

¹ These statistics are carefully compiled by the permanent statistical commission of primary education. President, M. E. Levasseur.

The relative increase in the enrollment in private schools is found wholly in schools conducted by the religious orders, and is attributed to the enforcement of the law of 1886 forbidding the employment in State schools of teachers belonging to the religious orders.

By reference to the retrospective table (II., p. 1718) it will be seen that the total school enrollment declined steadily (about $1\frac{1}{2}$ per cent) from 1888-89 to 1896-97. The causes of this diminution given in the official report are (1) the actual diminution in the child population, which for children 6 to 13 years of age, the legal school period, was six-tenths of 1 per cent from 1891 to 1896; (2) the earlier period at which children are sent to school, as shown by the increase in the enrollment of the infant schools—that is, schools for children 2 to 6 years of age. While the population between these ages decreased by 1.6 per cent from 1891 to 1896, the enrollment in infant schools increased by 18.4 per cent in the same time. The children entered in school at this early age are removed at an early age in ever-increasing numbers. The change affects in nearly the same degree both boys and girls, who are about equally represented in the total enrollment. In 1896-97 the boys in primary schools numbered 2,782,547; girls, 2,748,871.

The statistics are carefully analyzed in the official report with a view to showing exactly how many children of the school age are not accounted for. In this inquiry Algiers, which since 1886 has been treated as an integral part of France, is omitted. The total number of children in France 6 to 13 years in 1896-97 was 4,636,381. Of these 4,382,582 were in primary or in infant schools, 70,092 in the primary departments of secondary schools, and 3,492 instructed at home. This gives a total of 4,456,166 under instruction and leaves 180,215 children of legal school age not accounted for. The statistician adds to this 182,000 as the probable number of duplicate enrollments in the schools, and thus arrives at a total of 362,000 children of school age with respect to whose instruction the Government has no information. This number includes all children who are not entered in school till 7 or 8 years of age, all who leave before 14 years of age, and also all those instructed at home, but whose parents have not reported to the authorities, which is frequently the case in the large cities. The conclusion is reached that the actual number of children who are deprived of instruction is very small.

The item of average annual attendance is not included in the official statistics of French schools; but an enumeration of the pupils in attendance upon all the schools is made on a specified day in December, the month of highest attendance, and also on a specified day in June, the month of lowest attendance. The comparison of each total with the total attendance during the month gives an approximate idea of the

relation of attendance to enrollment. For 1896-97 the results were as follows:

	December, 1896.	June, 1897.
Enrollment:		
Public schools	3,666,709	3,544,864
Private schools	1,221,950	1,221,576
Total	4,888,659	4,766,440
Attendance:		
Public schools	3,293,754	3,065,118
Private schools	1,141,059	1,127,787
Total	4,434,813	4,192,905
Per cent of enrollment in attendance:		
Public schools	89.8	86.4
Private schools	93.3	92.3
Total	90.7	87.9

These biennial estimates do not indicate with sufficient completeness the actual degree of regularity in school attendance.

The subject was discussed in the Congress of Primary Education¹ held in connection with the Paris Exposition, and it was made very clear by the facts and opinions there presented that more effective measures are required to raise the average attendance to the desirable standard.

Enrollment in the higher primary schools.—Under the head of higher primary schools (*écoles primaires supérieures*), which were authorized by the law of 1833, but whose establishment is optional with the communes, are comprised advanced classes annexed to an elementary primary school and independent schools installed in separate buildings and having their own directors. The annexed classes or courses, as they are called, can not comprise more than two years. The schools may have a course extended over three or more years, in which case they are termed complete (*écoles de plein exercice*).

To be admitted into a higher primary school a pupil must have reached the age of 12 years, and must have obtained the certificate of primary studies or pass an examination showing equivalent attainments, which examination is not open to candidates below 13 years of age. Promotion from class to class in the higher primaries is made upon the basis of a rigid examination, and pupils who fail in the same must either leave the school or stay another year in the division in which they have been studying.

The enrollment in the higher primary schools in 1896-97 included in the total already given for primary schools was as follows:

	Public schools.	Private schools.
Boys	35,371	3,240
Girls	16,035	10,012
Total	51,406	13,252

¹ For report of the Congress see appended paper, pp. 1729-1732.

The grand total of students in these schools, 64,658, shows an increase of 19,059, or 41.8 per cent pupils above the total reported in 1891-92, viz, 45,599. Of the pupils enrolled in 1897, 590 boys and 1,006 girls had secured scholarships. Paris comprised nearly one-fourth of the pupils enrolled in this grade of schools, viz, 15,693, of whom 7,228 were boys and 8,465 girls.

TABLE II.—*Retrospective view of pupils in the primary schools.*

Period.	Total number of pupils. ¹	Boys.	Girls.	Pupils in schools.			
				Public.	Private.	Secular.	Belonging to religious orders.
1837.....	2,690,035	1,579,888	1,110,147	2,046,455	643,580	.....	.....
1840.....	2,896,934	1,656,602	1,240,272	2,216,767	680,167	.....	.....
1843.....	3,164,297	1,812,709	1,351,588	2,407,425	756,872	2,457,330	706,917
1847.....	3,530,135	2,176,079	1,354,056	.....	.....	.....	.....
1850.....	3,322,423	1,793,667	1,528,756	2,601,619	720,804	2,368,627	953,796
1861.....	4,286,641	.....	.....	.....	.....	2,744,667	1,541,974
1863.....	4,336,368	2,265,756	2,070,612	3,413,830	922,538	2,725,694	1,610,764
1865.....	4,436,470	2,306,792	2,129,673	3,477,542	958,928	2,763,524	1,672,946
1866.....	4,515,967	2,343,781	2,172,186	3,537,709	978,258	2,820,670	1,695,297
1872.....	4,722,754	2,445,216	2,277,538	3,835,991	886,763	.....	.....
1875.....	4,809,728	2,450,683	2,359,045	4,049,953	759,775	2,938,709	1,871,019
1876-77.....	4,716,935	2,400,882	2,316,053	3,823,348	893,587	2,648,562	2,068,373
1878-79.....	4,869,087	2,478,417	2,390,670	3,982,802	886,285	3,027,560	1,841,527
1879-80.....	4,949,591	2,518,401	2,431,190	4,015,097	934,494	3,144,938	1,804,653
1880-81.....	5,049,363	2,568,339	2,431,024	4,079,968	969,395	3,276,982	1,772,381
1881-82.....	5,341,211	2,708,510	2,632,701	4,359,256	981,955	3,567,861	1,773,350
1882-83.....	5,432,151	2,743,564	2,688,587	4,409,310	1,022,841	3,655,035	1,777,116
1883-84.....	5,468,381	2,759,050	2,709,631	4,421,212	1,047,469	3,701,596	1,767,085
1884-85.....	5,531,229	2,790,169	2,741,060	4,463,372	1,067,857	3,778,611	1,752,618
1885-86.....	5,585,838	2,823,964	2,761,874	4,502,059	1,083,779	3,836,826	1,749,012
1886-87.....	5,596,919	2,829,127	2,767,792	4,505,109	1,091,810	3,877,185	1,719,734
1887-88.....	5,616,510	2,837,524	2,778,986	4,492,894	1,123,616	3,901,565	1,714,945
1888-89.....	5,623,401	2,833,218	2,790,183	4,446,851	1,176,550	3,915,915	1,707,486
1889-90.....	5,601,567	2,823,877	2,777,690	4,405,543	1,196,024	3,896,700	1,704,867
1891-92.....	5,556,470	2,805,849	2,750,621	4,281,183	1,275,287	3,900,977	1,655,493
1895-96.....	5,533,511	2,788,215	2,745,296	4,199,727	1,333,784	3,898,806	1,634,705
1896-97.....	5,531,418	2,782,547	2,748,871	4,190,320	1,341,098	3,911,806	1,618,612
1897-98 ²	5,535,125	2,777,739	2,757,386	4,177,590	1,357,535	3,914,352	1,620,773

¹ Infant schools not included. Algiers not included prior to 1886-87.

² From report of M. Maurice Faure for 1900.

TABLE III.—*Movement of population, as shown at census dates, and ratio of enrollment in primary schools to total population.*

Year.	Total population.	Increase or decrease.	Children between 6 and 13, inclusive.	Increase or decrease.	Ratio to total population.	Ratio of enrollment in primary schools to total population.
		<i>Per cent.</i>		<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
1876.....	36,905,788	.....	4,502,506	.....	12.2	12.78
1881.....	37,672,048	2.1	4,586,349	1.85	12.17	13.97
1886 ¹	38,218,963	+3.55	4,729,144	+5.03	12.4	14.46
1891.....	38,343,192	+0.32	4,639,526	-1.89	12.1	14.49
1896.....	38,517,975	+0.79	4,636,381	+0.07	12.03	14.37

¹ Algiers included for this and subsequent years.

Number and professional status of teachers.—The number of teachers employed in the several classes of primary schools in 1896-97 was as follows:

In infant schools, 9,414; in elementary and higher primary schools,

152,277; total, 161,691. The teachers, exclusive of those in infant schools, were distributed as follows:

	Public schools.	Private schools.
Lay:		
Men.....	56,373	1,278
Women.....	40,385	5,500
Total.....	96,758	6,778
Belonging to religious orders:		
Men.....	3	9,685
Women.....	9,013	30,040
Total.....	9,016	39,725
Grand total.....	105,774	46,503

It will be seen from the above table that the teachers belonging to the religious orders, in all 48,749, form about one-third of the entire teaching corps (152,277), and further, that the number of women teachers exceeds but slightly the number of men teachers, the former being 55 per cent of the total.

Of the teachers employed in the public schools, 97 per cent on a total of 105,774 were possessed of diplomas and 43 per cent of the highest diploma (*certificat d'aptitude pédagogique*). The proportion of certificated teachers in the private schools was 87 per cent on a total of 46,503.

The remarkable progress made by France in securing trained teachers for its public schools is due in great measure to the liberal provision of normal schools and the high standard at which these are maintained. Every department has complied with the law requiring the establishment of two normal schools, one for men and the other for women, or has been authorized to combine with another department for this purpose. The State shows its solicitude in this matter by the maintenance of two superior normal schools, one for men at St. Cloud, the other for women at Fontenay aux Roses, in which professors are trained for the primary normals. These two superior schools are really post-graduate institutions, requiring for admission either the higher diploma of pedagogy or a bachelor's degree.

The following statistics show the relative status of the primary normal schools at the beginning and end of the last half decade reported:

	Number of schools.	Number of students.	Number of officers and teachers.
1891-92.			
Normal schools for men.....	87	3,878	890
Normal schools for women.....	85	3,707	711
1896-97.			
Normal schools for men.....	87	3,865	897
Normal schools for women.....	85	3,871	852

The total number of graduates during the half decade 1888 to 1892 was, from the schools for men, 7,189; from the schools for women, 5,615. The corresponding numbers for the half decade 1893 to 1897 were, men, 6,199; women, 6,139. Total for the decade, 25,142, or an average of 2,514 annually.

RETROSPECTIVE TABLE IV.—*Number and classification of teachers of primary schools at specified dates.*

Year.	Total number teachers.	Men.	Women.	Men and women.	
				Public.	Private.
1887.....	59,785	39,302	20,483	38,465	21,270
1840.....	62,409	40,504	22,905	40,843	22,566
1843.....	75,535	47,301	28,234	53,446	25,089
1863.....	108,739	49,585	59,214	70,441	38,358
1872.....	110,238	50,549	59,689	75,062	35,176
1876-77.....	110,709	51,717	58,992	80,063	30,646
1878-79.....	117,451	53,941	63,510	82,343	35,108
1879-80.....	119,870	55,182	64,688	83,581	36,289
1880-81.....	122,760	56,410	66,350	85,451	37,309
1881-82.....	124,965	58,137	66,828	88,220	36,745
1882-83.....	129,657	60,624	69,033	92,300	37,357
1883-84.....	132,580	61,654	70,926	94,784	37,796
1884-85.....	133,900	62,158	71,742	95,810	38,090
1885-86.....	137,000	63,670	73,330	97,996	39,004
1886-87 ¹	138,655	64,039	74,616	98,769	39,886
1887-88.....	141,063	64,631	76,432	100,417	40,646
1888-89.....	142,660	65,181	77,479	100,913	41,747
1889-90.....	151,850	65,812	86,538	106,247	45,603
1891-92.....	146,674	66,363	80,311	102,486	44,188
1895-96.....	151,563	67,203	84,360	105,587	45,976
1896-97.....	152,277	67,539	84,938	105,774	46,503
1897-98.....	153,505	.....	.....	106,355	47,150

¹ For this and for subsequent years Algiers included.

Expenditure.—The total expenditure for primary education in 1896-97 amounted to 214,015,250 francs (\$42,803,050). This sum includes expenditure for primary normal schools and for infant schools, the current expenditure for the primary schools proper (elementary and superior) not being separately presented. On the basis of this total the expenditure per capita of enrollment in public primary schools (viz. 4,642,609, infant schools included), says M. Levasseur, is found to be 46 francs (\$9.20). It is difficult to institute comparisons on this basis, because of changes in the financial administration since 1890, but this the statistician has attempted with results that are shown in the following table. These results, he explains, are not exactly comparable, but they establish beyond doubt the fact of steady increase in the per capita expenditure for the public primary education.

These estimates do not include the payment of interest on the moneys advanced for school buildings. If this item were included in the estimate for 1896-97, it would raise the per capita expenditure to 56 francs (\$11.20).

The expenditure for private primary schools is not known, but on the supposition that it is relatively the same as for the public schools, the total annual expenditure for primary education is estimated by M. Levasseur as 293,000,000 francs (\$58,600,000), not including rentals, and including rentals, 350,000,000 francs (\$70,000,000).

Total current expenditures for public primary schools.

Year.	Total expenditures.	Proportion from each contributory source.		
		State.	Departments.	Communes.
		<i>Per cent.</i>	<i>Per cent.</i>	<i>Per cent.</i>
1877	\$18,879,510	25	18	57
1881-82	26,462,802	66.25	13.22	20.53
1886-87	34,580,103	48.80	10.50	40.90
1891-92	37,261,215	67.60	.....	32.40
1896-97	42,803,050	67.02	.....	32.98

Expenditure per capita for years specified.

Year.	Per capita of population.		Per capita of enrollment in public primary schools (infant schools included).	
	<i>Franks.</i>		<i>Franks.</i>	
1877	2.55	\$0.51	23.45	\$4.69
1881-82	3.51	.70	30.25	6.05
1886-87	4.52	.90	34.85	6.97
1891-92	4.82	.96	39.26	7.85
1896-97	5.55	1.11	46.00	9.20

MOVEMENT FOR PROLONGING THE EDUCATION OF THE PEOPLE.

The obligatory period of primary instruction extends from the sixth to the thirteenth year, but a child who passes the examination for the certificate of primary studies is exempt from the obligation to attend school. Candidates may be admitted to this examination at 11 years of age, and in fact a large proportion of those who seek the certificate do so at that early age. Hence the very means taken to increase the interest of pupils tends to shorten their school term. The majority of the children leave school at an earlier age than 13, and even for those who pass the whole obligatory period in school the wholesome restraints of instruction and constant supervision are too soon removed. It is also true in France, as in other countries, that elementary instruction, by its natural limitations, does not leave the same lasting effect upon the character or furnish the same intellectual resources as higher education.

The condition of the young people of the laboring classes thrown upon the world with meager attainments and without preparation for any particular industry has long excited the serious attention of the Government and of public-spirited, earnest men and women throughout the country. The recent vigorous movement for extending the provision for adult education is the outcome of this solicitude. The Government has given substantial aid to the cause, and in 1895 ordered a special investigation, with a view to obtaining complete information as to the status of the work and to determining the means for extending and improving it. This commission was intrusted to M. Édouard

Petit, a professor in one of the Paris lycées and an indefatigable promoter of the cause of adult education. He found teachers and professors everywhere alive to the importance of the effort and ready to give their aid in establishing and maintaining classes. Numerous private societies entered into the work with great spirit, and in 1895 the Havre society for "Instruction by Objects" (*enseignement par l'aspect*) celebrated its fifteenth anniversary by calling a congress of all the societies engaged in promoting popular education to consider the subject of the systematic instruction of adults and adolescents. The minister of public instruction presided over the congress and the resolutions of this body have shaped in a measure the subsequent official regulations. These schools and classes, which are held generally in the evening, sometimes on Sunday, offer courses of instruction for illiterates, review courses, and continuation courses. The last named have usually a technical or industrial character and prepare the student, especially in the rural communities, for agriculture and other pursuits. The local adaptation of the courses is carefully studied, and also their relation to the age and economic condition of the students. Civic instruction has a large place in the programmes, and the subject is much more thoroughly treated than is possible in the primary schools. The students in general show deep and earnest appreciation of the opportunities thus afforded. The growth of the work is shown by the following statistics:

Year.	Number of courses of lectures.			Number of attendants registered.	Number of regular attendants.		
	Formen.	For women.	Total.		Men.	Women.	Total.
1895-96.....	13,920	1,808	15,728	400,000	.....	.....	270,500
1896-97.....	20,099	4,429	24,528	700,000	340,926	68,555	409,481
1897-98.....	22,939	7,429	30,368	850,000	378,196	104,711	482,907

The effect of public instruction in diminishing illiteracy is shown by the decreasing ratio of illiterates. The following table shows the number of illiterates in every hundred persons of the classes specified:

Year.	Conscripts.	Newly married—	
		Men.	Women.
1870 ¹.....	.....	26.8	39.4
1880 ¹	14.4	16.1	24.5
1887 ¹	10.2	10.7	17
1892 ¹	6.9	8.1	12.2
1895 ¹	5.4	6.3	9.4
1896 ¹	5.3	.....	8.8
1897 ²	5.1	.....	.....

¹ Report of M. Maurice-Faure, 1899, p. 251.

² Report of M. Levasseur, 1896-97, pp. clxvi-vii.

SECONDARY EDUCATION.

The department of secondary education (M. Rabier, director) comprises 109 State classical colleges (*lycées*) for boys only, established and maintained by the Central Government, and 229 communal colleges, also for boys, established by local authorities, but aided by the State,

and the more recently established lycées and colleges for girls. Besides the public secondary schools there are secondary institutions maintained by religious associations and private secular schools. Secondary schools offer a complete course of education, beginning at an elementary stage and ending with the bachelor's degree. Above them are the highly specialized university courses and the special schools. The following statistics show the relative status of the several classes of secondary schools in 1887 and for the period 1892 to 1899, inclusive :

Enrollment in secondary schools for boys.

Classes of institutions.	1887. ¹	1892. ²	1893. ²	1894. ²	1895. ²	1896. ²	1897. ²	1898. ³	1899. ³
State schools:									
Lycées.....	53,816	52,945	53,974	53,490	53,962	53,290	52,427	51,892	51,997
Colleges.....	36,086	32,508	32,709	32,421	32,161	32,224	32,412	32,510	32,784
Total.....	89,902	85,453	86,683	85,911	86,123	85,514	84,839	84,402	84,781
Schools of religious associations:									
Classical.....	50,085	51,087	51,377	56,265	57,250	58,506	62,188	67,643	.....
Petits séminaires.....		23,918	23,849	25,354	25,407	21,737	22,381	23,497	.....
Total.....	50,085	75,035	75,226	81,619	82,657	80,243	84,569	91,140	.....
Private secular schools.....	20,174	16,306	14,028	14,214	12,011	13,539	12,813	9,725	.....
Total non-State.....	70,259	91,341	89,254	95,833	94,668	93,842	97,382	100,865	.....
Grand total.....	160,161	176,794	175,937	181,744	180,791	179,356	182,221	185,267	.....

¹ From *Statistique de l'enseignement secondaire des garçons*, 1887, pp. lvi, lxxviii, xcviii.

² *Rapports faits au nom de la commission du budget*, etc.—Service de l'instruction publique par M. Bouge, 1897, pp. 124, 125; also 1898, pp. 32, 33.

³ The same by M. Maurice-Faure, 1900, pp. 240-243, 248-253.

The classification of students in the lycées and colleges in 1899 was as follows:

	Total enrollment.	Classical course.	Modern course.	Special mathematics.	Preparatory division.
Lycées.....	51,997	20,032	14,489	4,788	12,688
Commercial colleges.....	32,784	9,242	13,541	749	9,252

Proportion of total students in each division.

	Classical course.	Modern course, including special mathematics.	Preparatory course.
Lycées.....	<i>Per cent.</i> 45	<i>Per cent.</i> 31	<i>Per cent.</i> 24
Commercial colleges.....	28	44	23

From the statistics of enrollment it will be seen that there has been a gradual decline in the attendance upon the State and communal secondary schools during the period reviewed, a marked decline in the attendance upon the private secular schools, and a steady increase in the attendance upon the clerical schools.

The apparent transfer of pupils from State to clerical schools has been a cause of great disturbance to the Government and the chief

reason for the appointment of a commission by the Chamber of Deputies to inquire into the subject of secondary education in general, with a view to such action as may strengthen and extend the influence of the public system. The solicitude of the Government in respect to this interest is voiced by M. Maurice-Faure, chairman of the committee on finance of the Chamber of Deputies. In his report accompanying the estimates for the service of public instruction for 1900 the chairman says:

It is impossible to set too high a value upon the rôle of secondary education in our democratic society and its influence upon the future republican government. Doubtless to-day there is no person so humble that he may not aspire to bear a part in the direction of public affairs, and it is an honor to the republic that by means of the general diffusion of gratuitous instruction it has enabled every citizen to cherish the legitimate ambition of serving his country in any post, however elevated, for which his intelligence and character fit him. But it is none the less evident that those who, by reason of extended study, have had their intellectual faculties most completely developed are better prepared than their fellow-citizens less favored in this respect to bear a decisive part in the conduct of the affairs of state and in the destinies of the nation. It is certain that the regular progress of democratic institutions and the peaceful advent of a better social organization are impossible, excepting under one condition, namely, that those who, by reason of their education, have the most ability and authority to bring to bear upon political and economic progress should be disposed, by their very education, by the habits of thought and the principles which they have acquired, to comprehend the importance of this progress and to promote it with convincing ardor and devotion.

With this conception of secondary education as a means of fortifying the republican government and perfecting the new social order, M. Maurice-Faure contrasts the spirit and tendencies of the schools of the religious orders. These, he asserts, "foster contempt and opposition toward the Government, and are a menace to the Republic." That this conviction is widespread in Government circles is indicated by the bill against the religious associations introduced at the opening of the present session of the Chambers. The outcome of this measure in respect to secondary education and of the pending measure for the reform of the State secondary schools are matters of deep and universal interest. The basis of the project of reform which has been submitted by the minister to the superior council of education is the report of the Ribot commission, whose proceedings were reviewed in the Commissioner's Report for 1898-99.¹

The measure is intended to secure greater freedom in the conduct of the lycées, larger initiative for the principals, to bring the professors into closer relations with the life of the schools, and to improve the moral and hygienic conditions of the household departments. As regards curriculum, the purpose is evident to free the classical course from an excessive philological tendency and to promote its liberalizing influence and culture aims. The modern course is to be more fully differentiated from the classical and its purposes more exactly defined.

¹See vol. I, chapter 21, pp. 1107-1138.

In the language of the minister's circular: "It should correspond to the economic needs of the country, and should furnish not a narrow specialized professional training, but a broad general preparation for agricultural, commercial and industrial, and colonial careers." Science and modern languages are to be the chief studies of the modern course.

The most radical change proposed by the measure is the trifurcated programme for the classical course. Since 1890 the entire classical programme has been obligatory upon all students in the classical section up to the beginning of the last school year. In this last year a choice was allowed between philosophy and science. The new measure provides for a choice between three parallel courses for the last three school years, options being allowed between Greek, science, and modern languages. In the high recognition thus accorded modern languages the project marks a wide departure from all previous propositions for the reorganization of liberal education.

STATE PROVISION OF SECONDARY SCHOOLS FOR GIRLS.

The law creating lycées for women was passed in 1880, the year after the law establishing normal schools for women upon the same basis as those for men. The normal schools had, indeed, in a certain sense, prepared the way for the more important measure of 1880, which was intended to reach the superior classes.

The advocates of this measure had no thought, however, of duplicating for women the training which tradition and custom sanctioned for men. They purposely elaborated a distinctive programme for the new institutions, from which Latin and Greek are omitted, mathematics appears in a limited form, and philosophy is represented by elementary notions of ethics. The distinctive studies of the secondary curriculum for boys are replaced in the lycées for girls by modern languages and literature, which are taught in a serious and critical manner. Large place is given also to history, particularly to the history of civilization, to art studies, and to domestic and hygienic science.

The year after the passage of the law creating the lycées for girls the Government established a normal school to prepare professors for the new institutions. Situated at Sèvres, within easy access of the city, the school may be regarded, by reason both of the severity of its studies and the quality of its professors, as an annex of the Paris University. In the roll of its teaching personnel are found the names of Darmesteter for letters, Joly and Marion for psychology, Poincaré for physics. The entire teaching corps, men and women, the latter forming a small minority, are university graduates, which term implies a diploma above the bachelor's degree. As in all French boarding schools, there is complete separation of the scholastic and domestic departments, save that both are under one direction. The present head of the institution is Mme. Marion, widow of the distinguished author and professor, M. Henri Marion.

The growth of the lycées and colleges for young women since their foundation in 1880 is shown by the following statistics:

*Enrollment in lycées and colleges for young women from 1881 to 1899.*¹

Year.	Lycées.			Colleges.			Total.
	Academic department.	Primary department.	Total.	Academic department.	Primary department.	Total.	
1881.....			71			229	300
1882.....	315	206	521	429	567	996	1,517
1883.....	817	464	1,281	787	869	1,656	2,937
1884.....	1,080	618	1,698	1,060	988	2,048	3,746
1885.....	1,421	522	2,243	1,122	1,012	2,134	4,377
1886.....	1,713	1,048	2,761	1,218	958	2,206	4,967
1887.....	1,953	1,295	3,248	1,416	1,152	2,598	5,846
1888.....	2,191	1,481	3,672	1,596	1,266	2,962	6,634
1889.....	2,294	1,570	3,864	1,571	1,416	2,987	6,851
1890.....	2,326	1,120	3,955	1,694	1,481	3,088	7,043
1891.....	2,831	2,132	4,963	1,410	1,272	2,682	7,645
1892.....	3,211	2,411	5,625	1,460	1,416	2,876	8,501
1893.....	3,704	2,822	6,526	1,365	1,358	2,723	9,249
1894.....	3,924	2,899	6,823	1,602	1,515	3,117	9,940
1895.....	4,055	3,108	7,163	1,702	1,548	3,250	10,413
1896.....	4,236	3,297	7,563	1,653	1,429	3,082	10,645
1897.....	4,352	3,440	7,792	1,648	1,403	3,051	10,843
1898.....	4,378	3,623	8,001	1,882	1,519	3,401	11,402
1899.....	4,675	3,756	8,431	1,930	1,633	3,563	11,994
Increase 1882-1899	4,360	3,550	7,910	1,501	1,066	2,567	10,477

¹ From *Lycées and Colleges for Young Women*, by M. Camille Sée (author of the law of 1880), edition for the Exposition of 1900.

The teaching staff of the lycées and colleges in 1899 comprised 687 professors and assistants. The financial review presented by M. Camille Sée, in his history of the measure providing higher education for women, shows that the State advanced the sum of 33,409,437 francs (\$6,681,887) from 1891 to 1898 for building purposes. These advances are to be met by the cities and towns in which the lycées are situated.

The total receipts of the lycées and colleges, exclusive of the boarding departments, amounted in 1898 to 3,761,354 francs, of which the State furnished 70 per cent, tuition fees 27 per cent, and local authorities the balance.

UNIVERSITIES.

The department of higher instruction (director, M. Liard) includes the State universities and the special schools which are subject to the control of the minister of public instruction.

Under the university system created by Napoleon in 1808 the old universities of France were deprived of their autonomy and became simple groups of faculties—law, medicine, theology, letters, and sciences—located at the principal towns of the academies. Their chief function was that of conferring degrees, the work of higher education having been relegated to the classical colleges (lycées) and the special schools. Thus the faculties were severed from the intellectual life and activity of the country. Paris alone formed an exception, since here the faculty groups comprised always eminent men who maintained the spirit and prestige of the great university.

In the period from the fall of Napoleon (1815) to the establishment

of the Republic (1870) various projects relative to higher education were entertained, but no radical changes were effected. As regards organization and functions the State faculties were essentially, in 1870, what they were under the first Empire.

The Republic began the work of freeing higher education from the incubus of officialism by the law of July 12, 1875, which accorded the right of teaching to any person who should conform to certain prescribed conditions. One article of the same law provided that at the expiration of a year the Government should present a bill having for its object the reform of higher education. The need of this reform was specially urged in a speech by M. Paul Bert, setting forth in vivid terms the low state into which university education had fallen. Even with respect to the Paris faculties he quoted the words of Claude Bernard, "The laboratories of Paris are the tombs of savants."

The progress of legislation was slow, but the purpose of the Government was attested by increased appropriations, the enrichment of programmes, and the creation of new chairs. Between 1870 and 1878 the State appropriations for the faculties rose from \$1,152,773 to \$1,939,773; from 1878 to 1888 they were doubled. In 1889 they had risen to \$2,797,071; in 1892 the State appropriated for the universities \$2,332,000.

A decree of July 25, 1885, authorized the faculties to hold property, to receive gifts, and to manage their own estates, and created a general council of each group of faculties as its legal representative. A second decree of the same year, December 28, 1885, extended the authority of this general council to all matters pertaining to the internal affairs of the group, and created also a council of each faculty to administer its separate affairs.

The work of reorganization was completed by the law of July 10, 1896, which restored the old title of university, and provided for the transformation of the faculty groups into autonomous institutions. Under this law 15 universities have been constituted.

While the measures here noted were in progress the work of providing suitable housing and adequate equipment for the universities was also pushed with vigor. Buildings have been erected on which the State and the communes or towns have expended more than 100,000,000 francs. The total reported in 1887 amounted to \$22,195,000, of which the cities bore \$9,650,000. Libraries have been enlarged and fine laboratories constructed, especially at Paris, Lyon, Lille, and Nancy. The number of university chairs has been greatly increased; thus the Paris faculty of letters, which in 1870 had only 11 chairs, has now 27, besides 7 complementary courses and 10 lectureships.

In the provincial universities the development of courses of local interest is noticeable; such are the courses in the history of Provence and of the Provençal language and literature at Aix-Marseille and of Norman art, literature, customs, and dialect at Caen.

The prestige of the universities has been also increased by the decree of July 9, 1897, empowering them to establish a special doctorate.

This degree, which does not, like the State degrees, carry professional privileges and rights, is open to both natives and foreigners. It is not limited, as is the State doctorate, to candidates who have obtained the French diplomas of bachelor and licentiate (licencié about equivalent to the English A. M.), nor is it required that the candidate should have effected the whole of his studies in France.

The university doctorate becomes, therefore, an incentive to French students who wish to pursue specialties without regard to strictly professional careers, and at the same time it offers to foreign students a valuable diploma upon favorable conditions. Although the benefits of the degree are not confined to foreigners, it may properly be included in the series of measures by which the Government has sought to attract the attention of foreign students to the provision for special study and research which is offered by its universities and special schools.

Under the liberal terms of the law of 1875, private faculties—that is, under private control or free from State control—have flourished, and the creation of special schools free also from State control, such as the *École Libre des Sciences Politiques*, has also been encouraged.

The following statistics show the status of the universities and former faculties at the dates specified:

Statistics of State faculties and universities.

Academic districts.	Faculties, 1878-88.			Universities.		
	Number of students. ¹	Income of faculties. ¹	Current expenditures. ¹	1897-98.		1898-99.
				Number of students. ²	Expenditure. ³	Number of students.
Paris	9,140	\$685,316	\$663,843	12,047	\$1,001,162	11,829
Aix	433	95,546	99,604	849	92,266	845
Besançon	130	43,797	33,754	197	42,698	220
Bordeaux	1,029	142,064	144,206	2,144	225,656	1,961
Caen	531	101,841	71,411	598	80,407	572
Chambéry		2,600	1,290			
Clermont	96	45,492	35,259	257	40,286	256
Dijon	236	69,884	58,519	604	80,993	642
Grenoble	318	65,035	54,011	476	77,826	523
Lille	810	133,357	128,277	1,354	187,292	1,158
Lyon	962	175,640	185,537	2,335	262,120	2,405
Montpellier	890	156,110	154,177	1,496	196,941	1,446
Nancy	454	158,255	159,930	1,601	203,375	952
Poitiers	391	82,290	58,112	764	71,172	736
Rennes	659	114,345	61,484	1,063	82,022	1,057
Toulouse	1,303	121,014	92,110	1,885	127,934	1,897
Algiers	223	98,623	87,435	4763		786
Schools of medicine and pharmacy not included in the universities				949		969
Total	17,605	2,256,209	2,088,959	28,782	2,772,001	28,254

¹ Statistique de l'enseignement, 1888.

² Enquêtes et Documents relatifs à l'enseignement supérieur, tome LXXI, pp. 311-338.

³ Report of M. Maurice-Faure, 1899, p. 172.

⁴ Superior schools. (Universities not yet organized.)

Distribution of students by faculties.

	1887-88. ¹		January 15, 1897. ²		January 15, 1898. ²		January 15, 1899.	
	State fac- ulties.	Private fac- ulties.	State uni- versities.	Private fac- ulties.	State uni- versities.	Private fac- ulties.	State uni- versities. ³	Private fac- ulties. ³
Protestant theology.....	102	.....	101	.....	137	.....	142	.....
Law.....	5,152	485	9,134	964	9,371	971	9,239	1,133
Medicine.....	4,686	.....	8,450	148	7,426	145	8,877	147
Sciences.....	1,325	75	3,456	137	3,544	152	3,468	211
Letters.....	2,358		3,477	126	3,643	122	3,089	150
Pharmacy.....	1,118		3,188	26	3,326	17	3,439	17
Medicine and pharmacy.....	2,848	151	.....	.....	1,355	.....	.....	.....
Total.....	17,590	711	27,806	1,401	428,782	1,407	628,254	1,658

¹Statistique de l'enseignement supérieur, 1888.²Enquêtes et Documents relatifs à l'enseignement supérieur.³Report of M. Maurice-Faure, 1900, p. 35.⁴Of this total 871 were women and 1,784 were foreigners.⁵Of this total 817 were women and 1,635 were foreigners.

THE CONGRESS ON PRIMARY EDUCATION.

The Paris Exposition of 1900 will be especially memorable for the great number of congresses that were held in connection with it and the vast range of interests which they comprised. No less than 11 congresses were distinctly educational, and several others were closely related to the subject. The following report of the congress on primary education is cited from the report of the Commissioner-general of the United States for the Paris Exposition:

REPORT OF THE CONGRESS ON PRIMARY EDUCATION, PARIS EXPOSITION, 1900.

HON. FERDINAND W. PECK,

Commissioner-General for the United States to the Paris Exposition, 1900.

SIR: The congress of primary education in connection with the Paris Exposition, to which I had the honor of being appointed a delegate from the United States, was held in the Sorbonne, August 2 to 5. Although the congress was organized in sections and overlapped in time the sessions of the congresses of secondary and of superior education, there was no confusion or crowding. The section meetings were assigned to class rooms; office and waiting rooms were conveniently at hand and plainly indicated, and the amphitheater, with its noble statues and beautiful mural painting, afforded an ideal place for the general sessions.

In its organization the congress marked an advance over previous congresses of the same class in France. It was not ordered by the administration, but started by schoolmen acting in the spirit of professional freedom and of international sympathy. The programme was announced several months beforehand and papers on the general topics solicited from different countries. As the event proved, the formal papers and the discussions related almost exclusively to French conditions; but this fact should not be allowed to obscure the spirit in which the work had been developed under the auspices of the general secretary, M. Jost, one of the most distinguished and genial schoolmen of France. At the opening session the eminent rector of the Academy of Paris, M. Gréard, was unanimously chosen president. The assembly on this occasion was large, comprising about 1,500 French teachers and officers of education and 200 foreign delegates. On the platform with M. Gréard were the delegates of the ministry of public instruction; M. Bayet, chief of the department of

primary instruction, and M. Jacoulet, honorary inspector-general, distinguished delegates from foreign governments, and the official committee of the congress.

In his inaugural address M. Gréard struck the keynote of the social transformation which the Republic has silently accomplished in France through the elevation of primary education. He recalled that in 1869, before a commission on higher education, M. Guizot, author of the primary-school law of 1833, regretted that primary instruction was not represented on the commission. "This reproach," said M. Gréard, "is no longer possible. Primary education has its place in the great councils to-day. In these it treats its own affairs with competence and discusses general interests with lucidity and wisdom." As the most important aim of the future, M. Gréard signified the enrichment of primary instruction, and this not by overloading the programmes, but by elevating the spirit and improving the methods of instruction, and further by prolonging the period of school attendance or of formal instruction. This, in his opinion, would be accomplished by a judicious balancing of general instruction with technical training in the public high schools, and by the liberal provision of auxiliary agencies, as evening schools, popular lectures, etc., for adults whose school training has been limited. M. Gréard touched upon the principal points in the questions to be considered in the congress and expressed the hope that the conclusions that might be reached would excite interest in all countries and be fruitful in new views and in modifications of existing conditions.

For practical work the congress was organized in five sections, according to the number of subjects proposed for consideration.¹ The "memoirs" that had been received by the respective sections during the months of preparation had been confided in each case to two secretaries, one of whom analyzed the contents of the papers and the other summed up the positions taken by the authors. In this way each question was developed in all its aspects before the section meetings and free discussion invited. Thus, while the programme was strictly followed, there was full opportunity for all members to secure a hearing.

The question of making instruction in domestic arts a feature of all primary schools, including even infant schools, was treated in the first section. Mlle. Brès, general inspectress of infant schools (*écoles maternelles*), who had analyzed the memoirs for this section, created a sensation by insisting that the instruction should be given alike to boys and girls. She maintained the position so effectively against lively opposition that it was embodied in the final resolutions. During the discussion M. Bergman, inspector-general of public schools in Stockholm, explained that this course is pursued in that city, where boys and girls go to the same school until 10 years of age, and have the same exercises in knitting, sewing, and the repairing of garments. Mr. Lyulph Stanley, of the London school board, gave an interesting account of the cooking classes connected with the board schools, in which 44,000 girls are taught to prepare food properly, and the laundry classes, in which 24,000 girls learn to wash and iron.

The conclusion was recorded by the congress that domestic training should be given in all classes of primary schools, with certain modifications in the schools for boys, and that it should be intrusted to women teachers, who must give proof of special competency for the work.

To the second section of the congress had been intrusted the most important of all the questions considered, namely, that of "regularity in school attendance." The discussions exposed a condition upon which French statistics usually throw no light.

¹ Topics for the congress of primary education (date of congress, August 2-6): (1) Instruction in domestic economy and industry (*éducation ménagère*); definition, limits, and adaptation to the different grades. (2) School attendance (*fréquentation scolaire*). (3) Moral education; objects, principles, methods, and processes. (4) Superior primary education; object, limits, means of adapting to regional and local interests (county and district). (5) Continuance of education after the school period (*institutions post-scolaires*); adult courses, popular lectures, etc.

It has long been evident from the official reports that practically all the children of school age are enrolled in school or instructed in some measure; but as the average attendance is never given, it is impossible even to guess what amount of schooling this fact implies. From statements made in the congress, and the agreement as to the necessity of reform in this particular, two things were evident: First, that the compulsory law is poorly enforced in many communes; second, that the attendance committees (*commissions scolaires*) are of little account. In the absence of statistics there was no real measure of the irregular or nonattendance, but its reality was admitted and the force of the discussion was expended on the means of correcting the evil. The opinion was expressed that the compulsory law should itself be strengthened; but this point was not embodied in a resolution. The main resolutions carried were: That the communal funds in aid of poor children should be continued; further considering that under a democratic government the efforts of all patriotic spirits should be united in the interests of the schools, the congress esteemed it desirable that a school council of representative men, the fathers of families, should be formed in each commune to look particularly after the children of school age and to promote their material and moral welfare.

The sessions of the third section were occupied with interesting discussions of the question of moral instruction, its nature, the principles upon which it should be based, and the method of instruction appropriate to the subject. The conclusions were reached that moral instruction should occupy the first place in the primary school; that it should be based upon reason, or the law of mutual respect, and that it should be independent of, but not hostile to, religious instruction.

The fourth section was occupied with the question of the higher primary schools, a grade below our high schools and having large development on the side of industrial art. The discussions turned particularly upon the scope and gradations of industrial as distinguished from general education, and the means of breaking down the social distinctions that separate the system of primary education in France from the classical schools without destroying the practical character of the former. This second consideration was recognized as one of profound significance for the country, but no satisfactory solution was offered. The current of feeling on the subject was evident from the interest shown in a brief paper presented in this section by the delegate from the United States. The paper treated of the distinction between the American high school and the French higher primary school. The statement that the people of the United States oppose distinctions in the public-school system which imply absolute or permanent social distinctions among the people was particularly applauded.

In his address before the opening session of the congress M. Gréard had expressed the opinion that these distinctions are diminishing in France. He attributed the change to the growing appreciation in the higher educational circles of the sound principles and the effective methods applied in the primary system. The section, ratifying the resolutions which summed up the prevailing views of the congress, expressed the opinion that the higher primary schools should be carefully distinguished on the one side from the schools of practical industry—that is, art or trade schools—and on the other from the classical secondary schools.

The fifth section of the congress considered the question of auxiliary or "post-school" agencies for continuing the formal education of the adult masses. This is a work upon which France has entered with immense spirit during the present decade, and which has been maintained and developed with persistence and ardor. From the nature of the subject the discussions in this section were more vague and diffuse than in the other sections, where all the proceedings centered in definite propositions. The subject, however, proved to be one of general interest, as was shown by the number of communications from foreign countries. These, as summarized by M. Édouard Petit, afforded a comprehensive review of what may be regarded as a great social

movement affecting the principal countries of the world. The movement has assumed different aspects in different countries, and there were included in the survey agencies as varied as the university extension of England and the secular Sunday schools of Russia; but it was made evident that all were animated by the same purpose, namely, the elevation and practical advantage of the laboring classes. France has contributed to the movement two original experiments that greatly interested the foreign delegates to the congress. One of these is the institution of mutual aid societies among pupils; the other, associations of former pupils pledged to continue their interest in their old school, to foster the intellectual development and social pleasure of their members, and to promote a lively interest in all efforts for improving the condition of the working classes.

The importance of this subject was emphasized by its revival in the full session of the congress, where it divided attention with the question of the higher primary schools. The resolutions of the section affirming the necessity of the post-school agencies and the importance of all the lines along which these are operating were confirmed in the full session.

Since the subject is agitated in all countries, it was recognized that an international bureau or society for the exchange of information would find in relation to this movement its special mission. The proposition to form such a society, which originated at the banquet of the jury on primary education, was accordingly brought up and confirmed in the congress. It was resolved to make the committee of the congress the official bureau of the society. M. Bourgeois graciously accepted the presidency of the society, which thus, to quote M. Bayet, has its future assured as a living and permanent institution.

The closing public session of the congress was honored by the presence of the minister of public instruction, M. Leygues, who in a brief address emphasized the important relation between public education and the safety of a people. He saw in the congress the augury of a better social era which will insure to France "more of prosperity, justice, and liberty, and develop between all nations a higher degree of union and solidarity."

The final ceremony of the congress was a grand banquet in the restaurant of the nations in the "Vieux Paris." Above six hundred members participated, and in the absence of the minister of public instruction, occasioned by the sudden death of the King of Italy, M. Bayet, chief of the primary department, presided. In the toasts, which occupied an hour and a half, two remote colonies of France, Tunis and Guadeloupe, and eleven foreign countries were represented by their delegates. The banquet terminated to the stirring strains of the Marseillaise. To the foreigners who were invited guests its memories remain as a perpetual sign of the unbounded hospitality and social charm of their colleagues of France.

ANNA TOLMAN SMITH,
*Member of the International Jury, Class 1, Group 1, Delegate from the
United States to the Congress on Primary Education.*

CHAPTER XXXII.

REPORT ON EDUCATION IN ALASKA.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., June 30, 1900.

SIR: I have the honor to submit the fifteenth annual report of the Alaska division, for the fiscal year ending June 30, 1900.

During the year there have been maintained in Alaska 25 public schools under the immediate supervision of this Bureau, with 27 teachers and an enrollment of 1,753 pupils. In addition to supporting the above public schools, this Office continues to pay the salaries of 5 teachers in the Sitka industrial school, giving instruction in the branches of carpentering, domestic science, painting, tinsmithing, net making, boat building, and in the common English branches, the total number of pupils under instruction being 151.

On account of the very large accession to the population of Cape Nome region, by reason of immigration of miners with their families, it has been found important to create the position of superintendent of schools for the Cape Nome district. To this position a citizen of Nome has been appointed. His duties are precisely similar to those of the superintendent of schools in the Sitka district—namely, to visit the schools which from time to time may be established within his district, report on their condition, examine candidates for the position of teacher, and aid this Bureau with suggestions and advice regarding the educational affairs of northwestern Alaska.

Owing to the friendly cooperation of the priests of the Russo-Greek churches throughout southwestern Alaska in urging the children of their parishioners to attend the public schools, the seating capacity of the school buildings in that region has been severely taxed. It has been necessary to enlarge the school building at Kadiak and to send additional teachers to that place and to Unalaska.

In several sections of Alaska the influx of white men has resulted in an increased interest in schools on the part of the adult native Alaskans. Realizing the advantages to be obtained by such a knowledge of the English language as will enable them to trade intelligently with the white men, they have made requests for night schools. At Wood Island it has been possible to comply with such a request, and the result has been very satisfactory. At Gravina, Saxman, and Wrangell native Alaskans are efficient members of the local school committees which aid this Bureau in the management of the schools.

The following reports indicate the character and scope of the Alaskan public schools:

SITKA, No. 1.—Miss Cassia Patton, teacher; enrollment, 47; population, white. Miss Patton reports:

The condition of Sitka School No. 1 during the last year has been quite satisfactory.

The weather during the short days having been very pleasant, there was very little sickness among the children. The only drawback to regular attendance is the observance of holy days, in which some are improving by attending service in the morning and coming to school instead of playing, as formerly, in the afternoon.

During the Russian lenten season the priest very sensibly suggested to the children to fast during the first week, and I encouraged them to follow that plan, hoping that all would then be in school again until Easter week, and it was better.

An offer from Mrs. Brady and Mrs. Mills, who had been teachers, to assist me in taking charge of the music and drawing was gladly accepted.

Later, Miss Constance Stowell, who is fitting herself for a teacher and desired practice, gave us her mornings.

With so many kind friends I was able to do much more for my pupils individually, which is a great gain, and came nearer the ideal toward which I aim.

In October we celebrated "transfer day" by having an industrial fair, the first, I believe, in Alaska. Before the close of school in June I laid the plans before the children, and they, at home during vacation, took up the industries, and the result was a fine display of potatoes, carrots, turnips, lettuce, flowers, salt fish, jelly, bread, cake, aprons, pillowcases, lace, sailboats, and kites.

This is a step toward that industrial education which, with my numerous classes in the three R's, I have not yet been able to introduce, but which will make the coming Alaskan better suited to his environment—not only a consumer but a producer.

I believe that the county fair has been of much use in interesting people in products of the home and farm, and I hope that this may open up something of the kind in Alaska.

To foster the love of the beautiful with the useful, I gave for the fair prizes those blessings, "the Perry pictures."

At Christmas time we gave an opéretta, in which all the children took part and scored a great success.

I hope that I will be able to report as well of the work of the next year, which is soon to begin.

JUNEAU, No. 1.—C. C. Solter and Miss Jennie Larsen, teachers; enrollment, 96; population, white. The following is Mr. Solter's report:

The people of Juneau have shown their appreciation of the increased facilities of the school by a corresponding increase of patronage. As soon as it was known that two teachers would be employed many parents determined to send their children to us, although they had already made arrangements to send them elsewhere. After our school was fairly started still more joined our ranks, a number of whom had already taken up their studies in the private schools of the town.

Sickness for a time seriously interfered with the attendance. A number of children were ill with typhoid, la grippe, or severe colds. A few were also troubled with their eyesight.

On the whole, fair progress has been made. Some pupils have excelled in arithmetic, others in history, while a number have done good work in all branches.

Other schools in our town are the Catholic, where four teachers are employed; another private school with one teacher, and one school under the auspices of the Greco-Russian Church. In the latter the attendance is small. The private school has closed, in all probability permanently. The Catholics, however, are building a large schoolhouse or college to accommodate the expected increase of their pupils. A number of children have gone to the States to attend high schools or colleges.

The people of Juneau have for some time been desirous of a graded and high school, and now since they are taxed it can not be denied that they deserve better school accommodations than they now possess.

My assistant, Miss Larsen, has been faithful to her duties and has done good work in her room. She has the good will of her pupils, and, as far as I know, has given satisfaction. Her pupils have made commendable progress, especially in arithmetic. She teaches many motion songs and recitations, in which her pupils take great delight.

DOUGLAS, No. 1.—Miss Gertrude H. Spiers and Miss Kate Spiers, teachers; enrollment, 100; population, white.

This school began its sessions last August with two teachers. The primary department comprises grades 1, 2, and 3. The advanced room grades, 4, 5, and 6. The schools have been quite thoroughly graded, and a suggestive course of study has been adopted.

Perhaps the most notable feature of the work is the regular attendance of such pupils as reside here permanently. About 20 per cent of these have not missed a day during this year. One pupil, Claire Jones, has been present every day for the past three years.

The school year is divided into two terms. The first begins August 1 and closes December 15. The second begins February 15 and closes June 30. In this way much

of the inconvenience resulting from the darkness and storms of the winter months is avoided.

An annual entertainment is given for the benefit of the library fund. About sixty new books will be added this year.

The work in German has been continued, but no new class has been organized. The pupils who began the study two years ago now read easy prose at sight, and write and spell readily. No special attention is given to constructions or declensions.

The school is well supplied with text and literary books, maps, charts, and the usual equipments of a modern school. We have, however, to report that there is urgent need of a new building with suitable well-drained play grounds.

DOUGLAS, No. 2.—Miss Mollie MacAvoy, teacher; enrollment, 37; population, white. Miss MacAvoy reports:

It seems to me but yesterday, and yet it has been almost a school year since I landed at Douglas Island.

I found here very intelligent, enterprising, wide-awake people, interested enough in education to keep their children in school regularly, thus giving the teacher much encouragement besides assisting her in many other directions.

The pupils are eager to learn, interested in all their studies, and well behaved, and we have spent a very pleasant as well as profitable winter.

I teach reading, writing, spelling, geography, arithmetic, physiology, morals, manners, drawing, history, language, grammar, gymnastics, and kindergarten.

We have a good literary society, which meets every Friday afternoon.

We had a Christmas entertainment, which was greatly enjoyed, and we are preparing another for the close of the term.

We have commodious quarters and are very comfortable. If the day be unusually gloomy—and we have many dark days in Alaska—and we feel ourselves inclining the least bit toward the blue weather, we have a lively march, a good motion song, a gymnastic exercise, or a ten minutes' reading from an interesting book, and the gloom is quickly dispersed.

We need a playground. We haven't room to play ball, or, in fact, any game except duck-on-the-rock. The girls jump the rope. They used a long seaweed for a rope one day.

The children accidentally broke three small panes of glass, which they replaced. I teach them to take care of the building, books, and, in fact, everything which is left in our care.

We have a nice large flag, which we all love. It floats over us on bright days, and we display it inside the schoolroom on rainy days.

We should like very much to have all the best magazines and more books in our library.

I would like to have a sewing and cooking afternoon each week next year.

I regret to report a tendency on the part of the pupils to stop school at the age of 14. This has been my only discouragement.

I miss a city superintendent and the teachers' meetings, which are so helpful in the States. I love my pupils and my work, and I hope all my coworkers have had as pleasant a year as my first year at Douglas No. 2.

SKAGWAY.—O. B. Gwin, Miss Anna Clayson, Miss Theresa E. Webster, Mrs. Murray B. Miles, teachers; enrollment, 214; population, white.

The following is the report of Mr. Gwin, the principal of the school:

School opened September, in two rooms, with 120 pupils enrolled the first day. Seeing the necessity of immediate action, the local committee immediately secured another room near the school and employed another teacher. Later, owing to the continued growth, a fourth teacher was employed, and the third and fourth teachers were installed in rooms two and one-half blocks from the permanent school building.

At the beginning of school we found that the grades were very badly mixed, there being pupils of all grades and all intermediate points between grades. This was largely owing to the fact that many of the pupils had been out of school a year or more, and because they represented so many schools and systems of grading.

Our work the past year has been largely along lines tending to segregate the classes, and so enable us to make satisfactory classifications for the coming year.

At the beginning of the term we were at a great disadvantage, owing to a shortage of books, lack of proper desks and apparatus, and cramped quarters. Now we have good desks and a fair supply of books, though there is room for improvement along some lines even yet.

It is a very great disadvantage having our school in three buildings. It is hoped that we will have the schools under one roof next year.

We also suffer from a lack of sufficient room for playgrounds. At present the school is located on a lot 50 by 100 feet, of which the building occupies a great part, leaving but little room for playing. Hence the pupils must use the streets and alleys. This is not at all advisable, as the school is located in the business part of town.

The shifting character of the population has had a tendency to injure our schools in the past, but I think we shall suffer less from that cause in the future.

Our isolation from other schools has made it hard to keep up that professional enthusiasm which marks the successful teacher who constantly comes in contact with other teachers of his own and other grades.

While realizing that the Department has but a limited amount of funds at its disposal, we feel it a fact to be deplored that a school system such as might be built up here should be hampered by a lack of funds.

For a few weeks in winter the days are so short that it is impossible to teach the full day, as required by law. On many mornings it was not sufficiently light to begin work till 10.30, and it grew dark again by 2.30.

The interest and enthusiasm of our local committee can not be too highly praised. The success of our schools the past year has been largely due to their untiring efforts. They have spared no time or pains to give the town the best possible school system.

While some parents are somewhat indifferent to the best interests of their children, the greater number have taken a laudable interest in the welfare of the schools. As a proof of the interest taken by the parents and business men, I may say that at an entertainment given in April over 600 were present, and more than 100 were turned away owing to a lack of standing room.

We wish to extend to the Bureau of Education the expression of our appreciation of its support as soon as our needs were properly presented to it and it was able to respond.

FORT WRANGELL, No. 1.—Miss Nellie Green, teacher; enrollment, 114; population, whites and natives. Miss Green writes:

The native children, if sent to school regularly, learn slowly but surely. Their faith in the white man is great, and for that reason it is easy to work among them. Irregular attendance and tardiness are due to home surroundings. The parents often are indifferent as to whether the children attend or not, and the children use their own time and pleasure in reaching the school. The home lacks system. The natives do not have "a place for everything and everything in its place." Children are often tardy because an article of clothing is lost. Little Patsy has the faculty of losing everything. One day he came to school without his hat; he had lost it. Another time he had to stay at home, for he couldn't find his coat. Even at school I'd ask him to spell a word; he would say, "I can't; I lost it."

It is interesting to visit some of the homes where the members are busy at work. One such home is little Andrew's. The men are busy making snowshoes, the women, baskets. In other homes during the winter the families are gathered around a stove or a smoky open fire, their cooking utensils and remnants of a recent meal forming a not very pleasing picture. The most interesting families are those who retain the simple manners of Indian life, or else those who can successfully imitate the white man's ways. As I was walking one afternoon in early winter in the Thlingket part of town, I came to some Indian women who were sitting on the beach around a fire made from a log of driftwood. Surely these are Nature's children, thought I; nothing could be simpler than their way of living; a warm fire, plenty of pure, fresh air, some dried fish—that was all they needed. I could not understand what they were saying, for they were talking in their native tongue, but I felt sure they had no social problems to vex themselves with.

In a Hydah home I found the members more like white people. The room was arranged with the care of a white person. The Indian woman was preparing the evening meal, which consisted of meat, fried potatoes, and white bread. A lamp was burning on the table; a cat was in front of the stove. Only the dusky faces around me showed that I was in an Indian's home.

I send a photograph of the native school at this place, taken in the month of May. The three little girls in front are white children who have been in school during the year. Their kindness has done much to make the native children less conscious of social difference.

FORT WRANGELL, No. 2.—C. C. Cunningham, teacher; enrollment, 114; population, white. Mr. Cunningham writes:

This school was started by the citizens of Fort Wrangel, without aid from the Government, September, 1899. The first move in this direction was made late in the

summer of 1899; my services were not secured till the 17th of September, when I started from Seattle for this place.

On my arrival I found that there were no books in town. Notwithstanding this, however, I examined each pupil on the 22d, and on the 25th of September began the work of the school. Each pupil ordered his books at once. The merchant to whom these orders were given sent off promptly for them, but for two months I had to hold the school together without books. In the meanwhile there was considerable criticism freely indulged in by several citizens of more or less prominence locally about me because of my failure to procure suitable books. On the 5th of December the books, which had been misssent, finally came. Not only was I handicapped on account of a lack of suitable books, but I was also totally without school furniture or supplies, except a few yards of blackboard and some chalk which I brought with me. The carpenters here made me desks after my own plan, which were virtually single desks. I also used several desks which belonged to a private school that formerly existed here. But the schoolroom was not at all suited to the work, its main defects being lack of space for blackboards and difficulty in securing heat and ventilation.

At the beginning I found that the children had been accustomed to do pretty much as they pleased in school. I insisted on rigid order and had it. The children, too, were very backward for their age. The greater number had not attended school for years, or, if they had, had gone only when they felt inclined so to do. They were entirely without training in politeness.

In order to get the children grounded in proper methods of work, an evening study hour was begun and was kept up as long as practicable. I found all the pupils diligent in school, but not very attentive. Outside of school the majority studied but little. They have improved very much in attention and seem more eager to learn than they did at first.

The support of the school was generous on the part of the people, and the teacher has been well sustained and supported by the parents.

Since the first of March, when the Bureau of Education assumed the salary of the teacher, the school has run along smoothly, and the progress made by the pupils has been good.

The relations between pupils and teacher and between parents and teacher have been very cordial and pleasant. There has been no trouble of a serious nature, and the parents have always been glad, when the teacher required it, to send their children back for work or punishment on Saturday.

Considering the lack of facilities and apparatus at the start, the children of this school have done well.

HAINES.—Miss May Mackintosh, teacher; enrollment, 64; population, white and Thlingket. Miss Mackintosh writes:

You will notice that, although I have a large enrollment, my average attendance is small. The reason for this lies in the fact that the natives are compelled to seek work at other villages and towns besides this. Also, from the middle of September, 1899, until the middle of October they were nearly all attending various potlatches at Y'Indovtuckyea and Kluckwan. From that time until the middle of November I had a very good attendance; but then they went to Dyea and Skagway, more to the latter place, where they could obtain work, and there more than half of them remained all the winter, when they returned in time to go to halibut fishing. Meanwhile I had at my school nearly every child that remained here. I took the pains to go every day to the village, and if one was absent in the morning, go at noon to discover, if I could, the cause, and remove it if possible or overcome it in some way.

When all the natives were here all the children attended school. But it is discouraging to have them in school for a week or a few weeks, then not see them again perhaps for a month or two; while they have been away they have forgotten almost all they had learned.

HOONAH.—Mrs. J. W. McFarland, teacher; enrollment, 125; population, Thlingket. Mrs. McFarland writes:

I fear the keynote of my report this year will be one of discouragement. I returned the last of August, after a restful vacation, with renewed energy for another year's work. But before it was time to ring the school bell the first Monday in September the village was deserted. A grand feast and potlatch was to be given at Dundas Bay. This occupied them a week. Then their favorite berry—nagoon—must be gathered and preserved in seal oil for winter use. By the 18th of the month I opened school with 5 scholars, but in a few days I had 35 on the roll. The 1st of December we were getting down to pretty thorough work, when the feasting and

dancing began, with many visitors present from other tribes, and for three months our people were engaged in this dissipation. You can imagine what a demoralizing influence it had upon the school. Rev. Mr. Carle, our minister here, remarked one day that they really attended much better than white children would under similar circumstances, which gave me some encouragement. One day he saw boys sailing their little toy boats; he used all his persuasive powers to get them into school, but they replied, "They went to school all the time." He took a snap shot of the crowd, and you may see a picture soon of how the Hoonah boys attend school. The boys always carry home the bowls of food after the feasts, and they put in the time in this way until this interesting part of the programme comes off. All feasts are ushered in with smoking, and the boys light and carry round the pipes to the guests, enjoying a puff as well as the old folks. But I must say to the credit of the little girls, they did attend school very well, coming thinly clad, many of them in their bare feet, to secure the promised Christmas doll. It was a great disappointment not to receive our box for distribution on that day. But I had Christmas every month, only for those who attended well. I had 125 on the roll this term, but the highest average has been only 20. Our sewing class greatly improved, and the last week of school I gave the girls industrial lessons in cleaning the schoolroom, washing dishes, and garden making. Our schoolhouse is very comfortable, and everything has been so kindly supplied in the way of school facilities.

SAXMAN.—Mrs. J. W. Young, teacher; enrollment, 76; population, Thlingket. Mrs. Young reports:

I have the honor to submit to you the following annual report of the school work at Saxman, Alaska:

During the past term our school has been well attended, commencing September 4, and closing May 11, 1900, having some days an attendance of over 50.

The attendance has been very regular during the winter months. I usually knew just how many pupils would come each day, as they always came every day when in town. When they had duties to perform or wished to go away they would come and say, "Me hurry up, read quick." They showed great fondness for their studies and an eager desire for promotion. Those who have attended with any degree of regularity have made excellent progress. They are apt in number work. Penmanship and drawing are acquired with apparent ease. None are so dull as not to be influenced by kindness or won by love.

The winter feasting and dancing interfered with their work and lessened for a time their interest. An epidemic of measles prevailed during the winter.

Quite a degree of emulation was excited among them to keep themselves clean. We have washbowl, towel, comb, mirror, etc. I often set the example by cleaning up the smaller ones and combing their hair. The dirty-faced ones were not slow in discovering the contrast.

A sawmill has been built one-half mile north of Saxman, owned and operated entirely by the Tsimpsons, who have shown commendable energy and thrift. A dozen or more houses have been built. They are talking of sending their children here next term, which will make quite an addition to our already large school.

A few deaths have occurred. The sick have suffered severely for want of proper care, as the natives are very deficient in the line of nursing. A hospital or some means of caring for the sick is greatly needed in this vicinity.

GRAVINA.—Mrs. Alice B. Hamblet Davis, teacher; enrollment, 61; population, Thlingket. Mrs. Davis reports:

Our school opened on the first Monday in October, 1899. At that time we had many cases of measles and malaria in the village, and some of the little ones afflicted died. This cast a gloom over all the village. Nevertheless, we were able to keep the school doors open to all who might be able to avail themselves of the opportunity of attending.

From the very start the pupils were interested in our school and very eager to learn to speak the English language, notwithstanding the ridicule from those who were not attending school at the time. The English language is very little known among the children here. There are a few, however, who are not slow to learn, and after a few encouragements we were happy to bring these to pronounce distinctly the names of nearly all the objects in the schoolroom, and after a time to answer a few simple questions in English. Then, too, there were a few who already knew some of the language, but were unable to speak it. The difficulty with these we found comparatively small.

It is hard to believe that most of the little ones had been neglected to the extent that they did not know the word for a hat, a dress, fire, wood, or water, nor for any

of the most ordinary objects seen in everyday life. True, the parents could understand and answer simple questions, but it seems to have been taken for granted by them that the new generation would understand the English language without having been taught. But somehow it seems that their little heads were too full of other things so dear to the infant mind to give a thought to a language other than their native tongue. So with these we had to begin from the very beginning and gradually lead them along until now many of our little friends can greet us with a clear "good morning" and answer any ordinary question very readily.

All grades have advanced one step. Their progress and the good results of work so far have been very satisfactory to teacher and indulgent parents.

The work of the past nine months has been principally on the primary order and confined mostly to the chart and blackboard work.

We have hitherto needed few books, but with the progress that has been made this past year the children will need more books in their future work.

When the children have reached the fourth grade they are able to make rapid progress; for those who have reached this point the coming year will be one of profit and progress. Altogether we may prepare for a successful year.

Our daily average would be higher but that the families have not lived here continuously during the past year. They have gone to other places at various seasons to gather native foods and for other purposes, leaving the village for a time and taking the children with them. This, of course, would diminish our attendance until they returned. Then, too, many a time a child has been kept from school to attend a sick mother or a wee babe. Again, a few have been taken out of school to work in the box factory here. It becomes necessary at times for the children to lend a hand in maintaining the family.

So it is no wonder that, although we have a fair number of pupils enrolled, our average attendance is small. But the grand work of truly educating this people is now begun, and the earnest prayer of every heart here is that it will continue to grow and spread its roots in all directions so that all may receive its benefits.

SITKA INDUSTRIAL SCHOOL, ROOM No. 1.—Mrs. Selina L. Gamble, teacher; enrollment 90; population, Thlingket. The following is Mrs. Gamble's report:

I am very glad to give you the report of my first year's work in Sitka. When I entered the work in October, 1899, the attendance was 78, and before the end of two months it gradually increased to 90. Owing to ill health, some pupils left the school before the end of the term.

I am very glad to report a very successful year. Some of my pupils that were in primers when I first took charge of the school have been promoted to higher grades. They have been industrious and interested in their work. I am sure they have made satisfactory progress.

The native children are very fond of music; they have been learning new songs. Every Monday and Friday, at the opening exercises, we spent a few minutes in singing and all the children would take part. The closing exercises of the school were held in the evening of May 29. The children are now enjoying their holiday and are ready for their summer's fun.

SITKA INDUSTRIAL SCHOOL, ROOM No. 2.—Mrs. E. C. Heizer, teacher; enrollment, 89; population, Thlingket. Mrs. Heizer reports:

I have just finished my seventh year in teaching in the Sitka Industrial Training School. Many of the pupils have gone out from us during this time and started life alone. To learn to plan for themselves is the hardest lesson for them, but this they can learn only by experience. A number of the boys are working in the mines at Juneau and Douglas Island. One is in a sawmill in Sitka. He has built a very nice home in the Cottage settlement. They frequently call to see us, and love their alma mater. Several of the girls have married and are doing well. Some found the temptations too strong for them and are drifting.

My school this year has had a good regular attendance, as we have had no serious sickness. As I mentioned in my last report, anything of a practical nature interests them. We have had a successful study in practical measurements, making out orders for lumber, auditing accounts, etc.

I have noted a more intelligent interest in reading, especially in their selected readings. Our study of geography from the maps on the wall, used especially in giving them talks on current events, has proven successful. They understand much about our new possessions and Africa by a map study in connection with the wars and the leaders.

Close adherence to phonic spelling has raised our grade in this branch. The vertical system of penmanship is well adapted to our scholars. I will inclose some

specimens of their writing. I feel our interest is due chiefly to the attention given to the little practical things.

A number of talks on the crab brought specimens in to us, and rambles on the beach searching for specimens are frequent.

We feel thankful we are so fortunate in having a good, aggressive superintendent whose zeal is incessant.

KADIAC.—Mrs. Anna A. Hill, teacher; enrollment, 66; population, Russian creoles. The following is Mrs. Hill's report:

I enjoyed teaching the children very much. There are of course many discouragements, but there are encouragements also. I endeavored to have the pupils speak English only while on the school grounds. This is hard to do as they all talk Russian or Aleut in their homes, but I have been pleased to note a great improvement along this line. Quite a number of the children coming to school for the first time could not understand one word of English. These require much time and care, much more than I could give them; still I enjoyed my chart class immensely, and was pleased to see their faces light up with intelligence as they grasped some new ideas. At Christmas we had a tree and entertainment, all the school taking part in some way. The programme consisted of patriotic and Christmas pieces interspersed with music. I am glad to say that not one of the children had to be prompted, although it meant evening work for two months beforehand. I have to thank Mr. Kashnaroff for his excellent help with the music. The white men of Kadiak kindly contributed such money as we needed to purchase candy, nuts, and apples for all present. The schoolhouse was crowded, and all went away feeling proud of their children.

One great need for these people is true home life. They have very little opportunity for knowing what it means. We made it a point often during the winter months to invite the older children to spend the evening with us, entertaining them in various ways with games, books, etc.

After teaching six months I was compelled to leave, on account of sickness, but secured a substitute who taught two months, when the school was closed for the year. I feel greatly encouraged for the Kadiak school, and look for good things in the future for it.

WOOD ISLAND.—Robert G. Slifer, teacher; enrollment, 61; population, Russian creoles and natives. Mr. Slifer reports:

The school work at Wood Island has progressed favorably during the term 1899-1900. The advancement of the scholars has been very rapid in reading and writing, their work being especially good in these lines. In temperance hygiene they have done very well, stress being laid upon the necessity of maintaining hygienic conditions that will have a constant tendency to elevate the average health of the family and the community. This work is very necessary. Many lives could be saved and others materially lengthened if the natives could be taught to observe the simplest rules of sanitary science and hygiene. The anatomical part of physiology has been used principally as an aid to such an end. The instruction in temperance is hindered by the work of a saloon at Kadiak, 2 miles across the bay. In English language the work has been arranged to suit their powers of imitation, almost everything being done by example rather than by rule. History has been taught by a series of stories concerning the great men of the country, interwoven with accounts of the conditions and tendencies that have caused the constant growth of our country in various lines. Geography is a difficult study for the Aleut children, for all they know of the products of the world is what they observe from the lines of goods brought into their communities by the commercial companies. They do not have the least idea of how most things are grown or manufactured. During the past year the attempt has been made to let nothing go by which was not understood by the pupil. Pictures, stories, blackboard illustrations, magazines, advertisements, and in fact anything that the teacher thought would aid his work have been used. The work has necessarily been slow, but it has been more sure. Arithmetic has ever proven their hardest study. The lack of need on the part of their ancestors, coupled with the lack of home training, is partly responsible for this result. In the attempt to make them understand each part, it has been necessary to make slow progress. The oldest class in school was doing fair work in the addition of fractions at the close of the school term.

A great deal of sickness, notably in the months of March, April, and May, lowered the year's record very materially. During the year school was taught 181 days, and the average attendance was 38. The average monthly enrollment was 45.6. The greatest number of children between the ages of 6 and 21 on the island at any time was about 62, while the average number of resident children was probably about 54.

For a portion of the year a night school was conducted with very good success. Almost every native man and youth in the village attended. They seemed very glad of the chance to learn, and applied themselves diligently, with the result that the work was a decided success.

The outlook for next year is bright, though the scholars are not all arranged in grades to the best advantage. Something can be done in making the work of this school more thoroughly systematic.

The people are anxious for a night school during all or part of the term. Of course, if this is entered upon, it will increase the teachers' work very materially.

The need for a school building is almost imperative. The room now occupied in the Kadiak Baptist Orphanage is not large enough, and is poorly lighted, especially during the short dark days of winter.

All possible aid was given the teacher by the residents of the place, and was very much appreciated.

UNGA.—F. A. Golder, teacher, enrollment, 47; average monthly attendance, 34. Population, white, creole, and Aleut.

The methods applied and the results obtained in teaching children in the States can not be expected here. The experience of each pupil here is very limited; his imaginative faculties undeveloped, his environments discouraging. The fathers and mothers of some of the children are still in a half-civilized state.

In spite of the drawbacks here fair progress has been made. This is mainly due to the good attendance and the special efforts of the pupils. These results were obtained with the help of the parents and Government officials.

Through the efforts of the ladies of the Apollo mine and the village, and through the generosity of so many of the good people of both places, we were enabled to have a Christmas tree and to clothe all the needy ones of the school and village.

Deputy Marshal L. L. Bowers has also been very kind in conducting the singing school.

The priest of the Russian Church has always been willing to arrange his services as much as possible so as not to conflict with the attendance of the school. The prospects for the coming year are very bright and encouraging.

UNALASKA.—Miss Frances Mann, teacher; enrollment, 76; population, Russian creoles and natives. Miss Mann reports:

The enrollment of pupils at the United States school at this place has steadily increased from 27 on September 1, 1899, to 76 at the close of the school year. A large percentage of the attendance is derived from the Græco-Russian Mission; with which institution cordial relations have been established and maintained. Little can be done for the several waifs and strays, who seem to be neither under parental nor mission control, and whose attendance is but desultory and spasmodic. Efforts to regulate this matter have in the past and will in the future for want of compulsory education laws probably prove unsuccessful.

In reading, writing, and spelling most satisfactory results have been attained. The attainment of the pupils in arithmetic, however, though fair, leaves much to be desired.

Various entertainments given with the assistance of the pupils have been made a feature of the term, and a two-hundred-dollar subscription for the Christmas festivities made possible a general distribution of presents, useful or ornamental, to all children in the village.

In the general intercourse of the children with one another English is fast displacing the native or Russian languages; a circumstance doubtless in a large measure ascribed to the rapidly changing social, economic, and industrial conditions of this place.

The morale of the school leaves little to be desired. The children are most tractable and easily led. Disciplining of the mildest sort only need be resorted to.

ST. LAWRENCE ISLAND.—P. H. J. Lerrigo, M.D., teacher; enrollment, 72; population, Eskimo. The following is Dr. Lerrigo's report:

Terms.—School was commenced September 10, 1899, the first term lasting until December 22. The second term opened January 2 and continued without intermission until the end of April. Two days were lost on account of the schoolroom stove proving refractory, owing to defective flues and strong east winds, and filling the room with smoke. One day was omitted following the arrival of the shipwrecked seaman, Mr. Murphy. Total days during which school was held, 152.

The sessions were between the hours of 9 and 12 a. m., with recess of fifteen minutes, and between 1.30 and 3 p. m. These hours were finally adopted after some experimenting and the perusal of my predecessor's experience. For the first few

weeks but one session was held, as there was much work to do about the premises in preparing for winter. At times a two-hour session was held in the afternoon, from 1.30 to 3.30, but it was found that the children would not submit to a long period of application. With the medical work and miscellaneous duties which fall to the lot of the teacher, my time and strength were so fully occupied as to make it advisable to shorten the session to an hour and a half in the afternoon. Hence the periods above noted were finally decided upon.

The sessions of the school were at times interrupted by incidental experiences, such as the bell being carried away by a strong northeast wind or the chimney pot going by the board. Upon one occasion it was necessary to omit the entire afternoon session in order to attend the native, Ahlonga, who was in serious danger from approaching uræmic coma.

After the 1st of April it was increasingly difficult to maintain proper attendance, owing to the amount of spring work in which the children were obliged to assist their parents. During the latter part of April I found it necessary to omit the afternoon session and accomplished as much as possible during three morning hours. This secured a better attendance and more concentrated effort than would otherwise have been the case.

Ability and progress.—In mental ability the native children seem to compare favorably with those of more civilized countries. Some few are hopelessly dull, but the majority are capable of comprehending and retaining the subjects which engage the attention of white children of similar age. A few are remarkably bright and exhibit capability for mental training to a very considerable extent. The great obstacles in their progress are irregularity in attendance and the lack of the gift of continuity. Their life involves nothing which is calculated to train them for continued mental application. Their work is such as requires physical strength and native acuteness for a little time, after which the strain is relaxed and they lapse into a condition of utter idleness until again required to put forth effort. Consequently their faculties for long-continued mental effort are undeveloped and the children are unable to follow an extended course of work with the facility of those who have come of more civilized stock. Limited by these drawbacks, however, they have during the past year made an appreciable advance in the use of English, in arithmetic, in geography, and in general knowledge.

Discipline.—Precedent had accustomed the children to moderate talking during school hours, and as it did not interfere with the work, the custom was continued. The discipline was upon the whole well maintained and punishment not frequently necessary. Upon a few occasions dismissing the culprit from the schoolroom seemed to produce a sufficient moral effect.

In June, after the school was closed for the year, during my absence from the village, some of the boys broke into the house and committed trifling pilfering, but took nothing of any great value. Upon this occasion I considered it necessary to take a little more vigorous action and administered corporal punishment to the two leaders, after giving them a moral lecture upon the enormity of their misdeed. The parents came to me almost unanimously apologizing for their children, some of them returning the stolen articles, some bringing payment for the things eaten, while others relieved me of the necessity of further action by thrashing their boys themselves.

Enrollment and attendance.—The number of pupils between the ages of 4 and 19 enrolled was 72.

	Total attendance.	Number of days.	Average daily attendance.
September.....	324	15	21
October.....	506	22	23
November.....	508	21	24
December.....	410	16	25
January.....	477	21	22
February.....	395	18	22
March.....	512	20	25
April.....	409	19	21
Total yearly attendance.....	3,541	152	.....
Average attendance for year.....			23

The attendance was very irregular, as the parents kept their children from school whenever the most trifling work could be found as an excuse, and would not enforce their attendance even when not otherwise engaged, and in many cases the children preferred sleeping or playing to the mental exercise required of them at school. I have constantly urged upon the parents the advantages to their children of an English education, but for the most part it is dealing too much with the future for them

to appreciate it. The two chief men, Shaalook and Asoona, form notable exceptions, sending their children whenever it is at all possible. I have often discussed the general irregularity with them, and Shaalook once suggested that if I would give them breakfast every child in the village would come (and about two-thirds of their parents, I have no doubt), this in their minds being a reasonable advantage attendant upon education.

It has been especially difficult to induce the girls to attend, partly on account of shyness and again because the men do not consider it necessary for the women to be deeply learned. They will sometimes come for several consecutive days and get well started on the alphabet or perhaps numbers, and then absent themselves for a month or six weeks, during which time they will succeed in losing all recollection of their educational attainments and calmly pursue the subject again with the same edifying result.

Classes.—The pupils were divided into four classes, A, B, C, and D, studying the following branches:

Class A: English (reading—Second and Third Readers and New Testament; grammar, composition); arithmetic (multiplication, short division, long division, traders' accounts); geography (physical, general, United States); drawing.

Class B: English (reading—First Reader, advanced; composition, writing, picture lessons in conversation); arithmetic (addition, subtraction, multiplication by several figures, short division); geography, Alaskan; drawing.

Class C: English (reading—First Reader; writing, object lessons, conversation); arithmetic (numbers, addition, subtraction, multiplication by one figure); drawing.

Class D (primary): English (object lessons, reading simple words, alphabet, conversation); arithmetic (numbers).

All classes: Vocal music one-fourth to one-half hour; calisthenics.

POINT BARROW.—S. R. Spriggs, teacher; enrollment, 82; population, Eskimo. Mr. Spriggs sends the following report of this school—the northernmost on the continent:

I have found myself unable to teach more than thirty-three weeks (eight and one-fourth months). School began as soon as the building could be rendered suitable, which was later than desirable, however; it was continued, with a week's intermission at Christmas, till the first of May. As you know, whaling is the industry of this settlement, the entire available portion of every family being given to it. Consequently, when the whaling season began it was useless to try to keep school; the last Friday it was kept all but two of those present said they would be unable to come any more till fall time. So I closed, hoping I might yet teach a week or two more later in the season, but as the whaling crews did not all finally return till the middle of June—and then the families make hurried preparation for their summer work along the coast—I considered further attempt useless, so that I am short three weeks of nine months, the usual time I believe which public schools are kept open.

I have endeavored to get a full day's attendance from the pupils, but in the dark days of December and January especially, it could seldom be obtained, so that you see I have not been able to keep a full six-hour day all the time. However, the work has been entered into very heartily by nearly all the pupils and progress has been quite satisfactory. By omitting recesses the full equivalent of a six-hour day was obtained, this method seeming satisfactory to all the pupils, besides being productive, I believe, of better results.

The attendance was naturally better in the deep winter months than in September, October, and April, for in the former two the families were not all in from their hunting and fishing, while in April preparations were going on for whaling. On the whole the year, I judge, has been an average one in most respects. In my opinion, considering that no compulsory school attendance laws are in operation, the attendance is really remarkable. If a child is in from inland even but a day, that day is spent in school, one parent telling me that his little girl was so anxious not to be late at school that she would often start for school minus her breakfast. A number of those enrolled are from Noowook (Point Barrow proper); they came to this village and lived with friends or relatives that they might also attend school. Parents generally wish their children to attend the school and acquire all they can, though if put to a test the child's preference prevails, not merely in matters of school, but also nearly everything.

For work here, even among the children, a knowledge of the language is an absolute necessity, consequently I have given much time to it—something needed as you can imagine when I say there are over 400 forms to the verb and over 225 to the noun. Even such a simple word as corresponds to our "some" or "other" is declined through over 200 different forms.

I inclose a photograph which my wife took of the school last February. It contains some 55 of the 82 enrolled pupils. Their bright, intelligent appearance corresponds to their apt and generally bright minds. Last year I asked for slates. I trust they will arrive; we badly need them. The atmospheric conditions vie with the children in destructiveness. Slate pencils will be needed another year, also more

Historical table—Statistics of public schools in Alaska, 1892 to 1900—Continued.

Schools.	Length of school term and enrollment of pupils.															
	1892-93.		1893-94.		1894-95.		1895-96.		1896-97.		1897-98.		1898-99.		1899-1900.	
	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.
<i>Western Alaska.</i>																
Kadiak (whites and natives).....	9	74	9	59	9	56	8	49	9	52	9	72	9	44	8	66
Afognak (natives)....	8	40	9	38	9	38	9	39	.....	.....	9	59	9	36	.....	.....
Wood Island (natives).....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	56	7	56	9	61
Unga (whites and natives).....	8	35	9	36	9	40	9	44	9	40	9	40	7	36	9	47
Unalaska (whites and natives).....	.....	.....	9	24	9	39	9	39	9	48	9	68	8	31	9	76
Karluk.....	.....	.....	.....	.....	.....	.....	9	27	9	28	.....	.....	.....	.....	.....	.....
<i>Arctic Alaska.</i>																
Port Clarence (natives).....	5	20	7	30	8	56	9	56	9	53	7	50	.....	.....	.....	.....
St. Lawrence Island.....	.....	.....	.....	.....	7	52	9	68	9	66	.....	.....	8	70	8	72
Cape Prince of Wales.....	.....	.....	.....	.....	.....	.....	9	104	7	132	.....	.....	.....	.....	.....	.....
Point Barrow.....	.....	.....	.....	.....	.....	.....	.....	.....	6	66	6	68	.....	48	.....	82
Cirele City.....	.....	.....	.....	.....	.....	.....	.....	.....	8	43	.....	.....	.....	.....	.....	.....
Eaton Station.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11	.....	.....
Total.....	.....	794	.....	807	.....	1,030	.....	1,197	.....	1,335	.....	1,250	.....	1,369	.....	1,753

Public schools in Alaska, enrollment and attendance of pupils during 1899-1900.

Schools.	1899.							
	September.		October.		November.		December.	
	Total enrollment.	Average attendance.	Total enrollment.	Average attendance.	Total enrollment.	Average attendance.	Total enrollment.	Average attendance.
<i>Southeast Alaska.</i>								
Sitka:								
No. 1 (whites).....	36	27	42	33	44	37	43	37
No. 2 (natives).....	55	16	76	15	92	32	95	42
Juneau:								
No. 1 (whites).....	63	47	59	48	61	48	59	43
No. 2 (natives).....	25	12	17	12	19	13	29	16
Douglas:								
No. 1 (whites).....	43	39	85	71	69	62	69	61
No. 2 (whites).....	20	19	20	17	20	19	20	18
Skagway (whites).....	144	95	158	145	167	150	157	122
Wrangell (whites and natives).....	55	27	43	23	30	20	47	26
Jackson (natives).....	25	16	32	19	37	32	39	35
Hoonah (natives).....	34	10	52	13	59	15	67	20
Saxman (natives).....	18	6	20	10	46	23	54	32
Haines (natives).....	39	10	21	6	46	16	61	12
Gravina (natives).....	.....	.....	25	16	25	22	26	16
Dyea (whites).....	.....	.....	.....	.....	.....	.....	21	20
Kake (natives).....	.....	.....	.....	.....	23	19	73	37
<i>Western Alaska.</i>								
Kadiak (whites and natives).....	45	28	58	44	51	45	59	45
Unga (whites and natives).....	37	32	39	37	38	33	39	35
Unalaska (whites and natives).....	32	30	53	48	53	48	53	48
Wood Island (natives).....	41	35	45	38	47	39	49	39
<i>Arctic Alaska.</i>								
St. Lawrence Island (natives).....	.....	21	.....	23	.....	24	.....	25
Point Barrow (natives).....	45	19	51	21	57	26	63	29

Public schools in Alaska, enrollment and attendance of pupils during 1899-1900—Cont'd.

Schools.	1900.										1899-1900.	
	January.		February.		March.		April.		May.		Average month-ly attendance during term.	Total enrollment during term.
	Total enroll-ment.	Average at-tendance.	Total enroll-ment.	Average at-tendance.	Total enroll-ment.	Average at-tendance.	Total enroll-ment.	Average at-tendance.	Total enroll-ment.	Average at-tendance.		
<i>Southeast Alaska.</i>												
Sitka:												
No. 1 (whites).....	38	26	35	30	36	29	33	23	31	26	30	47
No. 2 (natives).....	89	23	81	22	67	16	65	16	40	12	21	184
Juneau:												
No. 1 (whites).....	62	46	64	54	69	51	70	55	67	53	49	96
No. 2 (natives).....	27	16	18	12	16	11	14	11	13	11	12	70
Douglas:												
No. 1 (whites).....	.....	.....	63	61	62	54	59	53	58	48	56	100
No. 2 (whites).....	21	19	21	19	23	21	26	24	25	22	19	37
Skagway (whites).....	167	140	157	136	138	129	132	122	134	121	128	214
Wrangell (whites and natives).....	43	32	36	31	60	44	51	39	45	36	53	114
Jackson (natives).....	42	22	42	22	31	17	23	10	28	15	20	51
Hoonah (natives).....	77	18	105	17	90	15	42	10	27	8	16	125
Saxman (natives).....	65	37	51	20	23	13	12	4	14	9	19	76
Haines (natives).....	.....	.....	64	11	64	13	64	13	26	8	11	64
Gravina (natives).....	20	17	29	11	39	14	34	15	20	10	15	61
Dyea (whites).....	21	19	17	16	18	16	17	16	.....	.....	17	23
Kake (natives).....	87	46	65	17	.....	.....	.....	.....	.....	.....	29	87
<i>Western Alaska.</i>												
Kadiak (whites and natives).....	59	38	60	45	66	40	66	25	.....	.....	38	66
Unga (whites and natives).....	38	35	38	35	38	33	37	32	36	26	33	47
Unalaska (whites and natives).....	53	47	73	70	70	66	76	60	76	60	53	76
Wood Island (natives).....	48	38	49	43	50	42	40	31	42	34	34	61
<i>Arctic Alaska.</i>												
St. Lawrence Island (natives).....	.....	22	.....	22	.....	25	.....	21	.....	.....	23	72
Point Barrow (natives).....	72	42	76	38	82	41	82	27	.....	.....	.....	82
Total enrollment during ses- sion, 1899-1900.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,753

The following table shows the history of Congressional appropriations for educa-
tion in Alaska:

First grant to establish schools, 1884.....	\$25,000.00
Annual grants, school year—	
1886-87.....	15,000.00
1887-88.....	25,000.00
1888-89.....	40,000.00
1889-90.....	50,000.00
1890-91.....	50,000.00
1891-92.....	50,000.00
1892-93.....	40,000.00
1893-94.....	30,000.00
1894-95.....	30,000.00
1895-96.....	30,000.00
1896-97.....	30,000.00
1897-98.....	30,000.00
1898-99.....	30,000.00
1899-1900.....	30,000.00

Expenditure of appropriation for education in Alaska, 1899-1900:

Amount appropriated.....	\$30,000.00
Salaries of 3 officials.....	4,580.00
Salaries of 27 teachers.....	18,341.13
Supplies for 25 schools.....	3,203.76
Fuel and lighting.....	1,246.96
Repairs.....	816.42
Rent.....	413.40
Traveling expenses.....	372.50
Freight.....	299.91
Balance for outstanding liabilities.....	725.92
	<hr/> 30,000.00

Cost per capita of enrollment, \$17.45.

PERSONNEL.

Dr. Sheldon Jackson, general agent of education for Alaska; William Hamilton, assistant agent of education for Alaska; William A. Kelly, superintendent of schools for the southeastern district of Alaska.

Teachers in public schools.

School.	Teacher.	State.
Sitka, No. 1.....	Miss Cassia Patton.....	Pennsylvania.
Sitka, No. 2.....	Mrs. M. A. Saxman.....	Alaska.
Juneau, No. 1.....	Charles C. Solter.....	Kansas.
Juneau, No. 2.....	Miss Jennie E. Larsen.....	Alaska.
Douglas, No. 1.....	Miss Elizabeth Saxman.....	Pennsylvania.
Douglas, No. 2.....	Miss Gertrude H. Spiers.....	Kansas.
	Miss Kate Spiers.....	Do.
	Miss Mollie MacAvey.....	West Virginia.
	O. B. Gwin.....	Alaska.
Skagway (4 schools).....	Miss Anna Clayson.....	Do.
	Miss T. E. Webster.....	Do.
	Mrs. Murray B. Miles.....	Do.
Wrangell, No. 1.....	Miss Nellie Green.....	Kansas.
Wrangell, No. 2.....	C. C. Cunningham.....	Alaska.
Jackson.....	Mrs. C. Taylor.....	Do.
Haines.....	Miss May Mackintosh.....	Do.
Hoonah.....	Mrs. J. W. McFarland.....	West Virginia.
Saxman.....	Mrs. J. W. Young.....	Washington.
Gravina.....	Miss Alice B. Hamblet.....	Alaska.
Dyea.....	Mrs. Anna H. Stacey.....	Do.
Kake.....	Mrs. Anna R. Moon.....	Do.
Kadiak.....	Mrs. Annie A. Hill.....	Do.
Wood Island.....	Robert G. Shifer.....	Pennsylvania.
Unga.....	Frank A. Golder.....	Do.
Unalaska.....	Miss Frances Mann.....	Washington.
St. Lawrence Island.....	P. H. J. Lerrigo, M. D.....	New York.
Point Barrow.....	Samuel R. Spriggs.....	New Jersey.
	Geo. J. Beck.....	Alaska.
Sitka Industrial School.....	M. A. Carty.....	Do.
	Miss Olga Hilton.....	Do.
	Mrs. M. A. Saxman.....	Do.
	Mrs. E. C. Heizer.....	Do.

The local school committees as at present constituted are as follows:

Sitka: John G. Brady and Edward de Groff, appointed January 15, 1891; Rev. Anthony Dashkevich, appointed May 14, 1900.

Juneau: John G. Heid, appointed January 15, 1891; B. M. Behrends and J. B. Denny, appointed January 24, 1900; Rev. John B. René, S. J., appointed March 10, 1900.

Douglas: School No. 1, P. H. Fox, appointed January 15, 1891; C. A. Hopp, appointed September 26, 1899. School No. 2, R. J. Willis and William Mackie, appointed July 25, 1899.

Wrangell: Thomas Willson, appointed March 29, 1892; Rev. H. P. Corser, E. P. Lynch, T. G. Wilson, appointed February 20, 1900; William Lewis (native Alaskan), appointed May 14, 1900.

Skagway: I. N. Wilcoxon, Frank A. Wise, appointed August 1, 1899; J. M. Winslow, I. D. Spencer, Mrs. M. J. Snyder, appointed October 24, 1899.

Dyea: Jerome Andrews, G. C. Teal, J. Huebner, appointed February 20, 1900.

Kodiak: Frederic Sargent, appointed July 22, 1893; Wm. J. Fisher and P. D. Blodgett, appointed March 21, 1900.

Unga: C. M. Dederick, appointed September 22, 1894; George Levitt and P. K. Guild, appointed November 30, 1899.

Saxman: James W. Young, W. L. Bunard, Rev. Edward Marsden (native Alaskan), appointed April 9, 1900.

Gravina: Mark Hamilton, Roderick Murchison, Benjamin Dundas, Alfred B. Atkinson, appointed April 9, 1900, all of whom are native Alaskans.

Nome: Walter Church, D. J. Elliott, Jno. Brynteson, Dr. S. J. Call, appointed June 11, 1900; D. W. McKay, S. A. Keller, E. S. Ingraham, J. V. Logan, appointed July 10, 1900.

The following list contains the names of former members of local school committees in Alaska:

Sitka: Hon. James Sheakley, N. K. Peckinpugh, Dr. C. D. Rodgers; Juneau: Karl Koehler, Rev. Eugene S. Willard; Douglas: G. E. Shotter, S. R. Moon, Robert Duncan, jr., Albert Anderson, A. J. Campbell; Wrangell: W. G. Thomas, William Millmore, Allan Mackay, Rufus Sylvester, Finis Cagle; Jackson: James W. Young, W. D. McLeod, G. Loomis Gould; Metlakatla: William Duncan, Dr. W. Bluett, D. J. Leask; Unga: N. Guttridge, John Caton, Edw. Cashel; Unalaska: N. S. Resoff, N. B. Anthony, L. R. Woodward; Skagway: Thomas Whitten, E. L. Niskern, Walter Church, F. R. Burnham.

The members of these committees have been of good service to the Bureau of Education, both as correspondents and by acting as auditors, countersigning the bills sent in for various local expenses of these schools, inspecting repairs, and giving advice as to measures for the greater efficiency of the schools.

For the southeastern section of Alaska a local superintendent was appointed as early as 1890 and has been in service ever since. The present local superintendent is William A. Kelly, of the Sitka Industrial School. His duties are to visit the schools, report on their condition, and examine candidates for the position of teacher.

MISSIONARIES AND TEACHERS AT MISSION STATIONS IN ALASKA.

Presbyterian.

Presbyterian missionary.—Rev. Sheldon Jackson, D. D.

Eagle City.—Rev. and Mrs. James Wollaston Kirk; no organization.

Heines.—Rev. and Mrs. W. S. Bannerman; 52 communicants.

Iloona.—Rev. and Mrs. William W. Carle; Mr. Willis Hammond (native), interpreter; 104 communicants.

Wrangell.—Rev. H. P. Corser; 84 communicants.

Jackson.—Rev. and Mrs. D. R. Montgomery; Mr. Samuel Davis (native), interpreter; 98 communicants.

Juneau.—Rev. and Mrs. L. F. Jones; Rev. and Mrs. J. H. Condit; Mr. Frederick L. Moore (native), interpreter and assistant at Douglas Island (station); 28 white and 124 native communicants.

Nome.—Self-supporting.

Point Barrow.—Rev. and Mrs. H. R. Marsh, M. D.; Mr. Koonooya (native), interpreter.

Prince of Wales Island.—Rev. and Mrs. David Waggoner (under appointment.)
Saxman.—Rev. Edward Marsden (native); Mrs. Hannan (native), interpreter; 23 communicants.

Skagway.—Rev. and Mrs. N. B. Harrison; 32 communicants.

St. Michael.—Rev. M. Egbert Koonce, Ph. D.

Sitka.—Mrs. Matilda K. Paul (native), interpreter; 24 white and 349 native communicants.

Sitka Hospital.—B. K. Wilbur, M. D., physician and surgeon; Miss Esther Gibson, head nurse; Miss Anna Hinds (native), assistant nurse.

Sitka training school.—Mr. William A. Kelly, superintendent; Mr. Dean W. Richards, assistant superintendent; Miss Susan Davis, Miss Sadie Martindale, Miss Anna M. Sheets, Miss Lucile Owen, Miss Frances H. Willard (native), matrons; Mr. John E. Gamble, Mr. Howard George (native), teachers. Rev. S. Hall Young, D. D. (on furlough).

Teller.—E. J. Meacham, M. D. (not commissioned).

Episcopalian.

Sitka, Bishop Peter Trimble Rowe, D. D., and wife.

Juneau, Rev. H. J. Gurr.

Skagway, Rev. J. G. Cameron; Miss H. Lidstrom, matron of hospital.

Ketchikan, Miss Agnes Edmond.

Circle City, Dr. James L. Watt, Mrs. James L. Watt, Miss E. M. Deane.

Fort Yukon, Rev. L. J. H. Wooden.

Rampart City, Mr. E. J. Knapp.

Fort Adams, Mr. A. A. Seiden, Miss Selden.

Anvik, Rev. J. W. Chapman, Mrs. Chapman, Miss B. W. Sabine, Miss A. C. Farthing, A. R. Hoare.

Point Hope, Dr. John B. Driggs.

Native assistants: Blind Paul, Neenahnah; P. Bolah, Nuhklakuhyet; I. Fisher, Anvik; J. Kwulwull, Circle City; W. Loola, Fort Yukon; Stephen, Nowikakat; Paul Williams, Nuhklakuhyet.

Moravian.

Bethel, Rev. J. H. Romig, M. D., Mrs. J. H. Romig, Rev. Joseph Weinlick, Mrs. Joseph Weinlick.

Ougavigamut, Rev. Benjamin Helmich, Mrs. Benjamin Helmich.

Carmel, Rev. J. H. Schoeichert, Mrs. J. H. Schoeichert, Rev. Samuel Rock, Mrs. Samuel Rock; Miss Philippine C. King, trained nurse.

Several native assistants.

Friends.

Kotzebue, Robert Samms, Mrs. Robert Samms, Miss Martha Hadley.

Nome, Mrs. Anna H. Foster.

Douglas, Charles Replogle, Mrs. Charles Replogle, Miss Jennie Lawrence.

Kake, Silas R. Moon, Mrs. S. R. Moon.

Baptists.

Wood Island, Rev. Curtis P. Coe, Mrs. C. P. Coe, Miss Hattie Denniston, Mrs. M. G. Campbell.

Methodist Episcopal.

Unalaska, A. W. Newhall, M. D., Mrs. A. W. Newhall, Miss Ella A. Darling.

Congregational.

Cape Prince of Wales, Mr. W. T. Lopp, Mrs. W. T. Lopp. Native assistants, Sokweena and Elobwok.

Nome, Rev. Raymond Robbins.

Swedish Evangelical Mission Covenant.

Yakutat, Rev. Albin Johnson, Mrs. Agnes Johnson.

Unalaklik, Rev. Julius Qvist, Rev. A. E. Karlson, Mrs. A. E. Karlson, Miss Selma Peterson, Stephen Ivanoff (a native worker), Mrs. Ivanoff, Mrs. Ojeark Rock.

Golofnin Bay, Rev. J. Hendrickson, N. O. Hultberg, Mrs. N. O. Hultberg, Miss Amanda Johnson, Rev. P. H. Anderson, Mrs. P. H. Anderson.

Roman Catholic.

Juneau, Rev. John B. René, S. J.

Dawson, Northwest Territory, Rev. William Judge, S. J., chaplain of the hospital and of the Sisters of St. Ann; Brother Bernard Cunningham, lay brother.

Koserefski (Holy Cross Mission), Rev. R. J. Crimont, S. J. (superior); Rev. John Lucas, S. J.; Rev. A. Robaut, S. J.; Rev. F. Monroe, S. J.; Rev. J. B. Post, S. J.; Brothers V. O'Hare, S. J.; B. Marchisio, S. J.; J. Twohig, S. J.; P. Brancoli, S. J.

Nulato, Rev. J. Jetté, S. J. (superior); Rev. A. Ragaru, S. J.; Rev. J. Perron, S. J.; Brothers C. Giordano, S. J., and J. Negro, S. J.

Dawson Hospital, Sisters of St. Ann; Mary Zephirine (superior), Mary of the Cross; Mary Pauline, Mary Joseph, Mary John Damascene, Mary Prudentia.

Koserefski (Holy Cross Mission, girls' school), Sisters Mary Stephen (superior), Mary Prudence, Mary Seraphine, Mary Winifred, Mary Benedict, Mary Antonia, Mary of the Passion, Mary Magdalen.

Orthodox Russo-Greek missionaries and churches in Alaska.

Sitka, Rev. Anthony Dashkevich.

Juneau, Rev. Alexander Yaroshevich.

Killisnoo, Rev. John Soboleff.

Nuchek, Rev. Constantine Pauloff. Chapels: Tatitlak, Kanihlak, Chanig.

Kenai, Rev. John Portnovsky. Chapels: Alexandrovsk, Seldevoe, Nenilchik, Kusitan, Tayounak, Shushitno, Knik, Wood Island.

Kadiak, Rev. Tikhon Shalamoff. Chapels: Spruce Island, Uzenkoe, Shiok, Anhtalik, Trehsviatitelskoe, Arlovo.

Afognak, Rev. Nicholas Kashevaroff. Chapels: Karluk, Katmai, Kagnak, Duglass. Belkovshy, Rev. Euthemius Afvine. Chapels: Unga, Korovinskoe, Peregrebenskoe, Protasevskoe, Chigit, Mitrofanievskoe, Sannahk.

Unalaska, Rev. Alexander Kedrovsky. Chapels: Atha, Attu, Borca, Makushi, Kashig, Chernovskoe, Akutan, Ummak.

St. George (island), Rev. Peter Kashevaroff.

St. Paul (island), Rev. Nicholas Riseff.

St. Michael and Ikogmiut, Rev. James Korchinsky. Chapel: Koshlik.

Kuskokvim (Pavlovskoe), Rev. John Orloff.

Nushagak, Rev. B. Kashevaroff. Chapels: Ekuak, Kaluak, Pavgvik, Igiashk, Ugashek, Ikagmiut, Inagnasha, Iliamna, Kichek, Aliagnak, Knagnak, Kavgak, Kahonak, Agimek, Tugiak.

Schools and teachers.—Sitka, Rev. Anthony Dashkevich, Sergius Popoff, Gabriel Cherepnin. For Indian school, Rev. Methodius; Juneau, Rev. A. Yaroshevich and George Corcoran; Killisnoo, Rev. J. Soboleff; Nuchek, Rev. C. Pauloff and Alexandroff; Kenai, Rev. J. Portnovsky and Alex. Ivanoff; Alexandrovskoe, Munin;

Seldoyoe, A. Demidoff, Minichek, and Kvasnikoff; Taiunak (vacant); Kadiak, Rev. T. Shalamoff and Andrew Kashevaroff; Afognak, Rev. N. Kashevaroff; Belkovsky, Rev. E. Alexine; Unga (vacant); Cannah, Nedorezoff; Protasievskoe, Kochutin; Korovinskoe, Chebatnog; Mitropanievskoe, V. Stefanoff; Voznesenskoe, Stepiannik; Chignik, Tulupiak; Unalaska, Rev. A. Kedrovsky, M. Skibinsky, V. Mainoff, Leontius Sivtsoff; Makush, Krukoff; Borca, Tastorgueff; Chernovskoe, Gordeeff; Umuak, Krukoff; Kashiga, Kudrin; Akutan, Petuchoff; Attu, Prokopieff; Atkha (vacant); St. Paul, Rev. N. Riseff; St. George, Rev. P. Kashevaroff; Nushagak, Rev. B. Kashevaroff; Kukon, Rev. J. Korchinsky; Kuskokvim, Rev. J. Orloff.

PRESBYTERIAN MISSIONS IN ALASKA.

The Rev. George F. McAfee, superintendent of school work, Presbyterian Board of Missions, has kindly prepared the following account of the board's work in Alaska:

The first station reached by the steamers going north is:

Saxman.—The Rev. Edward Marsden, a native Metlakatlan, has been the missionary here since the beginning of his ministry, three years ago. His labors have been various, incessant, and successful. By the kindness of some friends he has a steam launch, so essential to missionary work among these islands. He has preached with more or less regularity not only at Saxman, but at Gravina, Ketchikan, and other points. There is a new church at Gravina which holds regular services either under the conduct of the missionary or of some native helper. The same is true at Ketchikan, a town of several hundred people, already well stocked with saloons and other devices for destroying the natives. At Boco de Quadra services have been held in a private dwelling. Those who could not gain entrance stood about the open doors and windows within reach of the preacher's voice. One peculiar feature of the service in that place is the presence of six or more nationalities, such as Thlingits, Tsimpsheans, Hydahs, Norwegians, English, Chinamen, and occasionally some Italians.

Mr. Marsden, realizing the necessity of industrial education for the natives, has led them to various industries, the principal ones being a sawmill and a salmon cannery, which it is hoped will become a source of profit before long. Being a musician himself he has interested the young men of the community in a brass band, has secured the necessary instruments and has taught them, so that their music enlivens the services.

Last summer Mr. Corser, our missionary at Fort Wrangell, and Mr. Marsden successively visited the Indian tribes on the west coast of Prince of Wales Island. There is a tribe of Klawack Indians there numbering about three hundred, who had been somewhat instructed in the rudiments of Christianity by William Benson, at one time a pupil in our Sitka school. He had adopted the methods of the Salvation Army and had won them to at least a formal recognition of Christianity. When our missionaries visited them they found them anxious that some one should be sent to teach the way more perfectly. They put up a very earnest prayer that God would stir His church to send them a missionary. This prayer has been answered, and Mr. David Waggoner, about to graduate from Park College, is commissioned to take up missionary work among them. He and his bride will sail for their new station early in the summer.

About 50 miles west of Saxman is Jackson, the home of the Hydah Indians. The Rev. and Mrs. D. R. Montgomery began their work there last year. They have already seen marked results of their labors. Soon after reaching their field Sabbath school was organized, at which on the first Sabbath 41 scholars were in attendance. Native teachers meet with the pastor on Saturday evenings and devote an hour or more to the study of the lesson. On the next day they communicate, in their own language, what they have learned to eager classes of the Indian children gathering about them. A Christian Endeavor Society was organized with 19 active members, which has since been increased to 60. Already the missionary reports an improvement in the morals of the community, and his endeavor to win the Indians away from some of their heathen practices by the attraction of the gospel has not been without success. There is more or less development in mining directions along that coast, and the missionary will have his hands full not only with the native work, but among the white people as well. Thus he reports Sabbath congregations numbering about 100, of whom one-fourth are white people.

The Rev. Harry P. Corser continues his work in the two churches, white and

native, at Fort Wrangell. There, as elsewhere in Alaska, the saloon is the terrible foe of Christian work in the lives and character of the natives.

During the winter months the missionary has held 8 services a week—5 for the Indians and 3 for the whites. The attendance has been unusually good. There have been quite a number of accessions to the Indian church. The Sabbath schools, both white and native, have been in a flourishing condition, and one of the good signs of the work is in the statement made that there has not been an Indian dance during the winter and that the native potlatch feasts that have been held have lost much of their heathen significance.

Mr. Corser has been anxious to remove his Indians from Wrangell to some island where, shut in by the sheltering arms of the sea, they might carry on industries which would make them self-supporting. A few thousand dollars could not be more profitably invested than in a loan to these Indians to enable them to build a sawmill and a salmon cannery, and thus not only train themselves in habits of industry, but also conduct a business which would ultimately be profitable.

The next station is the historic Juneau, where for ten years in the native church the Rev. L. F. Jones has been our faithful and successful missionary. His work has grown so rapidly that now they urgently need a much larger building. There is prospect that a new church will soon be built. There has not been a communion season during the year in which there have not been many accessions on profession of faith. The progress which the natives are making is illustrated by the fact that by their own voluntary efforts they have built and paid for a fine, broad board sidewalk the full length of their village, and have put electric lights along the street. They are also installing lights in their houses—quite an advance for them. They still observe some of their native feasts, but not with the frequency with which they once held them nor with their old-time baneful features. Those feasts are on the wane, and, like some other old customs, are destined to become obsolete.

Across the bay on Douglas Island the branch mission conducted by Mr. Jones, assisted by his interpreter, Mr. Fred L. Moore, is also in a thriving condition. A building was leased and the attendance has been growing—the house being often packed at the service. A building will soon be given them. A number who have joined the church at Juneau are those who have been converted in this out-station on Douglas Island. Mr. Moore, Mr. Jones's native assistant, is an excellent interpreter, and has been doing faithful work in both stations.

Mr. Bannerman continued his faithful service at the white church until the 1st of January, when he was transferred to the work at Sitka, Mr. McClelland, the pastor at Sitka, having accepted a call to Portland, Oreg. The Rev. J. H. Condit, who had given several years of strong service to the Juneau work, entered upon it again in January last, was warmly welcomed by the people, who had learned to love him, and is anticipating a useful and happy service.

The work at Sitka in all its varied departments continues strong. The school and hospital work have been continued, as usual. An effort is being made to enlarge the industrial part of the course in the school. It is strongly realized that the natives must be taught industries upon which after leaving school their living for the most part will depend.

Passing northward now from Sitka we come to the island of Hoonah, where Mr. and Mrs. Carle have had a year of eventful work. Heathen customs were strong there. The influence of the liquor traffic reached even that lonely station, and the missionary has had to stand against great odds. During the summer the village is practically deserted by the natives, who are off on fishing excursions or employed in canneries stationed on the various islands near them. The missionary says if he had a boat he could have large audiences almost all summer by going to these fishing places. Indeed, boats are a necessity for successful missionary work in that watery land. When in the autumn the Indians came back from their wanderings the church work took on much encouragement; not indeed in the increase of members—rather the contrary. It was a time of sifting. Many were dropped from the roll because of inconsistent lives or open sin. Drunkenness was chargeable with a large part of the trouble, and the drunkenness came through the influence of white men in bringing the deadly liquor to the island. But some stood firm, though they had to stand in the midst of an awful storm of temptation. The grace of God was conspicuous in the rescue of some from their heathen practices, and while the number of members has not increased the missionary is sure that there is a remnant who are genuinely saved. Some had made great sacrifices for Christ. One old woman, going to church with difficulty, leaning on a heavy stick to help her walk, has scarcely missed a service since she saw the light. When a request for a Christmas offering was made she took her three bracelets from her arms, stood and prayed, then brought them and laid them on the table, together with 5 cents. The money obtained from a sale of these brace-

lets has gone into the home-mission treasury. Has she not cast in more than they all? For out of her poverty she has cast in all that she had.

Haines.—The Indian work here, among the Chilkats and Thlingits, has been for many years under the care of the Rev. W. W. Warne, who retired from it on the 1st of January, more than 50 new members having been added to the roll. The services are held in the school building, which is not large enough to accommodate the audiences. Frequently many have to go away for lack of room.

The station is being supplied at present by Mr. Robert Falconer, a member of the church at Skagway. As the result of the large output of the Porcupine gold mines and the discovery of new fields in the same vicinity, there has been quite a rush of white people in that direction. Every indication is that in the near future Haines will be quite a mining town.

About 15 miles north of Haines, at the head of the Linn Canal, is the interesting and important little city of Skagway. The Rev. and Mrs. Norman B. Harrison have been our missionaries there since June, 1899. Within that time church property has been bought and paid for, including an audience room, lecture room, and parsonage. There is much spiritual life in all the departments of the church work. Skagway, although subject to the fluctuating influences incident to those mining towns, will always be an important point. It is the beginning of the railroad to the interior and will therefore always command a large trade. The church expects to be self-supporting, possibly this year.

Eagle City.—There is now easy communication with Skagway, by railroad to Lake Bennett and thence by steamer down the Yukon. Eagle is one of the most important military posts in the territory. The Rev. James Wollaston Kirk and his wife report a year of faithful service, though under many difficulties. The stampede of the miners down the river to Cape Nome almost depopulated the town. During the winter they have had to conduct their work for weeks at a time in weather ranging from 50 to 73 degrees below zero. Perhaps the most notable feature of progress was in the building and equipment of a reading room, the privileges of which are enjoyed by the soldiers, miners, and others. Mr. Kirk's home continues to be the center, religious and social, of that community. No church has been organized, but the good seed has been sown and evidence has not been wanting that in some places it has taken root and is bearing fruit.

Rampart.—The Rev. M. Egbert Koonce, Ph. D., remained at that station until last summer, when it was deemed advisable by him to follow the people down the river. He found himself in the autumn the only minister at St. Michael, the seaport town and military garrison at the mouth of the Yukon. To the people shut in there during the winter he has been preaching the gospel and doing missionary work as he has been able, anticipating, when the breaking up of the spring should come and the tide of miners should flow toward the interior, to go with them. This itinerating work admits of few localizing results; but is absolutely essential if in the feverish and Godless camps there is to be any voice of cheer and of hope for the tempted, sick, and often discouraged and dying miners.

Cape Nome.—A self-supporting Presbyterian church was organized last winter under the labors of the Rev. S. Hall Young, D. D. Worn out with a long sickness he came back to the States for rest in October, and has since been addressing churches in the East in the interests of that land to which he has given so many years of faithful and heroic service. Before leaving Nome he sent an elder of the Nome church to Teller, a point 75 miles northwest on the coast. This elder has been holding meetings during a long and lonely winter in that station, which, though desolate now and having few people, it is believed will have a considerable population during the coming summer.

Passing still farther north, we came to St. Lawrence Island, where a company of Indians, many of them Christian, are anxiously waiting for a missionary to be their helper and guide.

Still farther north, at the top of Alaska, perhaps the remotest and loneliest missionary station on the globe, we came to Point Barrow. The Rev. and Mrs. H. R. Marsh, M. D., have held that station for three years. They came out for a vacation last fall and have been presenting the interests of the work to churches in the States. The fruit of the few years of service on that stormy coast is well expressed by the fact that the lay representative to this general assembly from the presbytery of the Yukon is an Eskimo elder in our Point Barrow Church. Dr. and Mrs. Marsh and this elder return to their homes immediately after the sessions of the assembly. The school work continues under the care of the Rev. and Mrs. Samuel R. Spriggs, who, during the absence of Dr. Marsh have also conducted the religious services.

On the whole, both the native and the white work in this great Territory has been blessed during the past year. Especially among the various tribes of Indians has it

been fruitful; many have been converted—many that had fallen away have been reclaimed; feasts and other heathen customs have been less observed, and the standard of morality has been distinctly raised. It is the opinion of Governor Brady and others cognizant of the capacities of Alaska that one not only of the largest but of the richest and strongest States of the Union will ultimately be starred on our flag under the name of Alaska. May the church keep abreast with the progress of events.

SITKA TRAINING SCHOOL.—Teachers, 9 (2 of whom are natives); pupils, boarding, 147; day, 4; total, 151; salaries, \$6,818.73; current expenses, \$8,874.59; total, \$15,693.32. Received from tuition, \$297.10.

During the year the Sitka training school for native boys and girls has been successfully conducted. The teachers are well qualified for the positions they occupy, and both in the class room and in the industrial departments the work is conscientiously and well done. The carpenter shop and boat-building shop are under the management of two competent mechanics who thoroughly understand their business. In these the young men are taught trades which will enable them to make for themselves an honest support in the future. The shoe shop, in which is manufactured every pair of shoes worn by the entire school, is under the direction of a native Alaskan, who learned his trade in this school. This shop brings in considerable income from work done for outside parties. The sewing classes, cooking classes, and science kitchen are all under the direction of trained instructors, who are preparing the girls to become good housewives. As a result, Sitka is turning out numbers of young men and young women who are not only well trained in the industrial arts, but are grounded in Christian principles.

SITKA HOSPITAL.—Physician in charge and two nurses; inpatients, 179; outpatients, 1,751; total, 1,960. Salaries, \$1,830.34; current expenses, \$744; total, \$2,574.34. Receipts, \$191.90.

There have been performed many operations, all of which have been successful. The Sitka Hospital is widely known, and many natives come from long distances to receive treatment therein. Much good is accomplished by the religious instruction which is imparted along with the help given to the body. These two institutions—the training school and the hospital—are doing much toward the regeneration, education, and elevation of the native Alaskans.

IS IT WORTH WHILE?

The question, "Is it worth while?" constantly recurs. Was it worth while for the early Christians to attempt to reclaim the heathen world? Was it worth while for the missionaries a thousand years ago to brave dangers by sea and land in order to preach the gospel to our pagan ancestors? If the heathen world and our pagan ancestors could be elevated, civilized, and christianized by the gospel, then the Alaskans can be. If we are Christians, it is "worth while" for us to be "about our Father's business" in this matter?

Our great danger lies in the fact that as Christians and missionaries we fail to appreciate the tremendous odds against which we must work, and the gigantic evils which are to be met in the attempt to save this people. Witchcraft, Shamanism, child murder, and putting to death of the aged and decrepit, and all the hoary superstitions and practices of paganism still prevalent, present an almost insuperable barrier. What is far more serious is the worse than heathenish practices of white men who are bent on gain, even though it be at the expense of death, physical and spiritual, to the natives. This class of white pagans too often get the ear of Christian tourists and poison their minds, who, returning to the States, retail these oft-repeated and as often exploded stories of "failure of missions in Alaska," greatly to the injury of the work. But it is God's work, and it will succeed.

FRIENDS' MISSION.

J. H. Cammack, superintendent, reports:

Kotzebue.—The successful advance in all the departments of the mission's work has been very gratifying. The natives appear appreciative and receptive in both secular and religious training and instruction.

The attendance upon Bible schools, considering the sparse population of the region, seems almost phenomenal. With but three teachers, there was an average attendance in July, 1899, of 6 per cent of the children of school age; in August, 17 per cent; in September, 70 per cent; in December, 82 per cent—averaging 68 for the whole

year, almost double that of the year preceding. There were 70 members enrolled on profession of faith, although it was but the third year of the mission's work there.

Twelve marriages were solemnized by Christian ceremony.

Christian burials were begun, and superstitions seemed to be breaking very remarkably.

A temperance organization was also organized by Mrs. Samms and 29 of the children. Nineteen of the young people and two old people pledged themselves to abstain from "tobacco, intoxicating liquor, and bad language."

Martha E. Hartley, teacher, conducted day and night schools most of the time during the nine months, having a total enrollment, first and last, of 98 names, the largest monthly average being in December, 1899, with 31 day and 8 night students. Their interest and progress was very gratifying. One wonders at what has been accomplished with so inadequate a house and other facilities. It has taken much labor of love, patience, and grace.

CONGREGATIONAL MISSIONS IN ALASKA.

[By the Rev. C. J. RYDER, corresponding secretary American Missionary Association.]

Cape Prince of Wales was first occupied by a missionary under the American Missionary Association eleven years ago. The record of the work during these years has been eventful and somewhat tragic. The obstacles in the way of the work which developed in the early history of the mission, however, have been largely removed. During these latter years there have been cordial appreciation and response on the part of the natives to the efforts of the missionaries. Mr. and Mrs. W. T. Lopp have occupied the Central Mission at Cape Prince of Wales during most of this period.

Cape Prince of Wales, in its central station, has a school which enrolled 100 pupils last year. The home of the missionary and his wife is situated here, and its influence is felt in the lives of the people. Excursions are made by Mr. Lopp and Mrs. Lopp to the surrounding villages of the Eskimos, and the work of the mission is greatly reinforced. During the year a Siberian vessel brought the measles to the Cape, and the disease was epidemic for some months. Mr. Lopp wrote:

"All our children and the reindeer herders were taken down with it. We found it utterly impossible to make the natives take proper care of themselves. Most of the old people and many babes and little children died. There are only two grandfathers left in the settlement. For a while it kept us quite busy helping to bury the dead. We persuaded many to bury their dead under ground in the sand dunes of the cape. But some insisted on carrying their dead out to the hillsides or top, and covering with stones the rude box or coffin made of four hewn slabs, as they have been accustomed to for ages. A few days ago a woman who had buried her only child under ground had a dream that the spirit of her father, whose grave was on the mountain top, was lonesome without his grandchild; so she dug the child up, carried it to the top of the mountain and placed it beside its grandfather's grave. No doubt half of the people would have died of fright and neglect had we not been here to reassure them and help them. Down the coast about Port Clarence it is reported that when one would die those who were able to move would leave the corpse unburied and change their camping place. I will mail you some photographs taken on Kings Island. Our poor herders suffered for weeks. On account of the sick and weak condition of all the natives, we could get no permanent assistance from them. When a man herder had stood one day's watch he would become so weak he would quit herding and come into the settlement.

"All our own children except Dwight suffered from a severe attack of the measles. Our two youngest had bronchitis with the measles which kept them very sick several weeks. Both of Sokweena's children died, and his wife, before she had regained her former health, was taken down a few weeks ago with pneumonia, and at this writing is still very sick. Although convalescent, she is very weak and seems to have some heart trouble. They are in a cabin near our house."

This extract from the missionary's letter indicates the difficulty and hardness of this service. The work which Mr. and Mrs. Lopp have accomplished during these years can hardly be overestimated.

Mitletok Mission is an outstation occupied in connection with the Central Mission at Cape Prince of Wales. Sokweena and his wife, two native Eskimos, have charge of this mission station. Here again, among the herders of the reindeer, there has been much sickness during the year. The food supply was short and the two native missionaries were obliged to remain for some time at the cape, where seal meat could be had. They returned to the outstation in March, and have carried on the work there under the supervision of the white missionary during the year. The condition and need of these people are presented impressively in the following from Mr. Lopp:

"The Eskimos generally have sufficient oil to put away in seal bags, which, with the occasional ptarmigan, seal, or frost fish caught through the ice, tide them over these starving times. It is anything but a pleasure to sled along this coast during one of these famine periods and stop over night in their in-eet (houses under ground). They watch every mouthful their white guest takes, and scramble on the floor for the smallest crumbs. As one's food supply is necessarily limited on sled trips, it becomes a question of suffering between one's stomach and feelings."

Mr. Lopp sends the following grateful recognition of the generous help rendered this mission by thoughtful friends at home and presents also special needs:

"Through the efforts of Miss Bertha M. Shepard, superintendent of the junior work of the W. H. M. S., of Massachusetts, Mrs. Butler and her juniors of Three Rivers have sent us a handsome contribution to assist with this work.

"I think we wrote you last winter about pneumonia and typhoid which Keok and Kivyearzruk had, and the scarlet fever we had in our family. Lucy has entirely recovered from the severe attack which she had.

"All this sickness has shown us more plainly than ever the need of a rude hospital here. The call for medicine and nursing is increasing every year, and too often it is utterly useless to help the natives who are sick when they live as they do. Sickness interfered with our day school last fall and winter. The Sunday services and Wednesday night prayer meetings were well attended. With the exception of March and April the hunting was fairly successful, but in those months there was considerable suffering for lack of food. About 300 walruses were killed here in May and June; no whales."

The Boys' Missionary Society of the Church of the Pilgrims, Brooklyn, has been accustomed to send a Christmas box for distribution by the missionaries at Cape Prince of Wales. This year Mr. Lopp started out before daylight on Christmas morning, and with the help of an assistant Santa Claus distributed these gifts among sixty-four households. It was a Christian merrymaking and kindness thoroughly appreciated by the Eskimos.

The Thornton shop has proved a useful building. The funds were largely secured by Mrs. Thornton, the widow of the first martyred missionary. It is a good building, 12 by 40 feet, made of single boards and partially banked with sand. During the sickness of one of the native missionaries, Kivyearzruk by name, a portion of this shop was used as a hospital. Sleds, canoes, ice drills, and other implements have been made in the shop. It has met a great want among the people and is of great value.

A herd of reindeer has been successfully cared for during the year. Two herders, trained to the care of these animals, were added to the list. "The Reindeer Express," consisting of reindeer and driven by a native herder, was tried between Nome and York during the winter. After making two trips it was abandoned on account of lack of traffic.

The following interesting and amusing portion of a letter recently received from Mr. Lopp well illustrates the condition of this field. The principle of Christian altruism seems already taking possession of the hearts of these needy people of our far western frontier:

"In one of your letters you spoke about the A. M. A. entering Porto Rico. We are going to help you. Our natives have considerable money now, but its purchasing power is not great in this region. So we are going to institute a collection box or 'pass around the hat' every Sunday this winter for the Porto Rican work. Thomas Illayok will be our treasurer and remit the money to the association. You will remember a few years ago we had Sunday collection, but the contents of the box became so dangerous and the collection so inconvenient to handle that we discontinued it. Then they contributed cartridges, lead, powder, caps, miners' matches, etc. We used that accumulation when we built the Mitletok Mission, paying the natives up there for work."

BAPTIST MISSIONS IN ALASKA.

[By the Rev. CURTIS P. COE, Superintendent, Wood Island, Alaska.]

When we returned to Alaska last spring we were most fortunate in securing Mrs. Campbell, of Oakland, to go with us, as matron. She has proved to be a woman true as steel, and has in every way verified the wisdom of our choice. The spring work was begun before we reached home, and through the summer continued much as usual; gardening, fishing, haying, filling the silo with grass, raising chickens, and caring for the stock occupied the time. The accident of the haying, whereby Conrad and Mike were drowned, fills us all with sorrow.

Schools.—In September the Government school opened, with Mr. Robert Slifer in charge. The enrollment has been larger than ever before. As the children must spend a portion of each day in work, I made arrangements with Mr. Slifer to conduct school four evenings a week, omitting Wednesday, the usual prayer-meeting evening. After Christmas the evening school was thrown open to all, and about 30 men and boys are enrolled. Our children are making creditable advancement in studies, and I note with pleasure their increasing desire to read books. I am planning to send some of the children to the Carlisle Indian School, if I can obtain permission and proper arrangements can be made.

Religious services.—Morning and evening prayer service in the schoolroom have been continued, and the usual Sunday and church service in the chapel. It has been my privilege to baptize two of the girls, Kate Sheperd and Mamie Kiehn. Pariscovia, Sallie, and Grace Hobbs have also been received for baptism. I believe the spiritual tone of the work is more manifest every year. Our church of 10 members is alive to the interest of the denomination, and contributed in 1898 and 1899 \$116 to the missionary societies.

The children.—We were surprised upon our return to see how the children had grown; and the bills for living expenses are often so large as to take my breath away, for the children will eat, and they will eat so much. At present we have 29 in the home; one, Alexander, is in California with Mrs. Coe's parents. We could double the number in a short time, but lack of room and the depleted condition of the Alaskan treasury has compelled me to refuse to take more. From Unga and Prince William Sound have come appeals to which I have had to turn a deaf ear. If we do this work in the Lord's name we ought to be ready to undertake all He sends us. This is the only center of religious influence other than the Greek Church for thousands of miles, and we ought to give the benefit of the gospel to as many as are willing to receive it.

Building.—Ever since we came here it has been our opinion that we ought to have two buildings, one for the boys and one for the girls, if both were to be cared for. An appeal last year for such a building was unsuccessful. There was not much encouragement toward the thousand dollars necessary for a dormitory. Nevertheless we have not changed our opinion, and fully expect the time will come when our hopes will be realized. So imperative was the need that we gave to the boys our own cottage, and fitted up rooms for our own use in the Orphanage. This arrangement, while not satisfactory as a final settlement of the question, confirms us in the first opinion. When we built the cottage we felt it essential to the health and comfort of our own family, and time has not changed this thought. It would be a great satisfaction to us to return to it.

Sewing circle.—Early in the fall the ladies of the Mission family organized a sewing circle, to which all the native women on the island were invited. This has been well attended; nearly all have been provided with quilt patches, which they have about finished. Tea is served to all in the afternoon of the meeting. The American Tract Society kindly furnished some tracts in the Russian language, some of which have been distributed. At first one or two were reluctant to take them, but before they left they asked for one.

Our work.—The loom sent by friends in Atlantic City has been put to use; 30 yards of carpet has been woven. An expert might find fault with it, but we think it good for those who know nothing of the trade. The carpet lies on the front hall and stairs of the Orphanage, and looks well. Ten tons of ice have been stored for summer use; 35 tons of ensilage were placed in the silo, and 5 tons of good hay placed in the barn. The lamps from the young people of Charlestown were received safely and placed in the church.

The future.—A question that often confronts us when we think of the future of these children is, what will they be able to do to gain a livelihood? We should think earnestly of it. It will not do to take these children and teach them better ways of living, and then when they leave fail to see that they have an opportunity to live as we have taught them. In a developed country the need of help would be over when out of school, but here it is not so, for hunting is a thing of the past, and there are no fishing industries in this vicinity. I am now investigating the question of establishing a fishing station, and the present data seem to indicate it would be profitable. It may be that one of the commercial companies may begin the work; if not, then we ought to do something in the matter. It would take considerable money to start the plant, but not much for a permanent investment, and considerable for wages until we could receive returns for the first season's work. We could work the year round—in summer with salmon, and in winter with cod. Such a plant would give employment to natives as well as the boys.

Encouragements.—The work here is not one of unrelenting trial and toil. There are many bright moments by the way; the love and regard of the children are large

compensations; so are our pleasant relations with the commercial companies and other white population, and the love and confidence of the natives. During the summer we had visits from the United States revenue cutter and the Harriman expedition. The famous steamship *McCullough* also came into the harbor. This month a party from Cape Nome, with Rev. L. L. Wirt, who has charge of the Congregational stations in Alaska, visited us. Mr. Wirt preached for us on Sunday morning.

Christmas.—Our Christmas festivities were second to none ever enjoyed here, although the boxes from New England so long on the way had not arrived. Christmas afternoon the steamer *Golden Gate* steamed into the harbor, and we learned that the long-delayed boxes were on board. The next day they were brought over to our island, and the opening of them forcibly reminded us of the interest, thoughtfulness, and love of our New England friends. The boxes exceeded any ever sent before in usefulness and value. The kindness of Kadiak friends I would specially mention. They made a large number of dolls for our tree, and sent fruit, ribbons, and candy to brighten our Christmas. To one and all, far and near, we return our thanks. There has been little sickness in the mission during the year, and we hope and pray that we may be delivered from sickness now, for our physician, Dr. Ostrum, is to leave us, and is going to take charge of the hospital at Cape Nome, leaving us with no one competent to administer medicine. It is doubtful if we can secure a doctor unless one can be found for the school.

MORAVIAN MISSIONS IN ALASKA.

[From the annual reports of the missionaries.]

Bethel.—The consecutive account of the mission work was broken off with the mission year ending June 1, 1899, and we will begin again with June 9, when Brother Helmich started for the coast for our supplies. The watch was long and wearisome. About the middle of July three of the sailors of the *Bowhead*, i. e., the boat to bring our supplies, came ashore below Quinhagamiut, having been left by their captain at Good News Bay, from which place they found their way to where the traders and mission party were in camp.

On the 15th and 16th of August the missionaries and traders retired from the coast quite out of heart from their long stay at the coast and their shortage of supplies.

The mail for the mission fortunately came via St. Michael, reaching us on July 21.

The Brethren Romig and Weinlick went to the Yukon to try to secure supplies, since we could no longer depend upon our supply vessel. Their trip proved to be a hard one. But with the support of our people we were enabled to obtain enough to secure us against serious want. With what can be obtained by dog sled this winter it will suffice till the arrival of this year's supplies. Game is more plentiful than of recent years, and by care and management we have not felt the failure of our vessel so much as we feared we would.

The work of the mission has been very promising. The two upper villages, Akiagamiut and Akiatshagamiut, stand better than for some time past, there being a larger number of communicants there than at any previous date.

The work at Quinhagamiut has prospered beyond our expectation. We were greatly cheered when on December 31, 1899, twenty-seven were added to us by baptism and two by the right hand of fellowship. There are still ten applicants at the present date.

The next large village this side of Quinhagamiut, Apokagamiut, is asking for the stationing of a native helper and for regular attention. The village is large, numbering about two hundred souls. We hope to begin work here in the near future.

The standing of the work has never been more encouraging than at the present time. The old members remain faithful, and we are continually rejoiced over new additions and extended interest in the cause we are sent to proclaim. Although we have had our trials and discouragements, we also have had the assurance of God's blessing on us and the work. We are quite satisfied that they that be for us are more than they that be against us.

The work of the native helpers has been such as to cause us much satisfaction and lead us to place important work in their hands. Were it not for their assistance we should be unable to meet the needs of the field.

The medical work has done its part, and forms a valuable adjunct to the ministerial labor.

The mission accounts and the financial report have been assigned to Brother Weinlick as steward. Brother Helmich will render the financial accounts of his district.

The arrival of a herd of reindeer may be expected during the fall of the present year.

Carmel.—Some persons speak about the natives as dying out. As we have completed the enumeration of the people in one-third of our census district we are in a

position to assert that such talk is not based upon facts. While there seems to be a slight falling off in the numbers of the natives at a distance, it is caused by their moving to the vicinity of the canneries, missions, etc. That the population has increased at these places we are sure. For instance, Carmel in 1890 numbered 189. To these figures should be added the village of Kanulik with 54; a total, therefore, of 243. This included whites and Chinese at the cannery during the summer. At present Carmel, including Kanulik, which is a part of Carmel, numbers 151 permanent residents. This census was taken from the 15th to the 17th of January, and is absolutely correct. To this should be added the whites and Chinese coming in summer, which will increase the population by at least 175, making a total of 326.

A still better result may be had by taking the number of dwelling houses and families. In 1890 there were 11 houses, as counted for the census, while in 1900 there are 31, all the mission houses being counted as one. In 1890 there were 18 families, while now there are 34. Of these there are 8 whites, or white men married to native women, a greater number than at any other village of the river.

How did our membership compare then and now? Our numbers then were given as 18, while now our members number 211.

MISSIONS OF THE PROTESTANT EPISCOPAL CHURCH IN ALASKA.

Alaska.—The following facts have been gathered from the letters of the Right Rev. Dr. Rowe since January 1, 1900, and from reports of missionaries in Alaska:

Sitka.—This little town is situated on Baranof Island. Its population is composed of both whites and natives, the latter being in the majority. There are about 1,000 of them, while there are only a few hundred whites, composed of Government officials, Russians, merchants and tradespeople, a body of United States marines, and a floating population of miners and adventurers. Our own work in Sitka is practically among the whites. The new church, St. Peter's by the Sea, has been completed. The land for the building was purchased through the efforts of the women in Sitka. The corner stone was laid June 29, 1899, and the first service was held on November 26 of that same year. The church is built of stone and wood and cost a little over \$4,000, the gift of a New York church woman, who visited Sitka some three years ago. It was consecrated by the bishop on Easter day. In addition to the work in St. Peter's, Sunday evening services are held regularly in the United States jail, an important and encouraging work. The reading room opened nearly two years ago is also doing a noble work in making provision for men who have no place to which to go for recreation but the saloons, of which there are over twelve in Sitka.

Skagway.—St. Saviour's Mission is now receiving the ministrations of the Rev. James G. Cameron, who has been recently appointed by the board to that position. Though there but six months, he has secured the confidence of the people and is doing excellent service. Mr. Cameron reports that during the summer services have been regularly maintained. There are forty families enrolled and about the same number of communicants. There has been an increase in the number of Sunday-school scholars. The Ladies' Guild has been very active in good works, having raised a fund of \$210 toward erecting a church building, the lot for which has already been secured at a cost of \$500. The sum of \$1,000 is needed for the church.

Juneau.—On the 17th of June the bishop officiated at Holy Trinity Church, Juneau, and confirmed a class of four persons. Church work has been continued at Douglas Island, the site of the famous Treadwell mine, where 1,000 miners are engaged. A lot has been secured for a church, and a fund is being raised for the erection of the building. At present the services are being held in a hall over a drug store, and are attended by a very encouraging congregation.

Cape Nome.—On the 15th of last July the bishop visited Nome, traveling from Skagway via Dawson, the Yukon, and St. Michael. Upon his arrival at Nome he found awaiting him the Rev. Mr. Prevost, who had gone there under instructions of the bishop, making the journey overland from the Yukon. A few days later, on the 19th, they were joined by the Rev. Mr. Bloor, recently appointed through the board for that station. Here Mr. Prevost had established St. Mary's Mission. The services were first held in a large tent. The Bishop and Mr. Bloor have since built a chapel there with their own hands. On July 20 the holy communion was celebrated for the first time in Nome City. The bishop officiated and also preached at the 11 and 8 o'clock services, both of which were well attended. In the afternoon a meeting was held for the organization of a chapter of the brotherhood. Four men who were already members of chapters in various parts of the country and four new recruits formed the organization, and elected the Rev. J. L. Prevost delegate to the coming convention. A branch of the Woman's Auxiliary was also organized later on.

On the 24th the bishop, after giving directions as to the future operations of the mission, took his departure for Point Hope, which he had not as yet visited, and where Dr. Driggs has for some years ministered alone to the spiritual and physical needs of the natives in that ice-clad region. Later he returned and proceeded to Tanana for the winter.

Rampart.—The Rev. J. L. Prevost, in charge of St. Andrew's Mission, reports that in consequence of the poor landing for steamboats at Fort Adams, and the removal of the trading station to a point 8 miles up the river, he suggested to Bishop Rowe the advisability of removing the mission at that place to Tanana, 10 miles distant. This was in the summer of 1896. Nothing could be done, however, that year. The next summer, 1897, the bishop, for good reasons, requested Mr. Prevost to take charge at Circle City. He arrived at Dall River September 25, on his boat, the *Northern Light*. One of the first remarks the natives made in the way of welcome was, "Thank you; God sent you here." Mr. Prevost set about at once to build a cabin to store away his goods. In this cabin he taught the natives several hours each day. During his stay he baptized 39 persons and solemnized 13 marriages. On November 25, when the river was well frozen over, he resumed his journey to Circle City with three sleds and three boys. On the way he stopped at two Indian camps and baptized a few infants. At Fort Yukon he tarried a day with the Rev. Mr. Hawksley to talk over work and to recuperate the dog teams. Two days before reaching Circle City one of the boys was taken down with pneumonia. His riding the next day made the loads heavy. On the day following Mr. Prevost left the teams behind and pushed his way to Circle, a distance of 35 miles, which he made that night about 9 o'clock. He immediately sent reinforcements to the boys, and the next morning the sick boy, Paul, was brought up, taken to the mission house, and cared for by Miss Deane throughout his illness. During that winter Mr. Prevost had services twice every Sunday for the whites and once for the natives. The day school was taught by Miss Deane and Mr. Prevost. A building for hospital purposes was purchased for \$1,100. Mr. Prevost raised \$457.71 of the amount and advanced the balance himself, with the hope that he would receive it back again in "specials."

In 1898 he returned to Dall River to look after the boat and make some necessary repairs. A flood subsequently arising damaged his goods in the cabin to the extent of \$200. The rest of the spring he spent in teaching the Indians near the mouth of the Tanana. When the bishop arrived there, July 1, he presented a class of 16 for confirmation. During that summer the log hut which had been used as a school-house and some lumber and shingles were removed to the new site. On a subsequent visit to Circle City Mr. Prevost found that Miss Deane had started the hospital work and Dr. Watt was in charge. A reading room was opened shortly afterwards, which proved a great blessing to the people as an offset to the saloons. A printing press was also added to the station. Religious services were carried on for both whites and natives, as in the year previous.

Hospitals.—Hospital work is carried on in four places: Skagway, Circle City, Rampart, and Nome. The fact that these hospitals have but few pay patients and many charity ones prevents them from being self-supporting. During the year Miss Hildur Lidstrom was appointed by the board as matron of the Bishop Rowe Hospital at Skagway, where she arrived on the 14th of May. The hospital at Circle City is under Dr. Watt, who has done effective service in ministering to the physical needs of the people in that section. The hospital at Rampart is under the charge of the Rev. Mr. Prevost, with the assistance of Mr. E. J. Knapp and Mr. Peters.

The Rev. Mr. Cameron reports that the hospital at Skagway has, through the generosity of a New York churchwoman, been provided with an operating room, a bath room, two rooms for private patients, the main room plastered, and certain other alterations made that greatly increased the facilities for work.

SCHOOL WORK OF THE RUSSIAN ORTHODOX CHURCH IN ALASKA.

[By DEAN ANTONIUS, Hiero-monk.]

Sitka.—This place is just at present in a fairly favorable condition for the advance of the orthodox school. With a population of less than a thousand souls, the town has six schools of different denominations and types. The success of any prosperous school is visibly tested by the number of the learners in it and the quality of the teachers. While tending toward a desirable standard in these respects, the condition of Sitka for the present year may be described as one of transition (*mutatis mutandis*) as regards programmes, branches of study, text-books, methods, number of pupils; some sides of the town's external life and environing social sphere have also been touched upon.

The Right Rev. Bishop's idea is to enlarge considerably the Innocentian Missionary School of Sitka. In its present condition it does not by any means cover the needs of the diocese or even of its own immediate district.

The health of the children in the Innocentian school is under regular medical supervision. They are experimentally trained in apiculture, an industry undoubtedly new in Alaska; indeed, probably a first attempt, but likely to be as successful there as anywhere in central Russia.

General hygiene is to be introduced, with rational preventive measures against the local danger from climatic influences, various inherited evil maladies, and alcoholism, which latter disease holds the lower classes at Sitka in a clutch-like, demoniacal possession.

Before the beginning of the school year which forms the subject of the present report, the Innocentian Missionary School was visited and blessed by the Right Rev. Tikhon, bishop of the Aleutian Islands and North America, who selected Sitka in preference to any locality as the place for an orthodox school with a thorough course of instruction and for the introduction of those improvements which he has planned to have carried out at once. Toward the end of the school year the general agent of public education visited the Russian mission at Sitka. All the projects for the better organization, spiritual and secular, of the orthodox schools in Alaska were welcomed by him with expressions of sincerest sympathy. Dr. Jackson requested that a historical sketch of the work and workers of the Orthodox Church in Alaska be prepared and sent him, to be included in his report for the current year—the first time that the school work of the Orthodox Church will take its place on the United States registers.

Juneau.—The parochial school has been getting on through the last school year very successfully. Without any particular disturbances or any gloomy symptoms in the enviroing conditions, apart from a slight complication caused by the serious illness of the teacher, who is also reader at the church, the school has advanced quietly toward its well-defined and conscientiously pursued aims. The success was according to the true deserts of teachers and learners.

The pupils of the Juneau school are particularly good at reading the church books, at singing from notes, at choir singing at the services, and conduct the services understandingly, with calm assurance and in perfect form. They write English remarkably well, and are also proficient in reading and arithmetic, and their progress in all branches is most satisfactory.

A novel and pleasing feature of the last school year was the interest shown in the school by the Koroshes, who are not as shy of books here as in their more unapproachable native wilds.

On the whole, judging by the earnest and sincere work done at this school, we feel bound to attest with respect and gratitude that those in charge of it have done well.

At the present moment two very important buildings are being finished at Juneau, both destined for schools—a city school and a Roman Catholic one. This somewhat belated effort to give a fresh impulse to education is evidently in accordance not so much with the actual rather depressed conditions of the place as with the earlier, when it had the ambition to become a little capital, the center of a permanent gold market. And the new schools are calculated with a view to such definite elements of their own that we positively hope for a peaceful state of general and equal satisfaction for all.

Killishnoo.—The incipient and somewhat irregular condition of the primary school here attracted the bishop's attention last year. In the present year it was given a new teacher, who should be able to get the children of the surrounding nomadic tribes settled down to their primers and to teach them something of reading, writing, figuring; to train them to say some prayers in their own dialect, and to sing some simple hymns. But these good intentions were not crowned with success. The Koloshes about Killishnoo are particularly slow, dull, of a sullen, materialistic bent of mind. They have not yet awakened to any consciousness of the good of learning, which, indeed, is hid from them by certain oppressively sordid features of local life. The last school year at Killishnoo numbered not more than fifty days. Such a brief term is utterly insufficient to secure anything like serious progress, or even to get a timid young savage at all familiar with his school, his book, and their uses.

Nor can there be much question of discipline. The Koloshes not being citizens by right, have so far no idea of any kind of civic or even social life, preferring to form a sort of abnormal ethnological wedge in the midst of the population of the United States.

Nutchek.—The parochial school here is in favorable conditions of time and place. Its peaceful days have been undisturbed by any hostile aggression or wrong from

without. Originally excellently well organized by the teacher, A. P. Kashevarof, the present managers continue in the same spirit, with satisfactory results. A pupil of the school, A. Bolshakof, graduated this year, already himself conducts the work of enlightenment at Tatitlak, near Virgin Bay, and the animated town of Valdes.

The support of the school and the home is assured by the generous donation of the honorary trustee, Timothy V. Yuritchin, to the amount of 250 rubles yearly. The study of the English language is compulsory.

The home is small, but so are the needs of the people, who are accustomed to provide and store only the most urgently necessary things for body and soul—as we are commanded.

Kenai.—The school work here progresses hand in hand with the affairs of the parish, which are conducted with firmness, zeal, and tact. The parochial school is flourishing and attractive both by its external appearance and its internal well-ordered organization. Upon it are centered the hopes of the community, which lives on in the calm induced by religion and kindly hearts, thoroughly comprehending the Socratic truth that education, in the words of Plato, is the best of the things which the best people can have.

It is a pleasure to mention in connection with this that the parish priest conducts the school with perfect comprehension of the true spirit of a missionary school. "A good priest is the soul of the school; and the school is a saving anchor to the priest," says S. A. Ratchinsky, that competent and experienced laborer in the field of church education.

The progress made by the children in the branches on the programme, including the English language, is most satisfactory. Church and school have worked together lovingly and cheerfully, not discouraged by inevitable difficulties. Their beneficent, self-denying zeal finds a response in Russia, whence a lady, O. P. Petrovskaya, sends a yearly contribution of 150 rubles.

Just at present the school's chief need is a fund of good books, to start a library for the children and the people. This is an important question and well worthy of favorable consideration. "Without books, the mind is like a bird with clipped wings." This aid is especially needed by graduates of the school, that they may not let those precious bonds be broken which unite them to their educational home, and may not be deprived of the high enjoyment derived from reading—that true "hygiene of the brain."

Kadiak.—The character of this school is in accord with that of the first historical Russian settlement in North America. The Russian spirit, breathing power and health, is over all. The parochial educational work cares nothing for politics, does not proceed by leaps and starts, and never swerves from its historical field. An overwhelming majority of the local population holds fast to the Russian language and the orthodox faith.

The Kadiak parochial school, named for the first American orthodox bishop, Ioasaphus, and the home of the name of Germanus, are under the care of a trustee—the priest, F. Dashkevitch, who has engaged to pay to these two institutions a yearly stipend of 250 rubles.

Afognak.—This island is morally constituted exactly like Kadiak. Here also the Russian spirit prevails—of course, only in a national sense, with no suspicion of political feeling. The Russians here are most loyal American citizens. The possession of the precious light of spiritual truth, the treasured native language and nationality, only make the local civic type stronger, firmer, and morally finer.

The orthodox school stands very high, owing to the objects it pursues, and therefore demands skillful management. Not words alone, but deeds—a living example in life, faith, and charity—are required of the priest. Although his task is not particularly hard, owing to the local favorable conditions for the sowing of the religious and moral in the spirit of the orthodox church, still his labor, by the grace of God, will be counted to him as equally worthy of a great reward.

The above include the reports submitted to me by the various missionary organizations in Alaska.

Very respectfully yours,

SHELDON JACKSON,
United States General Agent of Education in Alaska.
THE COMMISSIONER OF EDUCATION.

CHAPTER XXXIII.

TENTH ANNUAL REPORT ON THE INTRODUCTION OF DOMESTIC REINDEER INTO ALASKA.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., December 31, 1900.

SIR: I have the honor to submit to you my Tenth Annual Report on the Introduction of Domestic Reindeer into Alaska. At the beginning of the year, learning that the revenue-cutter *Bear*, which has so largely in the past furnished the transportation of reindeer from Siberia to Alaska, would have less time than usual for this work during the coming season, owing to the additional work imposed upon it by the large influx of miners and others to Cape Nome, it was thought best to try to secure the charter of a steam schooner that could be employed during the whole season in procuring reindeer.

Correspondence was had with leading shipping firms in San Francisco and on Puget Sound. It was found that in anticipation of the unusually large business that would be transacted between Pacific coast ports and Alaska every available vessel had been chartered. Finding it impossible to secure the desired vessel on the Pacific coast, a conference was had with Commander Katsuro Narita, I. J. N., naval attaché Japanese legation at Washington, with reference to the possibility of securing a suitable vessel in Japan. Receiving encouragement from him, I applied through the Secretary of State to the consul-general at Yokohama, Japan, to ascertain if a suitable vessel could be obtained in that quarter, to which he cabled in reply: "Can not charter steamer Japan." Failing in securing an independent vessel, Captain Shoemaker, Chief of the Revenue-Cutter Service, with the approval of the Secretary of the Treasury, arranged for the cutter *Bear* to make one trip during the summer for reindeer.

Later in the season, when other plans had been formed and could not be conveniently changed, the consul-general in Japan secured the offer of a suitable vessel, but it came too late to be made available for the present season.

Subsequent events proved that perhaps it was providential we had failed to secure the proposed steamer, for upon reaching the coast of Siberia, where we had usually been able to purchase reindeer, we found the larger proportion of the population either sick or recovering from an epidemic of la grippe, measles, and pneumonia, which swept through that region during the past season. Although the cutter *Bear* cruised for several hundred miles along the coast of Siberia, calling at the various camps of the reindeer men, yet we were able to secure but 29 head of reindeer.

At nearly all of the herds many of the herders were sick, a number had died, and the people were in a discouraged and despondent condition, so that men could not be found to drive up and catch the deer and the owners were unwilling to sell.

This epidemic extended the whole length of the Aleutian Islands, along both the American and Asiatic shores of Bering Sea, to Cape Prince of Wales and into the Arctic, along the Siberian coast beyond Cape Šerdze Kamen, and up the American side to Point Hope; also on the Lower Yukon River.

The death rate was mainly confined to the aboriginal population, they being ignorant or unwilling to take proper care of themselves, and in some cases where the physician was in attendance they could not be made to follow his directions. The result was that hundreds died.

In the village at Indian Point, Siberia, it is estimated that one-half of the entire population died. This is also true of the Eskimos in the neighborhood of Teller Reindeer Station on the American side. Out of the population of 300 on St. Lawrence Island, 36 died within a month. Forty per cent of the natives at Nulato and Koserefsky, Yukon River, died during August. Parties of miners and prospectors traveling through the region would come upon deserted native huts or tents containing unburied dead bodies. In some cases they found young and helpless children whose parents had died, leaving them entirely without support.

In one case a young baby was found alive in a hut trying to draw nourishment from the breast of its dead mother. At Port Clarence a dying native, summoning up his remaining strength, seized his gun and shot dead the Indian doctor, who was himself sick and would probably have died in a day or two if he had not been shot. Distressed natives in the neighborhood of Nome were gathered into a camp outside of the military post where they could be attended by the military surgeon. At the Teller Reindeer Station and at the several mission stations in that region children whose parents had died were gathered into an orphanage established by the missionaries.

This epidemic proved so fatal as to cause a panic, and whenever a person died the friends fled from the house, leaving the remains unburied, or, if in the neighborhood of a station, to be cared for by the missionary. This epidemic occurred during the usual fishing season, when the natives are accustomed to dry their winter supply of fish; consequently very few fish were caught, and the opening winter has found them without a supply of food. To prevent the coming starvation as far as possible, General Randall, U. S. A., wrote to the Secretary of War; Captain Tuttle, Revenue-Cutter Service, to the Secretary of the Treasury, and Governor John Brady to the Secretary of the Interior, presenting the destitution among the natives and uniting in the request that Lieut. D. H. Jarvis, Revenue-Cutter Service, should be detailed and authorized to supply provisions, and use the revenue-cutter *Bear* to distribute them at central points as far as the *Bear* could reach them during the remaining portion of the season. Consequently small supplies of food have been left with the missionaries, Government teachers, and Government officials at such central points as they reside. These missionaries, teachers, and officials will act as local distributors under the direction of Lieutenant Jarvis. But notwithstanding the provision for winter, grave fears are entertained that there will be many natives so distant from these relief stations that they can not be helped and that there will be much suffering and death in consequence.

PERSONNEL.

In the absence of Mr. William A. Kjellmann on account of sickness, Francis H. Gambell, M. D., was appointed superintendent of the reindeer stations, with permission to select his own assistant, which he did in the person of Mr. S. Newman Sherzer.

Mr. Sherzer served with acceptability from October, 1899, to March 1, 1900. On March 1 he was released from the duties at the station in order to take charge of carrying the United States mail with reindeer semimonthly between Eaton Station and Nome.

Mr. Ole Oleson Bahr, having commended himself to the management by his efficiency, was made foreman of the Laplanders at the salary of \$25 per month and rations.

On the 31st of January, 1900, at the close of the year for which they were engaged, the following herders and employees left the service at the Eaton Station:

Messrs. Per Larsen Anti, Per Andersen, Lars Larsen Anti, Mrs. Per Andersen, Nils Persen Bals, Aslak Johnsen Bals, Anders Johanessen Balto, Isak Andersen Bango, Anders Klemetsen Biti, Marit L. Biti, John Eriksen Eira, Marit Eira, Aslak Aslaksen Gaup, Johan Peter J. Nango, Per Josefsen Porsanger, Ole Johannessen Pulk, Johan Peter P. Rista, Nils Persen Sara, Isak Mikkelsen Tornensis, Anders Person Utzi. A number of them went into the mines at Nome, and others remained at the station waiting for an opportunity to return to Lapland in the fall.

Through the kindness of Gen. George M. Randall, U. S. A., commanding the Department of Alaska, and Mr. William S. Pinkston, quartermaster's agent in charge of the U. S. A. transport *Lawton*, such an opportunity was afforded on the 8th of August, when Captain Pinkston received on board of the *Lawton*, for transportation to Seattle, Aslak A. Gaup, wife, and infant; Johan Nango, wife, and two children; Aslak Bals, wife, and two children; John Eira and wife; Anders Biti, wife, and infant; Alfred Hermansen, wife, and infant; John Rista and wife; Lars Larsen Hatta, Per Porsanger, Anders Utzi, and Isak Tornensis.

Messrs. Johan Isaksen Tornensis, Per Mathisen Spein, Alfred Hermansen, and Ole Olesen Bahr were employed from February 1 to the close of the fiscal year, June 30, 1900. Mr. Jacob Larsen Hatta and family remained with the herd at Point Hope until fall, when he was returned on the revenue-cutter *Bear* to Nome.

Mr. Lars Larsen Hatta, who assisted Mr. Marshall in driving the herd from Point Barrow to the Teller Reindeer Station, finally reached the Eaton Reindeer Station March 4, 1900. His time having expired, he was discharged.

Mr. Lars Larsen Anti, who was attacked with rheumatism upon his first arrival in Alaska in the spring of 1898, died at Eaton Reindeer Station April 22, 1900.

For the fiscal year ending June 30, 1901, the list of employees is as follows:

Eaton Station.—Francis H. Gambell, M. D., superintendent; Messrs. Frederick Willard and J. T. Lindseth, assistants; Messrs. Ole Olesen Bahr and Per Mathisen Spein (Lapps) and 2 herders (Eskimos).

Teller Station.—Rev. Tolef L. Brevig, manager, and Messrs. Johan Isaksen Tornensis and Per Larsen Anti, herders.

Gambell Station.—P. H. Lerrigo, M. D., manager, and Messrs. Nils Persen Sara and Ole Krogh, herders.

Bethel, or Nulato.—Messrs. Nils Persen Bals and Isak A. Bango, herders.

When, on July 1, it became necessary to reemploy those of the Lapps who were needed in connection with the herds, they demanded a large increase in their wages. Some of their companions, at the expiration of their service with the Government, had gone into the mines and made from \$1,000 to \$100,000. This had greatly excited all the Lapps, and to keep any with the herd I found it necessary to increase the wages to \$500 annually, with rations and clothing.

Of the 63 herders and their families, making an aggregate of 113 Norwegians, Finns, and Laplanders brought to the United States in 1898 in connection with the reindeer enterprise, 3 men have died; 12 men and their families, aggregating 24 people, have returned to Lapland, leaving 86 of the party still in this country. Of these 86, from 17 to 20 have made fortunes in the gold mines since the expiration of their term of service with the Government.

STATIONS.

Eaton.—The station buildings are in good condition. The fall was passed in freighting the supplies from the seacoast up the Unalaklik River 8 miles to the station. As the employees are frequently compelled to remain over night at the mouth of the river, a double log house was erected at the side of the warehouse for their accommodation. A log house was also erected at Cape Denbigh for the storing of supplies and the shelter of the herders at the summer pasturage.

The station being on the direct winter route between Dawson, the Yukon Valley, and Nome, the long winter was enlivened by many visitors. It is estimated that a thousand miners called, many of them remaining over night, and some of them receiving medical attention.

The station post-office was the distributing point for the mails going north to Kotzebue, south to St. Michael, west to Golofnin, Nome, Teller, and Cape Prince of Wales, and east to Yukon Valley, Dawson, and the States.

A large number of young reindeer were broken to harness; also a large number of sled deer were furnished the mail carriers. A quantity of timber was got out and prepared for hames. A number of pulkas (reindeer sleds) and sets of reindeer harness were made both for the use of the station and also for other stations where suitable lumber could not be obtained.

The school was taught by Mr. Sherzer, and was attended by both Lapp and Eskimo children. The children made marked progress in acquiring the English language.

The health of the employees was generally good. There were two cases of typhoid fever, both of which recovered. Mr. Lars Larsen Anti, who had been an invalid during his entire stay in Alaska, died on the 22d of April.

The large headquarters building at the station, removed to the mouth of the river, would make a suitable building for the accommodation of the large number of orphans that the recent epidemic has created in Alaska, if the Government shall undertake their care and education.

Teller.—This station remained closed for two seasons. The buildings have been greatly abused by transient white men who have occupied them during the winter, and in consequence are very much out of repair. As there was no fund from which a watchman could be hired, I tried the experiment of allowing a prospector the use of one of the buildings in 1898-99 in consideration of his caring for the property. Although he was well recommended as worthy of confidence, he abused his trust. During the winter of 1899-1900 Mr. C. E. Chard, recommended by a responsible business firm in Seattle, was allowed the winter use of a building in consideration of looking after the others. He attempted to do his duty, but was overpowered by others, among them being a United States deputy marshal. The trespassers took charge of the main building, established a saloon kept by an Eskimo woman, wintered their dogs in one end of the building, and occupied the other portion themselves.

During the summer the Rev. T. L. Brevig and family, who had formerly been at the station, returned and took possession, greatly to the joy of the neighboring Eskimos. And his coming was opportune both for the people and the reindeer herds, as an epidemic of measles, la grippe, and pneumonia had just commenced, which in the next few weeks caused the death of one-half of the natives.

As soon as it was known that Mr. and Mrs. Brevig had returned, the natives that were in the vicinity removed to the station to receive medical aid and sympathy. Many parents died, leaving helpless and destitute young children. Mr. Brevig took the children into his own home, establishing an orphanage.

The prevailing sickness also fell heavily upon the Eskimo herders Tautook, Dunnook, and Sekeoglook, who lost their wives and some of their children. Wooksock, his wife, and all his children but one died, leaving a little boy the sole survivor of the family. Wooksock's reindeer herd will be cared for by the Government for his boy.

In this connection it is appropriate to call attention to the death of Tumasock, who died of consumption at the Indian school, Carlisle, Pa., on April 8. She was one of a band of young people taken from this station to Carlisle in the fall of 1897. She was greatly beloved by her associates and died rejoicing in Jesus.

HERDS.

Eaton Reindeer Station.—On July 1 the herd numbered 588 reindeer, 385 being old deer and 203 fawns. In the herd 423 belong to the Government, 80 to the St. James Episcopal Mission, 65 to Moses, 20 to Martin.

Those belonging to the St. James Mission consist of 25 males, 16 females, and 39 fawns. In the summer they are pastured at Cape Denbigh and in the winter at the station. At the neck of the peninsula of which Cape Denbigh is the southwestern extremity a fence $1\frac{3}{4}$ miles long was thrown across from sea to sea, making an inclosure of the peninsula. This has greatly lessened the work of the herders. A house has also been erected for the use of the herders and the storage of provisions.

This section having proved so excellent for grazing during the last three seasons, an effort will be made to have it set apart by the Government for this purpose.

On the 5th of November, 1899, 280 deer were taken from the herd to help pay for those that had been borrowed by the Government from Synrock and Cape Prince of Wales in the winter 1897-98. A number of sled deer were employed in carrying the mail between St. Michael, Eaton, Golofnin, Kotzebue, and Nulato.

The unusual demand for sled deer stimulated the work of breaking in and training new deer to harness. In the list of deaths but 2 reindeer are reported as dying of foot disease. The casualties from all causes numbered 35.

Golofnin reports 244 old deer and 110 fawns in the herd. Of these 147 belong to the Swedish Mission and 179 to the Eskimo herders. Mr. Hendrickssen reports the herd as doing well.

On the 24th of November, 1899, Dr. Gambell, acting under instructions, took from Golofnin 90 bucks, 126 does, and 67 fawns, making 283 in all. Of these 98 belonged to the Government from the original loan, 80 to the Episcopal mission at the mouth of the Tanana, and 65 to Moses (native). The casualties during the year amounted to 16, including 5 killed for food.

Owing to the number of saloons which have started up this summer at Golofnin, the Swedish Evangelical Union Mission, which has the deer in charge, propose moving their mission to a point 8 miles distant, behind Carolyn Island. A large number of natives died this season during the prevalence of the epidemic.

Teller Reindeer Station.—On December 9, 1899, Dr. Gambell, superintendent of reindeer, inspecting the herds at Port Clarence, found 23 deer which belonged to the Government, 21 of which were placed in charge of Dunnak and 2 in charge of Tautook.

In January, 1900, William Marshall, who was in charge of the herd of reindeer driven from Point Barrow, left with Tautook and Dunnak for the Government 260 head. No report has been received from the Eskimo herds belonging to Tautook, Seoglook, Wooksock, and Tat-pan.

Superintendent Gambell, in his tour of inspection December 9, 1899, writes of them: "It gave me more pleasure to witness the control of the herd at Port Clarence than any herd elsewhere. To know that these (Eskimo) people took as much pride in their herd and gave them as much attention as they did demonstrated to me the fact that they are a very competent people, and that your original idea and purpose is being realized. I trust that more may be placed in the hands of these suffering people soon."

The Rev. T. L. Brevig, who had been connected with the reindeer station for several years, returned in July, 1900, after a two years' sojourn in the States. His coming was most timely. An epidemic had broken out among the people, and in their distress they flocked to the station.

All the herders and their families were sick, and, unable longer to follow the herd, they had abandoned it, with the exception of Dunnak, who remained until too weak

to do more. As the herd was about to be scattered, Mr. Brevig arrived, accompanied by Johan I. Tornensis, an expert Lapp herder, who was at once sent out to the herd. The same disease that prostrated the herders, so that they could not keep as vigilant a watch as usual, also caused the death of many of their neighbors. Whole families died. This released from control many native dogs, which wandered through the country in search of something to eat and gave unusual trouble to the herd.

To add to the difficulties, the whole region around Port Clarence was overrun with prospectors, a few of whom manifested a disposition to interfere with the herds. To prevent this, Capt. Francis Tuttle, Revenue-Cutter Service, commanding the revenue cutter *Bear*, and himself a United States commissioner, officially called upon the United States deputy marshal resident at Bering City to use his official influence for the protection of the herds.

The Teller herds report more cases of foot rot than those at any other station, due doubtless to the fact that they were kept much of the summer on swampy ground.

With the presence of Mr. Brevig in charge of the herds we may expect a fuller report next year.

Cape Douglas.—In the summer of 1899 I had purchased in Kamchatka and delivered to Charley Antisarlook 42 head of reindeer; on December 1 Superintendent Gambell, under instructions, had added to Charley's herd 286 head, making the 328 head which the Government owed him for the herd borrowed in the winter of 1897-98 for the relief of the ice-imprisoned whalers at Point Barrow. In the spring 100 living fawns were added to the herd. Twenty-eight were sold, killed for food, or died, leaving, July 1, 400 head. During the past summer Charley and his two brothers (who were associated with him in the herding) died. The herd, by direction of Lieut. D. H. Jarvis, has been driven to the neighborhood of Cape Douglas, and Mary Antisarlook, the widow, will probably remove to the same locality.

Cape Prince of Wales.—On the 13th of December, 1899, Superintendent Gambell reached this station and turned over to Mr. Lopp, the missionary, 260 deer, completing the 749 deer that were due the mission and the Eskimo young men associated with him. These deer were in return for the 292 loaned the Government in the winter of 1897-98.

To the above were added last spring 237 living fawns, making a total of 986, of which 415 are females. Of the 986, 460 belong to the Eskimos. During the year 37 have died from disease and accident, and 30 males were butchered for meat.

There being an unusual number of prospectors in the country during the winter of 1899-1900, Mr. Lopp established a reindeer express between the mining camps at York and Nome. As far as the deer were concerned the line was a success; but there being an insufficient amount of patronage to make it profitable, the line was discontinued after two round trips.

This coming year Missionary Lopp is proposing to divide his herd, establishing a second in the vicinity of Shismaref Inlet, 60 miles north of Cape Prince of Wales.

Point Hope.—This herd belongs to Ahlook and Electoona (Eskimos), who had previously served five years' apprenticeship at Teller Reindeer Station. They were assisted last season by Jacob Larsen Hatta, an expert Lapp. This summer he resigned and left the station. No report has been received of the condition of the herd. The middle of December, 1899, Mr. William Marshall, in charge of the Point Barrow herd, left with them 5 males, 30 females, and 13 fawn deer.

Point Barrow.—On the 2d of December, 1899, Mr. William Marshall, who had been selected to take charge of the reindeer to be driven from Point Barrow to the Teller Station, left with the Point Barrow mission herd 9 male, 62 female, 26 fawn, 1 steer, 3 sled deer, and 2 sick female reindeer; and with Chief Oyello 2 male, 16 female, and 7 fawn deer; making 128 in all.

During the spring 47 fawns were born at the mission, giving them 137 head. Twelve were born in Oyello's band, making his total 37 head.

During the winter the herd is kept at Sinragahroo, on the coast about 25 miles south of Cape Smyth, and in summer near Walakpat, 15 miles below the cape.

The following Eskimos are in charge of the herd: Should-la, Tok-put, Tsu-ka-wuna, Pauconeo, Powuna, Ungawishak, Otpello, and Ongakinya.

Gambell, St. Lawrence Island.—St. Lawrence, just south of Bering Straits,¹ is the largest island in Bering Sea, being approximately 100 miles long and 25 miles wide. From the commencement the project of stocking this island with domestic reindeer has steadily been kept in view, but until this present season it has not been convenient to do so. On July 27 the revenue cutter *Bear* reached Gambell at 2.40 p. m., having on board 29 head of deer.

Reaching the village during the height of the epidemic, when every family was nursing its sick and mourning the dead (36 had died out of a population of 300), I found that the people had lost all heart; that although in previous years they had importuned for deer, now no apprentices could be found to go into the herd and assist the Lapps in herding. Under this state of things, conferring with Captain Tuttle, R. C. S., we concluded that the wisest course was to take the reindeer to Teller Station; but this decision was reconsidered the next day, when the progressive element of the population, who were absent from the village at the time, had returned. Learning that the deer were not to be left on the island, a public meeting was called, with the result that the next morning I was waited upon by a committee, who pleaded for the deer, promising to place their own sons with the herd as apprentices.

Consequently, on the afternoon of the 30th, the deer were landed in a bay on the east side of Northwest Cape, a few miles from the village. In September Captain Tuttle, R. C. S., upon his return from Point Barrow, called at Teller Station and took 45 deer from the Government herd, and after a stormy passage landed 42 on the island. Two were drowned in passing through the surf and one injured and killed en route, leaving a herd of 70. Mr. Nils Persen Sara, an expert Lapp (with his wife and two children), and Mr. Ole Krogh were given the oversight of the herd under J. H. Lerrigo, M. D.

St. James Episcopal Mission, Weare, Alaska. No report has been received of this herd. It numbered 92 in 1899.

Hoof disease.—This disease has been less fatal than usual this year, prevailing mainly in the herd at Teller Station. Francis H. Gamble, M. D., has during the year made it a special study, and with the information gained has practically eliminated the disease from the herd at Eaton Station. The herds at Cape Prince of Wales and Point Barrow have had no trouble with it.

Dogs.—The large number of Eskimo families that have died during the prevalence of the epidemic have freed from all ownership and control a large number of dogs. This has been particularly the case in the neighborhood of Teller Station, where half the native population died, and the herders were so weakened that they could not properly watch the herd. The dogs, with no one to feed them, had to forage for themselves. Accustomed in former days to hunt the caribou, they naturally attacked the reindeer herd on every occasion, resulting in the shooting of many dogs.

Interference of white men.—The discovery of gold in the region of the reindeer herds has brought a large number of white men into the country. A large proportion of the newcomers have been intelligent, upright, and honorable men, who take an interest in the introduction of reindeer and are willing to give their influence to promote its success. But mingled with the better classes is a small number of the vicious, some of whom have openly boasted that they expected to live off the Government reindeer, and a few of whom have stolen and killed deer from the herd. A

¹The two Diomed Islands (Ratmanoff and Krusenstern) form three separate channels that are used by ships between Cape Prince of Wales, Alaska, and East Cape, Siberia; hence the word "straits" is the correct term.

party being caught in the act at Cape Denbigh, Superintendent Gambell went to Nome and swore out a warrant for their arrest. At last accounts they had not yet been found. If a few transgressors could be punished for interfering with the reindeer it would probably save much future trouble.

In an act to define and punish crimes in the district of Alaska and to provide a code of criminal procedure for said district, approved March 3, 1899, the stealing of a reindeer is punishable by imprisonment in a penitentiary not less than one nor more than fifteen years (chap. 3, sec. 43).¹ The driving of a reindeer away from its pasturage without the consent of the owner is punishable by a fine of not less than \$50 nor more than \$100, and renders offender also liable for damages to the owner (chap. 3, sec. 44).

The killing, wounding, disfiguring, poisoning, or injuring a reindeer is punishable by imprisonment in the penitentiary not less than six months nor more than three years, or by imprisonment in the county jail not less than three months nor more than one year, or by a fine of not less than \$50 nor more than \$1,000 (chap. 3, sec. 55).

Moss burning.—During the last two summers, and especially during that of 1900, large areas of country have been set on fire by prospectors and miners. In some cases fires have been started from camp fires left burning when the campers have proceeded on their journey. In other cases fires have been started to clear mining claims of the surface moss, and allowed to spread indefinitely. In still others the country has been fired for the mere excitement of seeing it burn. But from whatever cause, thousands of acres of good reindeer pasturage have been ruined and made unproductive. When reindeer moss (*Cladonia rangiferina*) is once destroyed, it takes many years to grow again. The Alaska Criminal Code, chapter 3, section 61, makes the starting of prairie fires an offense punishable by imprisonment of from three months to one year, or by a fine of from \$50 to \$500.²

¹AN ACT to define and punish crimes in the district of Alaska and to provide a code of criminal procedure for said district. (Approved March 3, 1899.)

CHAP. 3, SEC. 43. That if any person shall commit the crime of larceny by stealing any horse, gelding, mare, colt, mule, ass, jenny, bull, steer, cow, calf, reindeer, such person, upon conviction thereof, shall be punished by imprisonment in the penitentiary not less than one nor more than fifteen years.

CHAP. 3, SEC. 44. That any person, not the owner or owners, who shall knowingly take or drive, without the consent of the owner or owners, or cause to be taken or driven, or shall assist in driving or taking away from the range or place where the same may be lawfully grazing, pasturing, or ranging, any horse, colt, mare, foal, mule, ass, jenny, or bull, cow, heifer, steer, calf, reindeer, sheep, hog, or any other description of domestic animal or animals from where the same may be lawfully grazing or in the habit of ranging, or where the same may have been herded or placed by the owner or owners thereof, for a distance of more than ten miles from such place where the same may have been so located or placed by the owner or owners thereof, or where the same may be in the habit of grazing or ranging, shall be fined in a sum not less than fifty dollars nor more than four hundred dollars, and shall be liable to the owner or owners of such animal or animals for all damages sustained by reason of such driving or taking away such domestic animal.

CHAP. 3, SEC. 55. That if any person shall maliciously or wantonly kill, wound, disfigure, or injure any animal the property of another, or shall willfully administer any poison to any such animal, or shall maliciously expose any poison with the intent that the same shall be taken by any such animal, or shall maliciously or wantonly, in any manner or by any means not otherwise particularly specified in this chapter, destroy or injure any personal property of another, such person, upon conviction thereof, shall be punished by imprisonment in the penitentiary not less than six months nor more than three years, or by imprisonment in the county jail not less than three months nor more than one year, or by fine not less than fifty nor more than one thousand dollars.

²AN ACT to define and punish crimes in the district of Alaska and to provide a code of criminal procedure for said district. (Approved March 3, 1899.)

CHAP. 3, SEC. 61. That if any person shall maliciously or wantonly set on fire any prairie or other grounds other than his own or those of which he is in the lawful possession, or shall willfully or negligently permit or suffer the fire to pass from his own grounds or premises, to the injury of another, such person, upon conviction thereof, shall be punished by imprisonment in the county jail not less than three months nor more than one year, or by fine not less than fifty nor more than five hundred dollars.

REINDEER DISTRIBUTION.

Superintendent Gambell, taking 260 reindeer from the Eaton herd and 283 from the Golofnin herd, on December 1, 1899, gave to Charley Antisarlook 286 head, and on the 13th of December gave to Missionary Lopp 257 head.

Starting from the Eaton Station on the 5th of November, Per Mathisen Spein was placed in the lead with his drying deer, while the bell deer was fastened to his sled behind, to act as leader of the herd. Nils Klemetsen and Per Porsanger brought up the rear with their sleds loaded with provisions, tent, stove, etc. Upon reaching Norton Sound it was found that the ice was not sufficiently strong for crossing. This necessitated a long detour around the head of the bay. Thanksgiving Day was spent at Nome, as also was Christmas upon the return trip. At Christmas some sled deer were harnessed up and attached to their sleds, and took part in the Christmas festivities for the children. Eaton Station was reached upon the return on the 4th of January. The expedition lasted two months, and the distance traversed was about 720 miles.

It having been decided to return to Teller Reindeer Station a portion of the herd that had been left at Point Barrow in 1898, the transfer was placed in the charge of Mr. William Marshall. He was assisted by Lars Larsen Hatta and Michel Bango, Lapps; also by Atpully and Wenyik, his wife; Onakinya and a Point Hope boy, Kayuga, Eskimos. At Point Hope the Lapp Bango refused to go farther, and his place was taken by Elektoona, an Eskimo, who had learned herding at the Teller Station.

Great difficulty was experienced in securing a sufficient number of sleds and fur clothing for the journey. When the time came for separating the portion of the herd to be left at Point Barrow from the portion that was to be driven south, the question arose of how to build a corral in which to separate the herd, there being no lumber or trees in the vicinity. They finally hit upon the unique experiment of building walls of ice. Slabs of ice 6 feet long, 3 feet wide, and 1 foot thick were sawn out. These were placed on end as close together as possible in a crescent shape and water thrown against the bottom of the slabs, which immediately froze and cemented the slabs to the ground.

On the 2d of December 320 deer were separated from the herd in the corral and driven 5 or 6 miles down the coast. The 125 remaining in the corral were then turned loose and driven northward to remain at the station. In the herd to be driven to the south were 83 fawns, which, becoming tired of the long journeys, greatly hindered the progress of the herd. As there were but 6 deer broken to sled work in the whole herd, and no time for breaking steers, the sled deer were overworked, which also delayed the journey. The next day during a blizzard their tent was all blown to pieces.

From the 9th to the 13th of November blizzards were encountered, which drove them into a neighboring fishing village, without tent or provisions. The natives up and down the coast along the route taken by the reindeer were greatly interested in the herd, and many of them would follow from one village to another. On the way south 48 deer were left with Elektoona and Ahlook at Point Hope. During the trip 5 deer were killed for food, and two others died from accidents. Reaching Teller Reindeer Station January 20, 1900, 260 head of deer were given into the care of Dunnak for the Government.

Being without funds or barter goods, a number of bills were incurred while en route, to meet which I sent up barter goods on the cutter *Bear*, which were given out under the direction of Captain Tuttle, Revenue-Cutter Service, commanding.

St. Lawrence Island.—The purpose which has been had in mind for several years of stocking St. Lawrence Island with reindeer was realized this last summer by

landing on the island 70 head of reindeer, with Nils Persen and Ole Krogh, expert herders, assisted by apprentices, in charge.

Teller Reindeer Station.—Of the 260 reindeer brought from Point Barrow by Mr. Marshall, 100 head were loaned to the mission of the Norwegian Evangelical Lutheran Church at that station.

Nulato, Yukon River.—The plans that had been formed for loaning a herd of deer to the Roman Catholics during the winter of 1899-1900, owing to a combination of circumstances, failed of realization. Another effort will be made during the winter of 1900-1901.

Bethel, Kuskokwim River.—Word was sent to Dr. J. H. Romig, superintendent of Moravian missions in Alaska, that a herd of reindeer would be loaned their mission from the Eaton Station during the winter of 1900-1901. During August, selecting some suitable native men, Dr. Romig started overland for Eaton. On his journey his native assistants were taken sick with the prevailing epidemic and returned home. It is expected that another effort will be made during the winter to secure their herd.

Purchase of reindeer in Siberia.—On the 19th of July, the cutter *Bear* having completed the taking of the census on Krusenstern Island, was headed for Asia after reindeer. At 7.40 p. m., anchoring off East Cape, Siberia, communication was had with the shore. Failing to secure an interpreter at this point, at 10 p. m. we were again under way, picking our way through the ice floes. At 12.25 a. m. on the 20th we anchored off Whalen, where during the morning an interpreter was secured. Again getting under way, the *Bear* stood to the northwest along the Arctic coast of Siberia, calling during the afternoon at Inchowan, where a native was landed with instructions to have reindeer ready for the return of the *Bear*. At 7.55 in the evening the *Bear* made a stop at Tschutpan, where communication was also had with the deer men.

Again getting under way at 8.10 p. m., and working along shore through drift ice, at midnight we stopped and communicated with a small settlement of deer men. At 3.15 a. m. on the 21st we anchored off Anurareem, again communicating with shore. At all these stations we found an epidemic of la grippe, and measles was raging. So many deer men were sick or had died that there were not a sufficient number of well men left to drive up the herds and catch deer for the ship.

Leaving Anurareem, open water was seen farther ahead, and the ship was worked through the ice until it reached an open lead. That afternoon we secured our first deer, 4 being obtained and brought on board; also some moss. Rounding Cape Serdze-Kamen, Siberia, at 10.45 p. m., we anchored off another village. Here we had better success, and during the day secured and brought on board 25 head of deer. Getting under way at 8.35 p. m., various villages were visited between Cape Serdze and Koliuchin Bay, but, owing to the prevailing sickness, without any success.

Deeming that it was useless to proceed farther along the Siberian coast, the ship was headed to the southeast on its return trip down the coast, calling at several villages that had been visited on the uptrip a few days before, but, so far as securing deer was concerned, without success. On the 24th of July a visit was made to St. Lawrence Bay, where the previous years we had been able to secure a number of deer, but this season none were to be had. Continuing south to Indian Point, on the 26th, and to Butankof Bay, Siberia, on the 27th, and failing to hear anything encouraging, we concluded to give up any further attempt this season to procure reindeer in Siberia, and steaming over to Gambell, St. Lawrence Island, the 29 head of deer that had been obtained were landed.

Number, distribution, and ownership of domestic reindeer in Alaska, 1900.

Point Barrow:		
Presbyterian Mission	100	
Ojello (Eskimo)	37	
	—	137
Point Hope:		
Electoonna (Eskimo)	50	
Ahlook	50	
	—	100
Cape Prince of Wales:		
American Missionary Association	526	
Eskimos	460	
	—	986
Teller Reindeer Station:		
Government	221	
Norwegian Evangelical Lutheran Mission	100	
Tautook	75	
Sekeoglook	75	
Tatpan	64	
Dunnak	50	
Estate of Wocksock	75	
	—	660
Cape Douglas:		
Mary Antisarlook	400	
Gambell, St. Lawrence Island:		
Presbyterian Mission	70	
Golofnin Bay:		
Swedish Evangelical Mission	147	
Episcopal Mission	69	
Okitkon	49	
Constantine	12	
Toptok	13	
	—	290
Eaton Reindeer Station:		
Government	423	
Episcopal Mission	80	
Moses (Yukon native)	65	
Martin Jacobsen (Eskimo)	20	
	—	588
St. James Mission (Episcopal)	92	
Total	—	3,323

Of the total of 3,323, 644 are still in the possession of the Government, 1,184 belong to the 6 mission stations, and 1,495 to 20 Eskimo apprentices. From 1892 to 1900, 997 reindeer were purchased in Siberia, and from these 3,342 fawns have been born in Alaska.

In addition to the annual increase in numbers, it may be said that the fawns born in Alaska greatly excel in quality those born either in Lapland or Siberia. The reindeer born in Alaska are developing into larger and stronger animals than the Siberian deer, from which they came.

Increase from 1892 to 1900.

	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.
Total from previous year.....		143	323	492	743	1,000	1,132	1,877	2,538
Fawns surviving.....		79	145	276	357	466	625	638	756
Purchased during summer.....	171	124	120	123			161	322	29
Imported from Lapland.....							144		
Total October 1.....	171	346	588	891	1,100	1,466	2,062	2,837	3,323
Loss.....	28	23	96	148	100	α 334	185	299	
Carried forward.....	143	323	492	743	1,000	1,132	1,877	2,538	

α One hundred and eighty deer killed at Point Barrow for food, 66 lost or killed en route.

Expenditure of reindeer fund, 1899-1900.

Amount appropriated.....	\$25,000.00
Supplies for stations.....	7,019.56
Salaries of employees.....	5,778.71
Cash expended in purchase of deer.....	3,795.00
Barter goods for purchase of deer.....	2,341.72
Freight.....	395.00
Photographs for use in illustrating report.....	2.55
Balance.....	5,667.46
Total.....	25,000.00

Congressional appropriations for the introduction into Alaska of domestic reindeer from Siberia:

1894.....	\$6,000	1899.....	\$12,500
1895.....	7,500	1900.....	25,000
1896.....	7,500	1901.....	25,000
1897.....	12,000		
1898.....	12,500	Total.....	108,000

REINDEER MAIL SERVICE.

During the summer of 1899 the Second Assistant Postmaster-General gave to Mr. William A. Kjellmann, superintendent of reindeer in Alaska, as subcontractor, the carrying of the mail on route 78110. This route called for three round trips during the winter of 1899 and 1900 between St. Michael, Eaton, Golofnin, and Kotzebue, the latter place being north of the Arctic Circle. Mr. Kjellmann, being required to return to the States on account of sickness, gave the work into the hands of Mr. David Johnsen Elliott. Mr. Elliott employed Johan Peter Johannesen, a Lapp, as mail carrier. The service was successfully performed with reindeer, each round trip being 1,240 miles through a wilderness without a road.

Early in the year the Post-Office Department concluded to give Nome a semi-monthly service, and the contract was given Mr. William A. Kjellmann. Mr. Kjellmann being sick and in the States, instructions were sent to Dr. F. H. Gambell to take charge and see that the mail was sent through without delay. These instructions reached Eaton in February, 1900, and on the 1st of March the reindeer started from Eaton with the mail for Nome. Mr. S. Newman Sherzer was released from his duties as assistant superintendent at the station and appointed manager of the reindeer mail service to Nome. Five consecutive successful trips were made, four of them with reindeer and sleds. The five trips completed the winter contract. The round trips, a distance of 480 miles through a country without a road or trail, were made as

follows: First trip, fourteen days; second trip, thirteen days; third trip, eleven and one-half days; fourth trip, eleven and one-half days, and fifth trip, fifteen days. The actual traveling time was from one to two days less than the foregoing figures, as a rest of twenty-four to thirty hours was taken at Nome and a shorter rest at Golofnin each way.

As the instructions for carrying the mail came suddenly and unexpectedly, there was no opportunity for preparing the route for relays of reindeer, but the same deer made the round trip.

On the second trip the reindeer passed dog teams and a bicycle that had passed Eaton two days before the deer started; reached Nome, rested thirty hours, and started on the return trip before the dog teams arrived. The regularity with which the reindeer landed the mail on time at Nome last spring won the animal many friends.

At the request of Mr. N. V. Hendricks, subcontractor, on the route between Weare via Eaton to St. Michael, Superintendent Gambell furnished his mail carriers with reindeer, pack saddles, and sleds between St. Michael, Eaton, and Nulato, a distance of from 180 to 200 miles each way.

The above routes aggregated last winter between six and seven thousand miles that were successfully covered by the reindeer. The superintendent, in closing this part of his report, says: "Our success in carrying the mail was due to three conditions: First, the capability of the deer; second, the close attention given to the work by Mr. Sherzer; and, third, the expertness of the driver, Nils Klemetsen."

During the latter part of February and the first part of March some freight was hauled by the reindeer from St. Michael to Norton Bay for G. L. Stanley & Co.

A contract has been made with Superintendent Gambell for carrying the mail with reindeer during the winter of 1900-1901 between Eaton and Kotzebue, a distance of approximately 250 miles. The contract calls for two round trips during the winter.

CANADIAN INTEREST.

A lawyer in Canada, who has followed the reindeer enterprise from its inception with much interest, under date of May 25, 1900, writes to the honorable the Secretary of the Interior:

Your work in Alaska, through Dr. Jackson, appears to be ideal in every respect. At three different points I have written Canadians to look carefully into his work, and find that it is as highly prized in the mining camps as among scientists.

Our coast line from 142 degrees to the mouth of the Nelson, some 3,000 miles, is without a single school, and I hope to do something for the poor Eskimos through schools and the reindeer.

INTRODUCTION OF REINDEER INTO THE "BLACK FOREST," GERMANY.

The following item, clipped from the public press, foreshadows an experiment in a new direction:

An interesting experiment in acclimatization is now being made by Herr Wendt, chief forester at Todtnau, Germany. At the zoological garden at Basel he procured a male reindeer and completed the family by buying at the Copenhagen market two females. The three animals were let loose in the Fahlberg region of the Schwarzwald, which reaches an altitude of 4,500 feet. As there is a large supply of reindeer moss in the higher regions of the Black Forest, above the altitude of 2,400 feet, the chief forester believes that reindeer will thrive on the Fahlberg as well as on the Kjolen of Norway. Zoologists are watching this experiment with much interest.

TELEGRAPH SERVICE.

Maj. Francis Greene, U. S. A., with a party of assistants, has commenced the construction of a military telegraph line from Nome and St. Michael, via Eaton and Nulato, to Eagle City, in the Upper Yukon Valley. At Eagle the line will connect with another to Valdez, on Prince William Sound, and also with a line via Dawson

to Skagway. Between Nome and St. Michael a cable has been laid and is in successful operation. Telegraphic communication with the reindeer stations will be of much assistance in regulating the work.

REVENUE-CUTTER SERVICE.

As in former years, I have received the hearty cooperation of Capt. Charles F. Shoemaker, chief of division of Revenue-Cutter Service, Treasury Department. Every request for assistance, as far as possible, was granted. I desire, also, to acknowledge the assistance of Capt. Francis Tuttle, commander; Lieut. E. P. Bertholf, executive officer, and the other officers of the revenue cutter *Bear*.

Thanks are also due Gen. George M. Randall, U. S. A., commanding the Department of Alaska, and Capt. William M. Pinkston, quartermaster's agent, in command of the army transport *Lawton*, for transportation from Nome to Seattle, both for myself and a party of 25 Lapps.

The graphic illustrations of the report are from photographs taken by Surgeons Call and Hawley, Chief Engineer H. W. Spear, and First Assistant Engineer H. N. Wood and Second Assistant Engineer A. C. Norman, of the Revenue-Cutter Service.

A number of photographs of Kamchatka that were received too late for last year's report are inserted in the present one.

ITINERARY.

Leaving Washington on the morning of April 23, the following day found me at Chicago. At Chicago an interview was had with Dr. Eugene S. Willard, whose son had recently been appointed to a position at the Eaton Reindeer Station. Business was also transacted at the office of the North American Trading and Transportation Company concerning supplies to Alaska reindeer stations.

Leaving Chicago in the evening, Seattle, Wash., was reached on the morning of the 29th. At this point I was met by Mr. Fredrick Willard and Mr. J. T. Lindseth, who were under appointment and en route to the Eaton Reindeer Station. I also met the Rev. T. L. Brevig with his family, under appointment as Lutheran missionary at the Teller Reindeer Station. Mr. Brevig was made manager of the reindeer herds at Teller and teacher of the Government school.

On April 30 Mr. Ole Krogh, who had formerly been connected with the Eaton Reindeer Station, was employed to take charge of the reindeer that would during the summer be placed on St. Lawrence Island, Bering Sea. From April 30 to May 5 was a busy time arranging supplies for the various Alaska stations, the transportation of employees, and many other things demanded in providing for stations that were able to receive their supplies but once a year.

On the evening of May 5 I transferred my quarters from the hotel to the cabin of the revenue cutter *Bear*, Capt. Francis Tuttle, commanding. The roster of the *Bear* was as follows: Capt. Francis Tuttle, commanding; First Lieut. Ellsworth P. Bertholf, executive officer; Second Lieut. Claude S. Cochran, Second Lieut. Aaron L. Gamble, Third Lieut. Philip H. Scott, Chief Engineer Herbert W. Spear, Second Assistant Engineer Albert C. Norman, Second Assistant Engineer Theo. G. Lewton, Surgeon Hawley, M. D., Pilot J. W. Keene.

The following passengers were also received on board by permission of the Secretary of the Treasury: Lieut. D. H. Jarvis, Messrs. W. W. and Ezra Parker, E. E. Ailes, H. R. Cowan, W. E. Hadley, D. H. Smith, Fred Zollander, J. F. Hawkins, W. E. Clarke, E. B. Leddy, and Charles Howard.

The steamer got under way at 1.50 p. m. Sunday, May 6, and ran down to Port Townsend, where we anchored at 6 p. m. At 4.30 p. m. on the 7th we were again under way, anchoring off Victoria, British Columbia, at 9.25 p. m. Leaving Victoria at 1.15 on the 8th, we reached Union Bay at 7.20 a. m. on the 9th, where the ship made fast to the wharf to take on its supply of coal.

During the coaling, trips were made by the officers and their guests to the Canadian Indian reservation at Comox and other neighboring villages. Having received on board 550 tons of coal and 3,000 gallons of fresh water, at 8 p. m. on the 10th the ship cast off from the wharf, and, steaming down Baynes Sound and rounding Yellow Island light, went through Hornley Island Passage to the north. At 1.55 p. m. on the 11th the ship ran in and anchored at Alert Bay, when an opportunity was given those who desired it to go ashore. The Indian village is the site of a cannery and also a mission of the Church of England. The Rev. A. J. Hall, who has for many years been in charge of this station, was absent on a visit to England, his assistant, Mr. A. W. Corker, and wife being in charge of the school during his absence. Mr. Hall has translated and secured the publication of the books of Matthew, Luke, and John, a book of common prayer, and a hymn book in the Qa Gütl language, the same being published in London. I visited the schoolroom, the dormitories and workshops of the boys' home, and the home of the girls in a separate building.

In connection with the mission is a flourishing sawmill, which not only gives employment to the natives, but furnishes them with lumber at a moderate price for improved houses. Some of the parties secured photographs of the strange and uncouth totems, of which there were a number in the heathen portion of the native village. At 3.45 p. m. we were again under way. Our next call was on Sunday morning at Bella Bella, British Columbia, where the captain gave us an hour for the purpose of visiting the mission of the Canadian Methodist Church.

R. Large, M. D., and wife were off attending conference, leaving the station in charge of Miss Beatty. The mission is in the process of being transferred to a better location 2 miles north, where they will have more room for growing and also for gardens. Twenty-five new houses have already been erected on the new village-site. The mission reports 88 members.

The attendance at the day school is quite irregular, as at most other native schools, where it is the habit of the parents to take their children with them when they go off hunting or fishing. At 7.45 we were again under way. On the night of the 13th, encountering a severe storm, the ship ran into Red Bay, and at 10.05 anchored for the night. At 2 a. m. on the 14th we were again under way, and at 2.30 p. m. sighted Cape Edgecumbe and soon after sighted the entrance to Sitka Sound.

At 4 p. m. we steamed by Biorka Island and at 6:10 p. m. anchored at Sitka, in front of the Presbyterian mission. The next three days were spent in inspecting the two Government schools and also the large industrial school connected with the Presbyterian mission. A conference on school matters was had with Father Anthony, of the Russo-Greek Church, who has recently been appointed on the school committee at Sitka, and is one of the foremost priests of that church in Alaska. He has written a monograph on the schools of the church in Alaska. Public school No. 1 and the industrial school showed a gratifying progress, while public school No. 2 (native) has an efficient and skilled teacher, yet the irregular attendance greatly interferes with the progress that the pupils should make.

At Sitka three Eskimo women and one boy who had been brought to Sitka the preceding fall as witnesses in a murder case, and who at the close of the trial were unable to return to their homes, were now taken on board the *Bear* for their return. Col. L. P. Wright and W. L. McBride, deputy collectors of customs, were received on board on the 17th, and at 4.30 p. m. we got under way, passing out to sea by way of Cape Edgecumbe at 7.30 p. m. At 6.20 p. m. on the 20th of May we raised Trinity Island in the north, and at 2.15 the next morning passed south of Chirikof Island, a former Russian penal colony, and on the morning of May 22 entered Delarof Harbor, anchoring at Unga at 5.40 a. m. Going ashore, the school bell summoned the children to the schoolhouse, where a number of classes were heard. The recitations substantiated what we had already heard from the parents, that Mr.

F. A. Golder was an excellent and painstaking teacher. The schoolhouse at this point needed repairs, which were ordered. At 10.40 a. m. we were again under way, reaching Unimak Pass at 6.30 a. m. on the 23d.

Steaming through the pass into Bering Sea, and skirting the north shores of Akun and Akutan islands, their mountain tops covered with snow, we reached Dutch Harbor in the midst of snow squalls at 3.15 p. m. During the week that was spent in securing coal and water for the ship and the boarding and inspection of the various vessels by the officers of the *Bear*, I was busy in going over the accounts of the builder of the new school building at Unalaska, and arranging for a greatly enlarged attendance at the school, the authorities of the Russian-Greek Church having decided to send their pupils to the public schools half a day in order that the children might have an opportunity of learning the English language. The Jessie Lee Home, which is a boarding school and orphanage at Unalaska, established and maintained by the women of the Home Mission Society of the Methodist Episcopal Church of the United States, I found to be in its usual flourishing condition. Dr. and Mrs. A. W. Newhall and Miss Ella Darling are in charge.

During our stay at Dutch Harbor and Unalaska 20 vessels arrived loaded with passengers and freight for the mines at Nome City. The ship having watered and coaled, Messrs. J. C. Shaw, J. E. Hachin, and H. Johnston were received on board for passage to Nome, and at 6.50 p. m. on May 29 the *Bear* steamed to the north. The next day, June 1, we encountered alternate rain and snow, and at 2.30 p. m. commenced to encounter floating ice. At 9 p. m. the ice pack was so solid that the ship was compelled to turn and work its way back to clear water.

June 2, from 4 to 8 a. m., there was considerable loose ice. The ship skirted along the edge of Nunivak Island until noon, when it became necessary to enter the ice field. At 10 p. m. we sighted the steamship *Dora* fast in the ice, and at 10.20 the *Bear* itself became fast in the ice pack, where we remained until the next morning. At 5.30 a. m., June 3, getting loose from the pack, the ship tried to find an open lead to the north, failing in which she turned and tried various courses to the southward. Passing near the steamship *Dora*, the *Bear* worked through the ice until she could pass a line to the *Dora*, and making fast, hauled her loose from the ice which bound her.

Steaming slowly ahead as far as possible, leads of slush-ice were found, and we reached and spoke the steamers *Senator* and *Portland*, both of which were fast in a small basin of open water surrounded with pack ice. With cheers from their passengers they attempted to follow in the wake of the *Bear*, but soon gave it up. The steamship *Dora* also got fast in the ice again, and was left behind. At 11.30 a. m. we sighted the steam schooner *Fulton*. At this time there were three schooners in sight, fast in the ice.

Turning again to the northward the *Bear* steamed through the ice, frequently coming to a dead stop; then backing out and putting on all steam would drive into the ice until a passage was forced through the more solid ice to the rotten ice again. This was kept up until 8.30 p. m., when unable to go farther, with an unbroken ice field as far as could be seen in front with marine glasses from the "crow's nest," the ship was tied up to the ice for the night. During the night new ice was formed in the open places and the old ice was greatly strengthened. At 5.10 a. m., casting loose from our icy wharf, and unable to make any impression on the ice ahead of us, we turned again to the south, working slowly through the ice.

At 1.30 p. m. the ship turned and worked to the eastward. As we passed in sight again of the steamships *Senator* and *Portland* their rigging was crowded with passengers watching the *Bear* force her way through the ice fields. One of the passengers whom I afterwards saw at Nome said that it was the grandest sight he had ever seen, and worth the cost of the trip to witness. Again and again a thick fog shut down, adding greatly to the perplexities of navigation.

Toward midnight it seemed as if we would be again balked and compelled to try another way, but just then open leads were seen from the crow's nest, where an officer was constantly kept on watch, and by dint of hard pounding the intervening ice was broken through and soon after midnight open leads were reached. At 2.10 a. m., June 5, the ship was again in open water, and the three days' struggle in the ice pack was over. By 8 o'clock a. m. the ice had been left out of sight behind us.

At 4.20 p. m. Cape Nome was sighted, and at 7.30 p. m. the *Bear* anchored opposite the city. First Lieut. D. H. Jarvis and Mr. Johnston left the vessel for shore. Officers boarded the barks *Alaska*, *Mary Hume*, and *Cleveland*, and a number of calls were received from officials and others on shore.

June 6 opened with a southeast storm, causing a heavy surf on shore. At 9.30 a. m. signals of distress were observed on the bark *Alaska*. An officer was at once sent from the *Bear* to investigate. He found her bumping on the bottom of the sea in 16 feet of water, and wanting a steam tug to pull her into deeper water.

The steamer *Mary Hume* ran a line to her, but could not tow her out. Soon after she lost her rudder and became unmanageable. Cutting loose from the steamer, she hoisted her jib sail and ran on the beach. In the afternoon an officer and crew were sent from the *Bear*, and the officers and crew from the bark *Alaska* were brought to the *Bear*, only a guard being left on the stranded vessel.

The following morning, a lull occurring in the storm, the crew of the wrecked bark *Alaska* were sent ashore. Availing myself of the opportunity I also went ashore to secure if possible a meeting of the school board of Nome. The sea was still very rough, and in attempting to cross the bar at the mouth of the Snake River our boat grounded in the surf, and for a little while we were in great danger. Springing from the boat it was lifted over the bar and we finally reached the shore in safety. A meeting of the school board was secured and a committee appointed to select suitable sites for future school buildings.

The meeting of the school board continued so late that I was unable to return to the ship that evening, and during the night the storm increased in severity so that I was unable to return to the ship for three days. On the morning of June 8 the revenue cutter *Bear*, commencing to drag her anchors, got up steam and went to sea, and by evening there was not a single vessel left in the harbor. During the day the bark *Alaska* went to pieces, and her cargo was strewn along the beach for miles. In this cargo were the annual supplies for the mission stations of the Swedish Evangelical Union at Unalaklik and Golofnin Bay, and also for the Congregational mission at Cape Prince of Wales. During the morning of the 8th the school committee had a second meeting. Present: Walter Church, chairman; D. W. McKay, secretary, and Messrs. S. A. Kellar, E. S. Ingraham, and J. V. Logan. The Rev. Mr. Robins, Congregational minister, was present by invitation.

On June 9, although it snowed hard all day, Judge Church and myself tramped over all sections of the city in search of a suitable place for a future school building. On June 10, the storm having abated and the cutter *Bear* having returned to its anchorage, I was able to return to my quarters on board the ship. During the evening the revenue cutter *Corwin*, having in tow the dismantled bark *Catherine Sudden*, which had been picked up as a derelict, having been abandoned by her officers and crew while in the ice, arrived in harbor.

June 11, went ashore to attend a meeting of the school board, at which a report was received from the subcommittee on the location of school sites recommending three locations in different parts of the city, after which I returned to the ship. On June 12 Messrs. C. E. Gay, Charles Find, and Dr. Contrise were received on board the *Bear*, and at 10 p. m. we steamed away for Port Clarence. At midnight, while en route, anchored off Synrock to deliver supplies to Charley Antisarlook. At 3 a. m., June 13, we were again under way. At 9.30 a. m. ice was encountered, passing through which we reached King Island at 10.40 a. m. Shetdama, an Eskimo

woman, and her son, who were among those taken last fall, as witnesses in a murder trial, to Sitka, were now returned home. As the natives coming off to the ship in their kyaks recognized her on the deck, they called out the death of a daughter during her ten months' absence.

At noon we were again under way for Port Clarence. Upon rounding Point Spencer it was observed that the winter ice was still unbroken in the bay and extended some distance out to sea. Steaming up to the edge of the ice, some natives who were sealing came off with their umyak and took with them from the boat Romuk and Pugumuk, the two Port Clarence Eskimo women who had also been to Sitka as witnesses. At 7.30 p. m., loosing from the ice, the vessel steamed toward Cape Prince of Wales. At 7.45 p. m. the boat was stopped, and the captain picked up a boat load of Eskimos who wanted a tow.

At 11.30 p. m. the ship was forcing her way through heavy drift ice, and 2 a. m. on the 14th anchored off Cape Prince of Wales. Mr. Lopp, the Congregational minister, and some natives soon came aboard, and at once commenced landing supplies that had been brought for them. Mr. Lopp was notified that his annual supplies shipped on the bark *Alaska* had been lost. At 2.35 p. m. a heavy field of ice drifted down upon the *Bear*, and it was compelled to hoist its anchor and get under way. Getting free from the ice, the *Bear* returned to its anchorage off the village at 6 p. m. The gale continuing through the night, no further landing of supplies was possible until the afternoon of the 15th, when all the supplies for that station were unloaded and taken on shore by the natives.

Having finished unloading, the *Bear* got under way at 11.10 p. m., and at 2.10 a. m. on June 16 anchored off the mining camp at York. Messrs. Hadley, Gay, Zolander, and Domingoes were landed, and Messrs. William Marshall, Deputy United States Marshal McNally, and John Kerby were received on board. At 6.40 a. m. the ship was again under way. From 1 to 2 p. m. a heavy field of drift ice was encountered, and at 9 p. m. anchor was dropped at Nome.

At 8 a. m. on Sunday, June 17, word was brought to Captain Tuttle that the bark *Hunter* had been wrecked in the ice and 30 passengers were on the beach near Cape Romanzof with but four days' provisions. An officer was at once sent on shore to investigate the rumor. Finding the news of the wreck confirmed, steam was at once ordered, and at 1.10 p. m. the *Bear* was on the way to the scene of the disaster.

Much scattering ice was encountered during the day. At 3.20 p. m. on the 18th Cape Romanzof was sighted, and at 4.10 p. m. the wrecked vessel was seen. Approaching as near as was safe, the *Bear* came to anchor, and at 5.30 p. m. Lieutenants Bertholf and Scott, with crew of men, were sent off to the wreck in a sailing launch. Returning at 11 p. m., they reported that they had visited the *Hunter* and had found her stern stove in and her main deck badly broken up. They also visited the shore inside of the sand spit and learned from the natives that a steamer had taken the shipwrecked passengers away. At 11.45 p. m. the *Bear* started on her return to Nome. From 4 to 8 a. m. much loose ice was encountered, passing through which by 8.30 a. m. the ship skirted along the western edge of the ice field, on which large numbers of walruses were seen.

At 9.20 a. m. on the 20th the *Bear* reached its anchorage at Nome. Much of the time on the 19th and 20th was spent on shore. Word being received by the captain that the quarantine station at Egg Island, near St. Michael, needed assistance, the *Bear* got under way at 1.45 p. m. June 22. Deputy Collector Wright was received on board for a trip to St. Michael. At 3.05 a. m. a stop was made at the improvised quarantine station at Egg Island, where there had been reported some trouble among the passengers of the steamers *Ohio* and *Santa Anna*, which, arriving at Nome with smallpox on board, were sent into quarantine.

At 4.10 a. m., the officer and boat returning from the quarantine station, the *Bear* got under way for St. Michael, where anchor was dropped at 5.30 a. m. Going

ashore with the captain, I procured mail for the officers and crew of the *Bear*, for the missionaries at Unalaklik, and for the employees at the Eaton Reindeer Station. At 7.35 a. m. we were again under way, and at 1 p. m. dropped anchor abreast of Unalaklik.

I was at once sent ashore, accompanied by an officer, in the second cutter. Finding Dr. F. H. Gambell, superintendent of Eaton Reindeer Station, at Unalaklik, I was able to arrange for going to the station, 8 miles up the Unalaklik River. As it was important that I should have an interpreter in the settlement of the annual accounts with the Lapp employees, the Rev. Julius Qvist, Swedish missionary, was invited to accompany us.

On Sunday, the 24th, divine services were held with the Lapps and employees at the reindeer station, and, rising early on the 25th, a long day was employed in settling accounts, paying annual salaries, and inspecting work. This having been accomplished satisfactorily, in the evening we returned to the Swedish mission at Unalaklik, bringing with us Johan I. Tornensis and wife, whom I wished to transfer to the charge of the herd at Teller Reindeer Station.

At 1.30 a. m., June 26, a boat arriving from the ship for me, I rose and went aboard, reaching it at 3.40 a. m. It was some time, however, before the trade goods with the Lapp family arrived. At 10.30 a. m., everything being on board, the *Bear* got under way for Nome, where it anchored at 9.55 a. m. on the 27th. On June 28 the Rev. T. L. Brevig, Lutheran missionary to the Teller Reindeer Station, with wife, two children, and a servant girl, also an Eskimo boy who wished to visit his brother at Port Clarence, and the Rev. J. Kirk, of Eagle, were received on board. The sea was very rough in returning from the shore to the ship. At 10.55 p. m. the *Bear* got under way for Port Clarence.

June 29 the ship steamed all day through a dense fog. In the evening, the water shoaling up to 5 fathoms, the captain anchored at 8.05 p. m. When at 6.05 a. m. June 30 the fog lifted, it was found that the ship had passed through the straits and up the whole length of Port Clarence Bay in the fog of the evening before without our knowing it, and we were now near the mouth of Grantly Harbor. The vessel was got under way and thirty minutes later anchored in front of Teller Reindeer Station. Work was at once commenced landing Mr. Brevig and family, also Mr. and Mrs. Tornensis. Finishing the landing of the supplies at the station, the *Bear*, at 2.30 p. m., started for Point Spencer, reaching the point and anchoring off the sand spit at 5.10 p. m., when an officer boarded the whaler *Behuga*.

At 6.15 we were again under way, and at 10.35 p. m. anchored off the new mining town of York. The following day, July 1, the citizens, learning that there were two ministers on board, improvised a religious service, which was held in an unfinished store building, both ends of the building being open to the weather. This is probably the first religious service held in that camp.

Hearing that there was an epidemic of measles at Cape Prince of Wales, and that the servants and children of Mr. Lopp were sick, the captain concluded to steam up to the Cape and offer the services of his surgeon. Consequently, at 5.30 p. m. we were under way, anchoring off Cape Prince of Wales village at 7.25 p. m. Dr. Hawley was immediately sent ashore. Upon his return he reported that five of the natives had died, and that all the five children of Mr. Lopp had been sick, but were recovering, and that many of the natives were still very ill.

At 9.30 p. m. July 1 the *Bear* got under way for King Island, which was reached at 8 o'clock on the morning of the 2d. Dr. Hawley was at once sent ashore to take the census of the native village, and was accompanied by several officers who wished to get a closer view of the houses of the cave dwellers, take photographs, etc. All having returned at 12.25 p. m., the *Bear* again got under way, reaching Synrock at 8.45 p. m. the same evening. At this place an officer and boat's crew were sent ashore to examine the feasibility of floating a sloop that had been blown on the

beach during the recent storm. In due time they returned with the report that the water was so shallow that no help could be afforded.

The remainder of the supplies on board for Charley Antisarlook were landed, and at 10.35 p. m. the ship was again under way, reaching Nome at 2.45 a. m., July 3. July 4 was observed at Nome with a small procession and a large crowd at the opera house to listen to the reading of the Declaration of Independence and the making of addresses by distinguished men. July 6 another storm swept the sea and broke the steam launch *Islam* from its moorings and stranded several small vessels.

At 2.30 p. m. Kayuia, one of the St. Lawrence boys that had been rescued from the bark *Alaska* at the time it went ashore, died of pneumonia. At 2.55 p. m. the ship got under way for Sledge Island, where, at 3.50 p. m., an officer and men, accompanied by the several Eskimos on board the ship, were sent ashore with the body. The Eskimos had tied up the body in sail cloth, native fashion. It was carried up the side of the mountain and then left on the ground, which is the usual method of the Eskimos of this region of disposing of their dead. At 4.30 p. m. we were again under way, and at 9.50 anchored off Nome.

There having been some disturbance at the mining camp at Top Cock, the *Bear* got under way at 4.15 p. m., July 10, and at midnight anchored at Top Cock. An officer was sent ashore to communicate with Captain Walker, U. S. A. At 1.20 a. m. the officer returned, reporting that Captain Walker was in Bluff City, a few miles farther along. Half an hour later the *Bear* stopped at Bluff City, and the officer was again sent ashore, returning with the report of Captain Walker that the situation was then quiet. The cutter at 2.55 a. m. got under way for Golofnin Bay, which was reached at 7.40 a. m. Mail was delivered to the Coast Survey steamer *Patterson*, and after breakfast the captain, myself, and others went to the village, where I had a conference with the Swede missionaries, and arranged to loan Okitkoon a herd of reindeer this present winter. About 2 p. m. we returned to the ship, and at 6.10 p. m. were under way on our return to Nome, calling again at Bluff City at 10.10 p. m.

At 6.15 a. m., July 12, the *Bear* anchored off Nome. On the 12th and 13th negotiations were entered into with Mr. Nils Klemetsen for him to take charge of the herd of reindeer to be placed on St. Lawrence Island. He changing his mind and declining to go, arrangements were made with Mr. A. A. Bahr. During the afternoon the household belongings of a leading native of Port Clarence, who had recently died, were brought on board the *Bear* to be conveyed to his relatives; also a sick man and woman, together with an orphan child. The following day the sick man, being found to be the interpreter of the Swedish mission at Golofnin Bay, and having means of his own, was transferred from the ship to the St. Bernard Hospital, where he afterwards died.

On Sunday, the 15th, preached in the Presbyterian chapel tent at Nome. The surf was so high that it was with difficulty that the captain was able to launch his boat and return in the evening to the ship, the boat filling with water as we passed through the surf. Changing our wet garments, at 5.30 p. m. the *Bear* got under way for Port Clarence. Word having been received during the day that Charley Antisarlook was sick, at 11.15 p. m. the *Bear* stopped opposite Synrock, and Surgeon Hawley was sent ashore to prescribe for the sick man. Upon his return, getting under way at 11.40 a. m., July 16, the *Bear* anchored off the sand spit at Point Spencer, where the native child, the sick woman, and the dead man's household goods were landed among the relatives.

The landing having been accomplished, at 3.30 p. m. the *Bear* proceeded up the bay to Teller Reindeer Station, which was reached at 5 o'clock. The United States army transport *Seward* was also anchored there. Going ashore and procuring some reindeer trade goods needed for barter on the Siberian shore, I returned to the ship, and at 9.35 p. m. we were under way across the bay to Port Clarence City, where the captain, at 11.15 p. m., sent an officer ashore with a letter to the deputy marshal,

requesting him to warn all miners and others not to interfere with the reindeer that were in that vicinity, reports having been received of threats against the herd. The officer, returning, reported that but 30 people were left in the city and that the deputy marshal was gone. At midnight we got under way again and proceeded to the sand spit, where we anchored at 2 a. m. on the 17th.

A storm prevailing on the outside, the *Bear* lay all day at anchor. The gale having somewhat abated, the *Bear* got under way at 10.20 p. m. and anchored opposite Cape Prince of Wales at 7.15 a. m. on the 18th. Accompanying Surgeon Hawley ashore, I had a further opportunity of arranging school matters for the coming winter at the Cape. Returning aboard at 3.05 p. m., the ship steamed for the Diomed Islands, where at noon on the 19th Dr. Hawley, a number of the officers, and myself went ashore on Krusenstern Island, Surgeon Hawley being detailed to take the census of that island and also visit the sick. Returning to the ship at 3.10 p. m., we got under way, anchoring off East Cape, Siberia, at 7.40 p. m.

Several boat loads of natives visited the ship, after which we started at 10 p. m., working through the loose ice, passed through the straits, rounded East Cape, and at 12.25 a. m. on the 20th anchored off the Siberian village of Whalen. Securing a native boat and an interpreter at this point, at 2.40 p. m. we were under way, skirting the Arctic coast of Siberia in search of reindeer. At 4.45 p. m. stopped off Inchowan and landed a native. Again under way at 5.10 p. m. We next called at Tschutpan, in a field of scattered ice. Resuming the voyage at 8.10 p. m., the ship worked slowly through the drift ice for Cape Serdze until 11.35 p. m., when the course was changed inshore, stopping at 12.25 a. m. on the 21st to communicate with some deer men whose houses were seen on the beach.

At 2.15 a. m. resumed the journey, calling at Anurarune at 3.15 a. m., and communicating with the deer men of the vicinity. At 5 a. m. under way to clear water. In the afternoon took on board 4 deer and some sacks of moss. Hoisting anchor at 7.25 p. m., the steamer worked its way through heavy drift ice around Cape Serdze, and at 10.25 p. m. anchored opposite a Tchuchee village west of the Cape.

During the 22d 25 additional deer were taken on board, also a number of sacks of moss. Getting under way at 8.35 p. m., the *Bear* went west, calling at various settlements, to Koliuchin Bay, in the effort to secure more deer. Failing to secure an additional load, the *Bear* turned eastward on its course, working through a number of fields of drift ice, calling at a number of stations, and finally reaching St. Lawrence Bay, Siberia, where it anchored at 3.05 a. m. on the morning of July 24.

At all the villages at which we called the prevailing epidemic was experienced, and in a number of them there were not a sufficient number of deer men that were not sick to drive the herds to the coast and catch the deer for the ship. Two days were spent in St. Lawrence Bay visiting the homes of the deer men and taking a fresh supply of water. Here, as elsewhere, the people were all sick and no deer could be procured.

Leaving St. Lawrence Bay at 9.10 a. m. July 26, the ship anchored at Indian Point, Siberia, on the same evening at 11.15 o'clock, where communication was had with shore. At this point it was reported that one-half of the population had died. Hearing of some herds to the southwest, at 3.15 a. m. on the 27th the *Bear* got under way for Butankof Bay, where we anchored at 5.30 a. m. Boats were sent ashore and a conference was had with the deer men, but the herds were found to be some miles in the interior, and the herders were sick and were unwilling to drive them down to the coast.

Giving up any further attempts to secure reindeer, at 9.25 a. m. the ship hoisted anchor and steamed away for St. Lawrence Island, reaching the settlements at Gambell at 2.45 p. m. It had been in the plans of the Department for two or three years to stock this large and important island with a herd of reindeer, but it had not been convenient to do so until the present season.

Reaching the village, we met an unexpected difficulty. The people were so discouraged by the large number of deaths that they had lost all hope and ambition, and did not care whether they secured the reindeer or not, although on several preceding seasons when we visited them they had been begging and urging that deer should be placed upon their island. The temporary discouragement was so great that none could be found who were willing to become herders. Under the circumstances, nothing could be done but abandon the project of placing deer upon the island and return the deer to Teller Reindeer Station.

During the night, however, some of the younger men of the village who had been off hunting returned, and finding that I had decided to take the deer away, they called a meeting of the more progressive men of the village and came to me with their earnest remonstrances against not landing the deer. Informing them that it was a question of finding a number of young men who were willing to become apprentices and learn to manage deer, they at once offered their own sons. Consequently, on the afternoon of the 30th, 29 reindeer were landed on the island to the eastward of the village.

During our stay at Gambell Captain Tuttle kindly sent two carpenters ashore to enlarge the school building, which had become too small for the community. An addition 20 feet square was added to it. A frame was erected and inclosed during the three days' stay of the steamer. At 9.35 o'clock on the evening of the 30th we returned to Indian Point, Siberia, which we reached at 4.40 a. m. on the 31st.

At this point a Siberian by the name of Jack, who had been the source of much drunkenness and rioting at St. Lawrence Island, even threatening the lives of the Government teachers, was landed with his family. Getting under way at 8.45 a. m., Kings Island was reached at midnight and Teller Reindeer Station at 7.15 a. m. August 1. After a short stay of three hours, Point Spencer was reached at noon.

Leaving there at 12.45 p. m., we passed Stewart Island at 10.40 p. m. on the 2d, and reached St. Michael at 4.30 a. m. on the 3d. Spending the day at St. Michael, at 10.50 p. m. the *Bear* steamed for Unalaklik, which we reached at 2 o'clock a. m. the 15th. Leaving me at Unalaklik, the *Bear* returned to St. Michael. From Unalaklik I went up the river to Teller Station, where final arrangements were completed for the starting of 11 Laplanders with their families for a return to Norway.

Loading themselves and baggage in rowboats, on the evening of the 6th we returned to the mouth of the river at Unalaklik, and early on the morning of the 7th, the *Bear* having returned from St. Michael, the Laplanders and their baggage were on board the ship. Hoisting anchor at 10.20 p. m., we started for Nome, reaching the mouth of Nome River at 1.50 p. m. on the 8th. Here the Laplanders were transferred from the *Bear* to the U. S. army transport *Lawton*, after which the *Bear* proceeded to Nome City, dropping anchor at 3.25 p. m. On the evening of August 10, the *Bear* having concluded its preparations for its trip to Point Barrow, the captain very kindly transferred me to the U. S. transport *Lawton*, Capt. William S. Pinkston, quartermaster's agent, in command, and Capt. F. Magune, sailing master. On Sunday morning several officers, passengers, and myself went ashore for divine service, at the close of which we found that the sea was too rough to return to the ship. On the morning of the 13th, the surf being still high, Governor John G. Brady and I went down to the military camp at the mouth of Nome River, hoping to be able to reach the ship from there; but in this we were disappointed.

During the delay we were kindly entertained by Major Van Orsdale, U. S. A., and his estimable wife. On the morning of the 14th, the surf having somewhat abated, we were taken off, with many others, to the transport *Lawton* in a lighter. In addition to several Government officials who were returning to the States, and members of the families of the officers at military posts in Alaska, 146 stranded miners were taken into the steerage for transportation to Seattle.

All parties being on board, soon after noon the steamer started for Unalaska, reaching there, after a stormy and foggy trip, the 18th. While in Unalaska the Government school and the Methodist Mission Orphanage were both visited. At 4.30 p. m. of the 21st, bidding adieu to the friends at Unalaska and Dutch Harbor, the *Lawton* steamed out of the harbor past Priests Rock and started southward for Seattle, where we arrived, after an uneventful trip, on the 28th.

Immediately upon my arrival I had a conference with Mr. A. Chilberg, deputy Norwegian consul, arranging for the transportation of the Laplanders to their native country. This also consumed the whole of August 29. We took the train over the Northern Pacific Railroad at 7.25 a. m. on the morning of the 30th. The Lapps had a tourist sleeping car to themselves, which added greatly to their comfort; but the warm weather, to which they were unaccustomed, caused much suffering and greatly affected the five babies that were in the party. Duluth was reached at 8 a. m. on September 2. As we had to spend the day in that place, I took the opportunity of calling in a physician, who ministered to the sick babies. Leaving Duluth at 7 o'clock p. m. that evening over the Duluth, South Shore and Atlantic Railway, Sault Ste. Marie was reached at 10.40 a. m. September 3, and Montreal at 8 a. m. September 4. At Montreal arrangements were made with the Allan Steamship Company to take charge of the Lapps, not only across the ocean to Liverpool, but across England to Hull, from Hull to Bergen, Norway, and from Bergen by steamer up the coast to Lapland. The extreme heat still affecting the children, the services of a physician were again needed.

Having done all that I could to promote the comfort and interest of the Lapps, in the evening I took the train for New York City, reaching there early on the morning of the 5th, and at noon left for Washington. On the day following my arrival in Washington the salaries of the Lapps returning to Norway were secured and arrangements made, through the courtesy of the honorable Secretary of State, by which the moneys due the Lapps could be paid them upon their arrival at Liverpool, through the United States consul at that port.

Having completed these arrangements, I returned to New York on the 7th to make sure that the money should be sent by the Saturday steamer, thereby reaching Liverpool in advance of the Lapps. Returning to Washington September 8, the long summer's travel of 16,587 miles was ended.

Very respectfully, yours,

SHELDON JACKSON,

United States General Agent of Education in Alaska.

THE COMMISSIONER OF EDUCATION.



CHAPTER XXXIV.

CITY SCHOOL SYSTEMS.

TABLE 1.—Summary of statistics of cities containing over 8,000 inhabitants, showing increase from previous year.

	1898-99.	1899-1900.	Increase.	Per cent of increase.
Number of city school systems	632	568	<i>a</i> 64	-----
Enrollment	3,920,467	3,949,561	29,094	0.74
Aggregate number of days' attendance	550,909,973	553,118,781	2,208,808	.40
Average daily attendance	2,981,679	2,946,978	15,299	.52
Average length of the school term, in days	187.9	187.7	<i>a</i> .2	-----
Enrollment in private and parochial schools	913,369	929,337	15,968	1.75
Male supervising officers	2,320	2,358	38	1.64
Female supervising officers	2,270	2,376	106	4.67
Whole number of supervising officers	4,590	4,734	144	3.14
Number of male teachers	6,202	6,504	302	.03
Number of female teachers	76,348	77,189	841	1.11
Whole number of teachers	82,550	83,693	1,143	1.02
Number of buildings	9,367	9,190	<i>a</i> 177	1.89
Number of seats	3,695,456	3,695,313	29,827	.82
Value of school property	\$312,698,660	\$322,777,696	\$10,079,306	3.22
Expenditure for tuition	\$55,689,787	\$59,183,566	\$3,493,779	6.27
Total expenditure	\$93,413,946	\$99,457,234	\$6,044,188	6.47

a Decrease.

TABLE 2.—Summary, by States, etc., of enrollment, attendance, supervising officers, and teachers in cities containing over 8,000 inhabitants.

Cities of—	Number of city school systems.	Population of 1900.	Enrollment in public day schools.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Number of supervising officers.			Number of teachers.			Enrollment in private and parochial schools (largely estimated).
						Male.	Female.	Total.	Male.	Female.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13
United States												
North Atlantic Division												
North Atlantic Division	538	25,105,730	3,949,561	553,118,781	2,946,978	2,338	2,376	4,734	6,304	77,189	83,493	929,337
South Atlantic Division	240	12,983,305	1,629,523	273,126,263	1,430,914	1,085	1,133	2,238	2,827	38,293	41,120	430,864
South Atlantic Division	43	1,777,888	271,331	33,141,610	197,331	134	137	291	513	5,023	5,536	47,863
South Central Division	50	1,557,331	299,706	27,340,326	151,523	136	70	203	458	3,616	4,074	41,872
North Central Division	201	8,065,511	1,322,503	187,675,539	1,006,714	811	829	1,649	2,146	26,091	28,237	363,113
Western Division	34	1,221,880	215,938	20,829,040	169,490	192	167	359	339	4,166	4,495	27,626
North Atlantic Division:												
Maine	9	164,639	23,303	3,341,135	18,935	21	17	38	52	593	645	8,376
New Hampshire	9	158,929	19,634	2,663,880	15,032	16	15	31	42	452	494	2,432
Vermont	3	88,587	6,058	893,283	4,080	6	4	10	7	114	151	1,971
Massachusetts	56	2,132,623	331,317	54,859,767	283,143	197	134	331	679	7,704	8,388	66,234
Rhode Island	10	347,892	59,158	7,420,009	38,389	18	23	41	95	1,132	1,247	13,939
Connecticut	20	542,796	84,486	12,575,854	65,224	70	57	127	119	1,965	2,084	23,001
New York	52	4,979,169	763,719	107,399,427	562,661	419	624	1,043	978	14,754	15,732	189,048
New Jersey	27	1,153,001	182,471	24,064,074	126,332	151	103	254	130	3,493	3,623	39,370
Pennsylvania	54	2,865,927	433,491	59,962,737	316,488	187	176	363	725	8,036	8,761	99,443
South Atlantic Division:												
Delaware	1	73,508	11,025	1,595,405	8,078	2	3	5	5	242	247	—
Maryland	5	557,374	87,093	11,487,989	58,751	—	—	—	178	1,701	1,879	—
District of Columbia	1	278,718	46,519	6,321,038	35,463	25	45	70	136	1,020	1,156	—
Virginia	10	271,695	35,279	4,886,650	23,490	43	6	49	65	582	647	7,515
West Virginia	4	73,693	13,509	1,855,653	70,111	11	7	18	30	276	308	2,129
North Carolina	7	96,537	14,578	1,659,355	9,551	—	—	—	—	166	186	—
South Carolina	4	100,170	40,014	5,633,063	32,189	9	19	41	70	684	754	4,119
Georgia	7	243,769	47,014	5,633,063	32,189	9	19	41	70	684	754	4,119
Florida	4	79,123	3,773	963,004	6,487	—	—	—	—	173	193	5,100
South Central Division:												
Kentucky	10	392,459	50,754	7,389,558	38,901	46	38	84	76	932	1,028	14,327
Tennessee	6	289,918	36,885	4,737,527	26,440	38	6	44	70	505	563	8,890
Alabama	9	1,722,447	14,192	1,722,447	10,058	9	1	10	26	232	232	2,188
Mississippi	3	41,694	5,594	626,695	3,566	10	7	17	6	116	122	—

Louisiana.....	3	314,386	34,625	4,319,945	24,495	6	13	19	32	701	733	7,631
Texas.....	15	343,862	51,450	6,319,999	56,820	17	4	21	203	803	1,006	2,631
Arkansas.....	1	71,363	12,601	1,588,588	9,043	6	0	6	37	106	203	1,566
Oklahoma.....	2	50,043	3,562	575,566	2,243	4	1	5	8	57	65	0
Indian Territory.....	0	0	0	0	0	0	0	0	0	0	0	0
North Central Division:												
Ohio.....	38	1,590,838	250,312	37,367,673	198,771	165	146	311	518	5,043	5,531	81,194
Indiana.....	24	67,854	111,363	14,706,866	80,586	62	65	127	271	1,952	2,223	22,320
Illinois.....	36	2,271,940	353,016	51,089,692	275,724	223	198	421	493	7,186	7,679	111,398
Michigan.....	27	757,332	155,898	18,718,609	98,410	65	128	192	179	2,644	2,823	32,914
Wisconsin.....	22	634,437	111,023	15,322,313	82,104	88	33	121	213	2,009	2,312	37,423
Minnesota.....	7	470,036	78,638	11,772,029	63,535	29	90	119	62	1,695	1,751	0
Iowa.....	20	374,734	69,794	9,576,243	52,982	39	63	105	104	1,631	1,735	11,520
Missouri.....	11	955,563	138,426	18,549,680	99,243	113	72	188	169	2,564	2,733	35,772
North Dakota.....	1	9,539	2,239	296,100	1,645	2	1	3	1	49	50	250
South Dakota.....	1	10,276	30,243	4,103,840	22,637	8	22	30	32	576	608	3,806
Nebraska.....	3	108,725	39,951	5,148,794	29,760	13	7	29	101	651	752	4,916
Kansas.....	11	295,297	39,951	5,148,794	29,760	13	7	29	101	651	752	4,916
Western Division:												
Montana.....	4	65,623	12,530	1,604,026	8,952	11	13	24	8	231	239	2,204
Wyoming.....	2	22,294	42,128	5,494,942	39,279	42	32	74	73	760	833	2,908
Colorado.....	9	270,556	0	0	0	0	0	0	0	0	0	0
New Mexico.....	0	0	0	0	0	0	0	0	0	0	0	0
Arizona.....	0	0	0	0	0	0	0	0	0	0	0	0
Utah.....	0	0	0	0	0	0	0	0	0	0	0	0
Nevada.....	0	0	0	0	0	0	0	0	0	0	0	0
Idaho.....	0	0	0	0	0	0	0	0	0	0	0	0
Washington.....	4	165,282	27,216	3,706,481	19,777	28	21	49	46	514	560	2,776
Oregon.....	2	98,897	13,711	1,968,496	10,498	14	6	20	38	285	323	2,285
California.....	11	619,474	99,959	14,555,876	74,920	74	84	158	126	2,069	2,135	16,394

TABLE 3.—Summary, by States, etc., of school property and expenditures in cities containing over 8,000 inhabitants.

Cities of—	I					Expenditure for all purposes (loans and bonds excepted).
	2	3	4	5	6	
	Number of school buildings.	Number of seats for study.	Value of all public property used for school purposes.	Expenditure for supervision and teaching.		
United States	9,190	3,665,313	\$322,777,996	\$59,183,536		\$9,457,274
North Atlantic Division	4,586	1,776,933	175,888,128	30,978,507		55,490,727
South Atlantic Division	682	257,293	12,869,737	3,319,298		4,692,118
South Central Division	350	156,544	13,828,739	2,369,323		3,343,556
North Central Division	2,872	1,244,267	163,738,395	18,612,401		30,617,361
Western Division	450	200,286	13,332,966	3,354,007		5,303,562
North Atlantic Division:						
Maine	198	28,043	1,925,861	306,022		382,129
New Hampshire	127	19,436	2,173,564	273,461		469,250
Vermont	31	7,196	577,900	73,359		193,785
Massachusetts	1,336	347,419	45,049,430	6,340,889		11,176,628
Rhode Island	218	53,493	4,834,860	796,765		1,289,258
Connecticut	277	82,365	7,696,381	1,279,666		2,174,127
New York	1,074	663,511	69,926,007	14,282,374		25,430,773
New Jersey	1,319	160,400	10,567,869	2,315,891		3,973,376
Pennsylvania	976	415,629	33,136,226	5,301,229		9,464,421
South Atlantic Division:						
Delaware	29	11,086	675,565	124,894		258,005
Maryland	151					
District of Columbia	124		4,346,284	828,577		1,228,133
Virginia	75	53,525	1,197,400	539,241		523,616
West Virginia	41	12,306	1,313,200	141,195		245,425
North Carolina						
South Carolina	29	12,988	261,734	87,492		124,378
Georgia	158	37,781	1,481,393	419,750		562,073
Florida	44	10,079	151,335	84,636		104,540
South Central Division:						
Kentucky	118	50,853	2,393,320	649,063		968,656
Tennessee	71	28,680	1,500,050	340,493		490,559
Alabama	33	11,335	601,000	133,455		200,826
Mississippi						56,624
Louisiana	88	28,949	1,765,900	375,779		633,312

Texas	149	47,350	3,093,490	604,902	821,154
Arkansas	36	11,331	657,000	120,513	163,117
Oklahoma	9	2,650	150,000	24,632	38,898
Indian Territory	0	0	0	0	0
North Central Division:					
Ohio	516	257,488	20,879,492	3,022,847	5,589,711
Indiana	267	43,341	7,000,175	1,407,708	2,288,435
Illinois	618	331,188	30,152,766	6,035,583	9,301,095
Michigan	535	120,266	10,855,737	1,630,395	2,752,712
Wisconsin	293	102,166	6,802,295	1,394,581	1,922,327
Minnesota	193	75,545	7,974,710	1,178,733	1,777,410
Iowa	316	67,039	5,431,584	896,428	1,403,848
Missouri	286	128,558	9,720,241	1,715,684	3,399,646
Western Division:					
Montana	9	2,007	275,000	26,207	45,213
Wyoming	69	26,127	2,398,902	399,635	815,789
Colorado	116	59,002	2,077,408	399,587	615,123
New Mexico	40	12,559	1,226,700	222,000	407,285
Arizona	103	37,757	3,945,991	704,421	1,248,053
Utah	0	0	0	0	0
Nevada	0	0	0	0	0
Idaho	50	15,375	1,382,863	206,931	372,720
Washington	0	0	0	0	0
Oregon	63	23,801	2,500,764	375,306	802,614
California	34	14,000	1,135,503	223,488	347,785
	231	94,594	9,413,412	2,162,416	2,667,700

TABLE 4.—Comparative statistics of cities containing over 8,000 inhabitants, summarized by States, etc.

Cities of—	Ratio of pri- vate school enrollment to enroll- ment in all schools, public and private.		Ratio of attend- ance to enroll- ment (public schools).		Average number of days' at- tend- ance of each pupil enrolled.		Average length of school term.		Average number of pupils in at- tend- ance to each teacher.		Average number of teachers to each super- vising officer.		Average number of seats to each 100 pu- pils in attend- ance.		Average number of seats to a building.		Value of school prop- erty per cap- ita of pupils in attend- ance.		Cost of teaching and super- vision per capita of pupils in attend- ance.		Total cost of schools per cap- ita of pupils in attend- ance.		Average cost per day of tution for one pupil. pur- poses.		Average daily expend- iture per pupil for all pur- poses.		
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
United States																											
North Atlantic Division:																											
Maine	26.4	81.3	143.4	176.6	29.4	17.0	148.1	142	101.71	16.16	20.49	9.15	11.61														
New Hampshire	32.4	76.7	136.0	177.3	30.5	15.9	129.2	153	144.31	18.16	27.17	10.24	15.33														
Vermont	24.6	77.2	137.5	178.1	31.0	15.1	133.7	222	123.48	15.67	41.41	8.89	23.25														
Massachusetts	15.9	80.6	156.2	163.7	33.8	25.3	122.7	200	139.10	22.43	39.47	11.58	20.37														
Rhode Island	19.1	64.9	125.4	163.9	30.8	30.4	139.3	216	125.92	20.75	33.59	10.74	17.37														
Connecticut	21.4	77.2	148.8	162.8	28.4	16.4	126.3	298	118.00	19.62	33.34	10.18	20.29														
New York	19.7	73.0	139.5	161.0	35.8	15.1	117.9	618	124.27	25.38	46.49	13.29	24.13														
New Jersey	17.7	69.3	121.8	160.4	32.1	14.3	127.0	593	83.65	18.33	31.46	9.62	16.52														
Pennsylvania	18.7	73.0	138.3	189.4	36.1	24.1	131.1	425	104.70	16.75	31.47	8.84	16.62														
South Atlantic Division:																											
Delaware	73.3	144.7	107.0	107.0	32.7	49.6	137.2	382	83.62	15.45	31.93	7.84	16.21														
Maryland	67.5	132.0	105.6	105.6	31.2	16.5	136.5	447	122.56	23.65	34.63	13.07	19.14														
District of Columbia	76.2	135.9	181.0	181.0	30.7	13.2	126.5	300	122.88	12.47	19.96	6.76	10.82														
Virginia	75.1	138.5	184.4	184.4	30.7	13.2	126.5	347	43.20	13.96	24.32	7.61	10.26														
West Virginia	17.6	74.9	137.3	163.5	32.8	17.1	121.7	400	129.88	13.17	21.76	5.20	7.41														
South Carolina	13.6	75.1	137.3	163.5	32.8	17.1	121.7	400	129.88	13.17	21.76	5.20	7.41														
Georgia	65.5	115.1	115.1	115.1	31.3	12.4	136.0	649	27.40	9.15	13.02	7.42	8.88														
Florida	9.3	80.2	141.0	153.0	33.6	16.1	164.5	243	23.53	13.05	16.11	8.35	10.53														
South Central Division:																											
Kentucky	34.3	66.4	101.6	153.0	33.6	16.1	164.5	243	23.53	13.05	16.11	8.35	10.53														
Tennessee	22.3	76.6	145.6	190.0	37.8	12.2	130.7	431	60.83	16.68	24.90	8.78	13.11														
Alabama	13.8	71.7	128.4	179.2	41.6	14.4	106.2	395	56.73	12.91	17.43	7.20	9.73														
Mississippi	13.4	71.8	121.3	171.2	35.7	28.2	112.7	343	59.75	13.27	19.91	7.75	11.63														
Louisiana	63.7	112.0	112.0	112.0	39.2	7.8	118.2	329	69.64	15.34	25.85	8.31	14.01														
Texas	70.7	130.5	130.5	130.5	33.4	38.6	118.2	329	69.64	15.34	25.85	8.31	14.01														
1	10.6	71.3	124.0	173.3	36.6	47.9	128.6	313	84.01	16.43	22.30	9.48	12.57														

Arkansas.....	71.4	125.5	175.7	44.5	23.8	125.3	315	72.65	13.33	18.04	7.58	10.27
Oklahoma.....	61.9	105.4	170.6	33.9	33.0	120.3	293	68.00	11.18	18.07	6.55	10.59
North Central Division:												
Ohio.....	79.4	149.3	187.9	35.9	17.8	129.6	409	105.05	18.23	28.12	9.70	14.93
Indiana.....	72.3	142.0	182.5	36.2	17.5	115.8	350	87.61	17.47	28.41	9.57	15.57
Illinois.....	73.1	146.4	187.4	35.9	18.2	120.1	536	109.36	21.90	33.74	11.68	18.00
Michigan.....	72.6	137.8	190.2	34.0	14.6	122.2	359	110.31	16.57	27.98	8.71	14.71
Wisconsin.....	73.9	139.8	189.0	35.5	19.1	124.3	349	82.79	16.24	24.29	8.59	12.84
Minnesota.....	80.8	149.7	185.3	36.2	14.8	118.9	463	125.52	18.55	27.97	10.01	15.10
Iowa.....	75.9	137.2	186.8	30.5	16.5	120.5	310	102.52	16.35	23.50	9.04	14.63
Missouri.....	71.7	134.0	186.9	33.3	14.5	120.6	433	97.94	17.20	24.28	9.25	18.33
South Dakota.....	72.8	134.1	189.0	32.9	16.6	121.9	223	167.17	15.63	27.49	8.85	15.27
Nebraska.....	72.1	135.7	180.8	37.3	20.3	115.2	379	105.70	17.61	35.05	9.74	19.88
Kansas.....	72.8	128.9	172.9	39.6	37.6	131.0	336	69.81	13.42	20.67	7.76	11.35
Western Division:												
Montana.....	71.4	128.0	179.2	37.5	10.0	140.3	311	127.01	24.21	45.50	13.84	25.40
Colorado.....	71.8	130.3	181.5	36.3	11.3	124.7	306	120.82	23.27	41.22	12.82	22.71
Utah.....	73.8	120.3	159.8	38.1	11.0	113.0	308	104.22	15.48	27.89	10.75	18.49
Washington.....	72.7	136.2	187.4	38.1	11.4	120.6	318	123.48	18.07	34.59	10.22	21.65
Oregon.....	76.6	143.6	187.5	32.5	16.2	133.3	412	118.10	21.28	33.14	11.35	17.67
California.....	74.8	143.4	184.0	35.1	13.5	126.2	410	125.04	28.87	35.61	14.54	18.35

TABLE 5.—*Summarized statistics of schools in cities of over 8,000 inhabitants from 1890-91 to 1899-1900, inclusive.*

Cities of—	Number of city school systems.	Enrollment in public schools.	Aggregate number of attendance of all pupils.	Average daily attendance.	Number of supervising officers.	Number of teachers.			Number of school buildings.	Number of seats or sittings for study.	Value of public property for school purposes.	Expenditure for supervision and teaching.	Expenditure for all purposes.	Enrollment in private and parochial schools (largely estimated.)
						Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States:														
1890-91	442	2,027,275	384,687,003	1,884,474	2,463	3,874	48,557	52,431	6,478	2,396,674	\$184,507,058	\$23,296,128	\$36,936,447	723,990
1891-92	459	2,745,420	378,380,408	1,977,442	2,724	3,914	51,113	55,057	6,757	2,512,722	193,607,787	35,372,482	60,555,120	753,178
1892-93	473	2,976,836	394,017,038	2,036,850	2,894	4,028	52,894	56,822	6,957	2,693,622	205,328,077	37,317,838	65,981,388	775,910
1893-94	514	3,126,639	438,896,735	2,281,237	3,374	4,753	58,246	66,963	7,743	2,898,295	228,433,234	40,417,650	69,886,413	829,250
1894-95	574	3,262,841	462,540,638	2,431,967	3,685	5,023	61,970	66,963	8,106	3,119,277	230,631,394	44,155,706	74,721,332	842,555
1895-96	602	3,493,619	489,786,705	2,569,265	3,988	5,659	65,265	70,325	8,496	3,369,082	253,886,583	46,747,865	80,012,181	848,700
1896-97	602	3,594,075	507,622,250	2,663,299	3,968	5,775	68,344	74,117	8,614	3,383,405	267,425,289	48,772,485	84,806,002	824,000
1897-98	626	3,803,049	539,141,947	2,849,502	4,429	6,065	72,355	78,360	9,113	3,500,970	280,325,794	52,064,619	88,773,647	872,406
1898-99	632	3,620,467	559,069,973	2,931,679	4,590	6,362	76,348	82,650	9,367	3,635,486	312,688,696	55,689,787	93,413,046	913,369
1899-1900	568	3,049,561	553,118,781	2,946,978	4,734	6,394	77,189	83,493	9,190	3,065,313	322,777,005	59,183,566	90,457,224	929,337
North Atlantic Division:														
1890-91	186	1,295,627	181,981,649	914,245	1,179	1,702	24,353	25,055	3,104	1,170,477	93,310,620	16,590,417	27,952,437	345,019
1891-92	191	1,323,088	185,029,311	950,205	1,262	1,687	27,438	27,125	3,219	1,231,921	107,729,586	17,429,426	30,055,635	354,555
1892-93	195	1,377,806	190,022,037	980,280	1,285	1,931	29,549	28,480	3,283	1,287,123	113,732,001	18,104,963	31,678,701	358,624
1893-94	219	1,432,874	201,650,112	1,075,088	1,316	1,984	27,782	29,706	3,333	1,350,285	111,543,626	17,293,037	33,206,973	379,402
1894-95	221	1,501,639	221,016,465	1,134,334	1,386	2,038	31,533	31,001	3,479	1,458,671	123,128,291	20,019,193	35,495,063	385,022
1895-96	233	1,631,631	232,118,588	1,186,738	1,769	2,056	30,744	32,770	3,562	1,515,887	133,970,151	22,294,477	40,754,876	373,680
1896-97	233	1,697,015	240,131,134	1,239,044	1,859	2,351	32,570	34,721	4,017	1,595,308	148,970,135	23,150,425	44,448,713	390,713
1897-98	236	1,785,788	256,706,172	1,289,092	2,066	2,386	34,341	36,727	4,208	1,636,891	152,330,234	25,130,426	48,088,135	403,696
1898-99	219	1,877,905	266,549,111	1,430,875	2,161	2,732	36,549	39,765	4,496	1,710,783	162,633,646	27,571,736	49,563,675	453,686
1899-1900	240	1,923,523	273,129,286	1,490,914	2,238	2,857	38,293	41,120	4,586	1,776,933	175,888,128	30,978,937	55,499,757	494,864
South Atlantic Division:														
1890-91	37	162,820	27,756,177	148,831	110	411	3,462	3,873	460	180,727	8,577,207	2,147,475	3,278,942	50,001
1891-92	38	212,952	29,238,310	153,225	142	450	3,669	4,110	489	186,980	8,968,588	2,268,220	3,557,554	45,968
1892-93	38	218,872	28,840,197	154,789	166	440	3,928	4,368	451	206,001	10,048,445	2,497,697	3,475,077	49,901
1893-94	40	224,400	30,078,691	160,571	183	479	3,980	4,459	491	209,365	11,053,115	2,574,429	3,643,457	52,039
1894-95	43	239,274	31,973,121	173,563	199	500	4,335	4,925	594	221,787	10,469,461	2,756,147	3,790,529	51,946
1895-96	43	251,492	33,051,196	178,239	223	529	4,517	5,046	672	228,579	10,960,262	2,832,741	4,119,513	51,999
1896-97	43	254,737	34,366,949	184,829	229	560	4,744	5,304	662	246,612	11,063,106	3,015,502	4,292,825	47,362
1897-98	47	272,108	36,536,800	197,166	278	597	4,968	5,565	643	250,245	11,342,220	3,109,026	4,390,345	48,168
1898-99	46	277,245	35,298,601	192,629	295	574	5,027	5,601	637	253,015	13,332,025	3,278,990	4,550,947	46,112
1899-1900	43	271,888	35,144,610	197,334	291	543	5,023	5,566	632	257,283	12,830,767	3,319,268	4,692,118	47,863

South Central Division:

1890-91	37	148,798	18,951,845	106,044	172	299	2,287	2,586	359	122,318	7,803,089	1,523,392	2,210,381	48,909
1891-92	39	153,625	19,857,366	107,023	170	283	2,493	2,776	370	120,113	7,705,290	1,637,110	2,300,369	48,903
1892-93	41	164,687	21,967,115	119,229	138	261	2,727	3,088	397	150,270	9,144,329	1,864,400	2,570,273	47,631
1893-94	43	171,383	23,016,275	127,585	173	386	3,030	3,416	436	140,876	9,144,329	1,950,857	2,805,737	48,730
1894-95	51	181,464	22,808,432	136,200	248	379	3,130	3,509	470	164,093	9,207,437	2,110,907	2,965,790	42,113
1895-96	53	190,393	24,580,505	138,260	247	403	3,257	3,738	465	191,730	9,207,437	2,188,338	3,163,570	48,008
1896-97	53	193,874	25,368,650	142,592	204	442	3,266	3,738	461	183,068	9,202,814	2,133,725	2,775,376	47,856
1897-98	51	203,870	25,997,085	149,027	210	486	3,540	4,026	587	187,082	10,195,218	2,251,220	2,994,013	49,989
1898-99	55	210,848	26,506,689	150,407	204	489	3,663	4,152	594	187,277	10,720,065	2,341,240	3,159,791	46,795
1899-1900	50	209,706	27,340,323	151,536	205	458	3,616	4,074	520	186,544	10,728,769	2,303,323	3,343,556	41,872
North Central Division:														
1890-91	155	824,615	117,701,890	621,400	848	1,239	16,055	17,334	2,119	894,638	60,731,816	10,845,838	19,114,726	250,065
1891-92	165	897,167	124,238,074	693,521	947	1,315	16,931	18,246	2,267	845,085	64,031,960	11,673,823	20,057,510	290,439
1892-93	173	950,591	132,268,316	702,158	985	1,342	18,200	19,520	2,362	915,185	67,085,358	12,600,751	22,090,728	295,081
1893-94	213	1,066,576	150,775,295	804,235	1,293	1,551	20,369	21,920	2,635	1,014,673	77,931,101	13,962,787	25,290,773	315,465
1894-95	221	1,137,872	161,735,375	834,255	1,427	1,670	21,719	23,380	2,774	1,130,988	82,979,343	15,321,915	26,644,629	333,215
1895-96	227	1,208,218	173,257,180	918,318	1,423	1,775	23,310	25,085	2,878	1,256,360	90,802,929	16,170,769	27,144,150	330,708
1896-97	227	1,217,867	180,138,070	958,683	1,468	1,906	24,107	26,103	2,913	1,172,918	93,835,452	16,980,868	28,293,806	318,447
1897-98	230	1,315,032	190,893,400	1,006,617	1,557	2,045	25,467	27,512	3,027	1,245,882	105,449,758	18,878,721	29,781,526	350,462
1898-99	241	1,345,932	193,380,357	1,026,304	1,616	2,107	26,418	28,525	3,088	1,281,562	105,449,758	18,878,721	30,513,048	360,310
1899-1900	201	1,322,506	187,675,539	1,006,714	1,640	2,146	26,001	28,237	2,872	1,244,267	103,758,366	18,612,461	30,017,331	353,113
Western Division:														
1890-91	27	135,415	18,298,074	93,945	154	223	2,260	2,589	376	118,470	14,075,223	2,180,006	4,279,461	29,393
1891-92	26	143,688	20,627,917	103,173	193	206	2,501	2,800	412	138,726	15,891,363	2,162,907	4,594,052	29,508
1892-93	30	156,588	24,894,375	104,364	220	224	2,820	3,044	424	134,945	17,085,849	2,690,927	5,297,049	21,073
1893-94	31	171,723	23,286,531	122,013	227	553	3,085	3,493	498	117,996	18,435,763	2,985,970	4,697,473	21,871
1894-95	33	182,271	24,506,705	133,459	241	336	3,232	3,509	480	163,736	17,806,763	3,017,540	4,824,291	30,250
1895-96	36	190,883	26,146,236	138,718	276	326	3,458	3,764	529	176,508	18,979,034	3,152,540	4,890,000	30,406
1896-97	36	200,582	27,257,495	148,151	308	424	3,737	4,101	548	188,529	18,038,709	3,301,547	5,073,581	30,625
1897-98	33	217,351	23,063,481	157,060	298	401	4,069	4,530	578	194,428	18,038,709	3,301,547	5,073,581	30,625
1898-99	33	213,137	23,063,481	157,060	311	401	4,269	4,609	552	194,440	20,436,096	3,600,836	5,013,588	30,456
1899-1900	34	245,958	29,820,040	160,430	359	330	4,166	4,496	530	200,286	19,363,966	3,594,067	5,304,562	29,426

TABLE 6.—Comparative statistics of city school systems from 1891-92 to 1899-1900, inclusive.

Cities of—	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Ratio of pri- vate school enrollment to enroll- ment in all schools, (public and private.	Ratio of at- tendance to enroll- ment (schools).	Ratio of at- tendance to enroll- ment (schools).	Average number of days attended each pupil (public and private).	Average length of school term.	Average number of pupils attending each teacher.	Average number of teach- ers to each pupil in offic- ing.	Average number of pupils to each 100 pup- ils in attend- ance.	Average number of seats to a building.	Value of school property per cap- ita of pupils in attend- ance.	Cost of teaching and super- vision per capita of pupils in attend- ance.	Total cost of schools per cap- ita of pupils in attend- ance.	Average cost per day of tuition for one pupil.	Average daily ex- pendi- ture per pupil for all pur- poses.
United States:	Per cent.	Per cent.	Per cent.	Days.	Days.	Days.	Days.	Days.	Days.	Cents.	Cents.	Cents.	Cents.	Cents.
1891-92	21.5	72.1	72.1	137.9	191.5	35.9	20.2	123.5	371	\$37.92	\$16.83	\$28.80	8.79	15.04
1892-93	21.2	71.9	71.9	137.0	190.6	35.3	20.2	120.3	357	100.15	18.29	31.42	9.00	16.75
1893-94	20.8	72.9	72.9	139.7	191.5	36.2	18.7	127.1	374	97.30	17.85	30.72	9.32	16.00
1894-95	20.3	73.6	73.6	140.0	191.1	36.3	18.2	128.3	385	97.30	18.16	31.26	9.55	16.16
1895-96	19.6	73.5	73.5	140.7	191.4	36.4	17.9	127.9	397	99.84	18.26	31.26	9.54	16.34
1896-97	18.7	74.9	74.9	141.2	188.5	36.3	18.5	125.7	393	99.30	18.11	31.51	9.61	16.72
1897-98	18.7	74.9	74.9	141.8	189.2	36.4	17.7	125.9	394	101.55	18.27	31.16	9.69	16.47
1898-99	18.9	74.8	74.8	140.5	187.9	36.5	18.0	124.0	388	106.65	18.99	31.82	10.11	16.96
1899-1900	19.1	74.6	74.6	140.3	187.7	36.3	17.6	124.4	399	109.53	20.10	33.78	10.70	17.99
North Atlantic Division:														
1891-92	21.0	71.1	71.1	138.5	194.7	35.0	21.5	128.5	383	102.25	18.23	31.43	9.37	16.21
1892-93	20.7	71.2	71.2	138.0	194.8	34.5	20.6	131.2	386	103.15	18.45	32.28	9.52	16.67
1893-94	20.3	72.1	72.1	140.4	194.8	35.1	18.8	127.9	374	103.95	17.93	30.45	9.20	15.89
1894-95	19.8	72.6	72.6	141.5	195.6	35.9	19.9	126.8	381	102.57	18.41	32.17	9.45	16.51
1895-96	18.5	72.4	72.4	141.5	191.7	36.2	18.5	127.7	384	105.85	17.93	34.31	9.60	17.36
1896-97	17.5	74.2	74.2	141.5	190.7	36.3	19.0	127.8	401	107.98	18.49	35.28	9.63	18.30
1897-98	18.4	74.5	74.5	143.8	193.0	36.2	17.8	122.4	381	112.45	18.90	36.17	9.79	18.73
1898-99	18.8	74.8	74.8	141.9	189.9	36.3	18.4	122.5	382	116.60	19.64	35.31	10.35	18.61
1899-1900	18.9	74.2	74.2	141.6	190.9	34.8	18.4	124.2	387	122.92	21.05	38.80	11.34	20.32
South Atlantic Division:														
1891-92	17.8	72.0	72.0	137.3	190.7	37.3	28.9	121.9	407	58.37	14.79	23.08	7.75	12.10
1892-93	18.6	70.7	70.7	131.7	188.3	35.4	26.3	133.1	457	64.90	16.14	22.45	8.06	12.65
1893-94	18.8	71.6	71.6	134.0	187.3	36.0	23.5	130.4	426	68.85	16.03	22.69	8.56	12.12
1894-95	17.8	72.5	72.5	133.6	184.2	35.2	26.9	127.8	373	60.31	15.88	21.84	8.62	11.86
1895-96	17.1	70.9	70.9	133.9	180.0	35.3	22.6	128.2	340	61.49	16.45	23.10	8.71	12.23
1896-97	15.7	72.6	72.6	134.9	185.9	34.8	23.1	133.4	373	59.86	16.31	22.75	8.77	12.23
1897-98	15.0	72.5	72.5	134.3	185.3	35.4	20.0	136.8	389	57.49	15.77	22.26	8.51	12.02
1898-99	14.4	70.3	70.3	128.9	183.4	34.8	19.1	131.8	397	69.50	17.08	23.70	9.31	12.93
1899-1900	15.0	72.6	72.6	129.2	178.1	36.3	19.1	130.3	377	65.22	16.82	23.77	9.44	13.35
South Central Division:														
1891-92	21.4	70.7	70.7	131.2	185.5	38.5	16.4	112.2	324	72.01	15.30	21.50	8.25	11.58
1892-93	22.5	72.7	72.7	133.9	184.2	38.6	22.4	126.0	379	66.73	15.81	21.62	8.58	11.74
1893-94	21.1	74.4	74.4	134.9	180.4	37.3	19.7	117.6	344	71.67	15.65	22.42	8.48	12.46
1894-95	18.8	69.6	69.6	125.6	180.6	36.0	14.1	130.0	349	73.24	16.72	23.49	9.26	13.00

1895-96	90.1	72.7	190.2	177.8	37.8	18.7	188.6	412	65.60	15.70	92.87	8.88	12.87
1896-97	91.6	73.6	191.0	178.2	38.1	18.2	188.3	394	65.17	14.96	93.47	8.40	10.43
1897-98	93.1	73.2	194.6	174.4	37.0	17.5	185.9	330	68.40	13.10	90.10	8.06	11.33
1898-99	93.2	71.6	193.8	173.6	36.4	17.3	184.1	315	71.05	13.51	90.94	8.83	11.92
1899-1900	93.6	72.3	190.4	180.5	37.2	18.8	183.1	361	68.17	13.54	92.07	8.46	12.33
North Central Division:													
1891-92	93.8	74.0	193.5	187.2	36.4	19.3	187.4	368	66.50	17.63	90.21	9.40	16.14
1892-93	93.6	73.2	191.8	188.4	35.9	19.8	190.4	388	65.54	17.95	92.73	9.53	17.37
1893-94	92.8	74.6	191.4	189.6	35.3	17.5	187.6	385	68.05	17.86	91.93	9.26	16.85
1894-95	92.7	76.0	192.2	187.2	37.0	16.4	190.9	408	66.01	17.73	90.83	9.47	16.47
1895-96	92.5	76.0	193.4	188.6	35.6	17.6	186.8	457	68.80	17.62	93.55	9.34	15.67
1896-97	91.8	76.8	194.6	188.2	36.6	17.8	182.3	403	67.06	17.71	90.62	9.41	15.74
1897-98	90.9	76.8	194.2	187.8	37.0	17.7	182.6	410	67.23	17.89	91.35	9.57	14.55
1898-99	91.1	76.2	193.7	188.5	36.1	17.6	184.9	415	102.75	18.35	90.73	9.74	15.78
1899-1900	91.5	76.1	192.7	186.3	35.7	17.2	183.6	453	103.07	18.51	92.81	9.93	15.99
Western Division:													
1891-92	93.9	70.7	187.1	194.1	36.9	13.8	184.8	312	154.00	23.87	44.52	12.30	22.95
1892-93	93.2	69.9	185.5	191.1	35.9	13.8	185.4	513	156.23	24.05	48.16	12.59	25.21
1893-94	92.7	71.1	185.6	190.8	35.5	13.1	184.3	297	151.07	24.07	38.26	12.61	20.05
1894-95	92.2	73.2	186.4	186.3	37.4	14.8	182.7	335	133.40	22.83	36.14	12.56	19.40
1895-96	91.3	72.6	186.9	188.3	36.9	13.6	187.2	334	136.96	22.83	35.02	12.06	18.58
1896-97	91.3	73.8	186.0	184.2	35.6	13.5	185.2	339	121.83	22.72	34.26	12.34	18.60
1897-98	91.2	72.3	185.4	184.6	34.1	14.8	181.2	329	123.70	23.52	35.14	12.74	19.00
1898-99	91.0	74.4	187.3	184.7	34.4	14.7	182.7	352	124.40	23.10	35.43	12.51	19.19
1899-1900	90.6	74.3	188.2	185.9	33.7	12.5	181.8	379	124.20	24.51	36.73	13.19	19.79

TABLE 7.—Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1899-1900.

	City.	Population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
ALABAMA.											
1	Anniston	9,695									
2	Birmingham	38,415	7-21	9,543	700	2,168	2,607	4,775	177	565,515	3,195
3	Huntsville	8,008	7-21	2,100	200	276	275	551	176	79,200	450
4	Mobile	38,469	7-21	18,638							
5	Montgomery	30,346	7-21	5,111	350	1,199	1,411	2,610	161	313,514	1,918
6	Selma	8,713	7-21	*3,100	150	525	620	1,145	165	144,045	873
ARKANSAS.											
7	Fort Smith	11,587	6-21	4,700	500	1,250	1,351	2,601	175	352,695	2,015
8	Hot Springs *	9,973	6-21	3,237	100	1,231	1,240	2,471	178	306,516	1,722
9	Little Rock	38,307	6-21	11,005		2,481	2,816	5,297	176	671,088	3,813
10	Pine Bluff	11,496	6-21	3,945	125	1,105	1,190	2,295	173	a 258,289	a 1,493
CALIFORNIA.											
11	Alameda	16,464	5-17	3,600	249	1,710	1,645	3,355	196	455,265	2,329
12	Berkeley	13,214	5-17	3,193	450	1,308	1,261	2,569	193	437,720	2,269
13	Fresno	12,470	5-17	2,477	78	1,009	1,185	2,194	181	277,705	1,537
14	Los Angeles	102,479	5-17	30,358	2,165	9,975	10,522	20,497	189	2,864,430	15,156
15	Oakland *	66,900	5-17	15,993	1,974	5,988	5,900	11,888	193	1,656,624	8,370
16	Pasadena	9,117	5-17	* 8,222	294	1,074	1,147	2,221	169	288,432	1,707
17	Sacramento	29,282	5-17	5,587	329	2,190	2,271	4,461	186	608,034	3,269
18	San Diego	17,700	5-17	3,468	249	1,644	1,707	3,351	189	489,132	2,587
19	San Francisco	342,782	5-17	78,554	9,311	20,861	21,443	42,304	199	6,457,152	32,448
20	San Jose	21,500	5-17	5,321	631	2,052	2,211	4,263	192	608,640	3,170
21	Stockton	17,506	5-17	3,547	641	1,486	1,430	2,916	189	392,742	2,078
COLORADO.											
22	Colorado Springs	21,085	6-21	5,183	200	2,105	2,246	4,351	188	557,984	2,963
23	Cripple Creek school district	a 55,600	6-21	6,412	150	2,278	2,409	4,687	176	543,412	3,087
24	Denver:										
25	District No. 1		6-21	17,431		6,009	6,392	12,401	185	1,782,845	9,637
26	District No. 2	133,859	6-21	9,112	300	3,505	3,710	7,215	178	889,121	4,997
27	District No. 7		6-21	1,217	0	499	520	1,019	183	155,733	851
28	District No. 17		6-21	7,206	583	2,472	2,552	5,024	176	642,224	3,619
29	Leadville	12,455	6-21	3,058	500	987	1,004	1,991	190	282,916	1,489
30	Pueblo:										
31	District No. 1		6-21	4,797	69	1,292	1,436	2,728	183	324,642	1,774
32	District No. 20	28,157	6-21	5,273		1,253	1,459	2,712	173	316,071	1,827
CONNECTICUT.											
33	Ansonia	12,681	4-16	3,108		1,146	1,192	2,338	188	363,780	1,935
34	Bridgeport	70,996	4-16	16,827	2,500	5,858	5,953	11,811	184	1,445,945	7,858
35	Bristol (town)	9,643	7-14	2,079	44	970	927	1,897	195	275,535	1,413
36	Danbury (town)	19,474	4-16	4,493	610			3,087	196	458,444	2,339
37	Hartford	78,450	4-16	15,127				10,473	192	1,620,864	8,442
38	Manchester (town) *	10,601	4-16	2,262				2,291	189	290,204	a 1,536
39	Meriden (town)	28,695	4-16	6,471				3,904	200	649,200	3,246
40	Middletown	9,559	4-16	1,918	600			1,281	181	190,231	1,051
41	Naugatuck (town)	10,511	4-16	2,043	63			* 2,203	192	* 337,920	* 1,760
42	New Britain	25,998			1,500	2,069	1,943	4,042	190	637,830	3,357
43	New Haven	108,027	4-16	22,741	2,993	8,790	8,531	17,321	206	2,818,800	14,094
44	New London	17,548	4-16	3,409	811			2,200	190	342,190	1,801
45	Norwalk (town)	19,932	4-16	4,517	737			3,576	189	472,122	2,493
46	Norwich (central district)	b 17,251	4-16	1,511	400			1,302	192	192,384	1,002
47	Stamford	15,997	4-16	4,506	659	1,550	1,546	3,096	198	527,472	2,664

* Statistics of 1898-99.

a Estimated.

b Population of city of Norwich.

TABLE 7.—Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1899-1900—Continued.

	City.	Population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
CONNECTICUT—continued.											
46	Torrington (town)---	12,453	4-16	2,898	905	803	950	1,753	192	226,808	1,191
47	Vernon (town)*-----	8,483	4-16	1,909	339	-----	-----	1,532	182	194,922	1,071
48	Wallingford (town)*..	9,001	4-16	2,035	-----	-----	-----	2,045	189	232,761	1,549
49	Waterbury.....	45,859	6-14	8,269	4,179	3,445	3,318	6,763	193	1,038,880	5,383
50	Windham (town)-----	10,137	4-16	a 2,000	650	-----	-----	1,571	193	199,562	1,034
DELAWARE.											
51	Wilmington	76,508	6-21	-----	-----	-----	-----	11,025	197	1,535,405	8,078
DISTRICT OF COLUMBIA.											
52	Washington	278,718	6-17	-----	-----	21,735	24,784	46,519	181	6,321,038	35,463
FLORIDA.											
53	Jacksonville *-----	28,429	6-21	4,675	-----	2,138	2,276	4,414	160	429,630	2,895
54	Key West.....	17,114	6-21	5,580	2,000	770	825	1,595	160	141,760	886
55	Pensacola *-----	17,747	6-21	4,800	500	874	1,029	1,903	152	216,144	1,422
56	Tampa.....	15,839	6-21	4,217	* 1,000	920	941	1,861	160	205,440	1,284
GEORGIA.											
57	Athens.....	10,245	6-18	3,111	200	745	843	1,588	177	193,284	1,092
58	Atlanta.....	89,872	6-21	-----	-----	5,145	5,881	11,026	186	1,817,220	9,770
59	Augusta *-----	39,441	6-18	12,745	1,000	3,420	3,416	6,836	165	907,500	5,500
60	Brunswick.....	9,681	6-18	2,450	200	1,291	953	2,244	180	307,840	1,924
61	Columbus.....	17,614	6-18	4,339	300	1,222	1,368	2,590	172	326,456	1,896
62	Macon (Bibb County)	23,272	6-18	14,008	900	3,323	3,810	7,133	175	961,809	5,406
63	Savannah (Chatham County)	54,244	6-18	17,208	-----	4,047	4,650	8,697	175	1,141,494	6,509
ILLINOIS.											
64	Alton.....	14,210	6-21	-----	-----	-----	-----	2,031	194	307,684	1,586
Aurora:											
65	District No. 4 (west).....	24,147	6-21	* 1,640	-----	683	740	1,423	182	196,014	1,077
66	District No. 5 (east).....		6-21	5,710	1,263	1,447	1,486	2,933	193	446,142	2,312
67	Belleville.....	17,484	6-17	6,310	400	1,463	1,401	2,864	196	490,956	2,505
68	Bloomington.....	23,286	6-21	5,786	400	2,049	2,151	4,200	172	576,475	3,352
69	Cairo.....	12,536	6-21	4,300	282	965	1,138	2,103	183	305,408	1,669
70	Champaign.....	9,098	6-21	2,755	300	831	864	1,695	187	229,349	1,227
71	Chicago.....	1,698,575	6-21	626,516	88,448	127,394	128,467	255,861	188	37,566,348	199,821
72	Danville.....	16,354	6-21	3,972	540	1,324	1,590	2,914	189	422,153	2,233
73	Decatur.....	20,754	6-21	-----	-----	2,142	2,231	4,403	187	629,442	3,366
East St. Louis:											
74	District No. 1.....	29,655	5-21	* 5,770	* 1,000	1,622	1,784	3,406	200	441,039	2,303
75	District No. 2 (T. 2 N., R. 9 W.).....		-----	-----	-----	-----	-----	-----	-----	-----	-----
76	District No. 2 (T. 2 N., R. 10 W.).....		-----	-----	-----	-----	-----	-----	-----	-----	-----
77	Elgin.....	22,433	5-21	560	60	102	98	200	199	84,825	175
Evanston:											
78	District No. 1.....	19,259	6-21	5,846	154	-----	-----	4,131	185	616,169	3,408
79	District No. 2 (South Evanston).....		6-21	3,032	335	950	924	1,874	190	245,104	1,290
80	District No. 3 (North Evanston).....		6-21	1,982	350	476	479	955	190	150,945	794
			6-21	406	16	139	176	315	188	49,359	265

* Statistics of 1898-99.

a Estimated.

TABLE 7.—Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1899-1900—Continued.

City.	Population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
ILLINOIS—continued.										
81 Freeport.....	13,258	6-21	3,701	725	1,052	1,165	2,217	193	349,195	1,820
82 Galesburg.....	18,607	6-21	6,885	500	1,665	1,867	3,532	175	494,025	2,823
83 Jacksonville.....	15,078	6-21	5,814	500	1,147	1,176	2,323	176	316,325	1,797
84 Joliet.....	29,353	6-21	10,716	1,813	3,858	3,748	7,606	186	803,315	4,319
85 Kankakee.....	13,595	6-21	3,479	751	884	871	1,755	175	233,625	1,335
86 Kewanee.....	8,382	6-21	2,323	202	786	897	1,683	* 177	232,580	1,540
87 La Salle.....	10,446	6-14	2,000	980	542	511	1,053	192	173,790	905
88 Lincoln.....	8,962	6-21	3,871	452	733	794	1,527	171	214,225	1,253
89 Mattoon.....	9,622	6-21	2,692	300	933	961	1,894	178	233,906	1,314
90 Moline.....	17,248	6-21	4,900	* 271	—	—	3,426	* 177	* 483,604	* 2,730
91 Ottawa.....	10,588	6-21	3,244	350	921	879	1,800	195	280,605	1,459
92 Pekin.....	8,420	—	—	—	—	—	—	—	—	—
93 Peoria.....	56,109	6-21	17,559	1,950	4,603	4,611	9,214	196	1,406,953	7,178
94 Quincy.....	33,252	6-21	10,600	2,300	2,600	2,550	5,150	185	686,000	3,600
95 Rockford.....	31,051	6-21	8,306	2,23	2,896	2,981	5,877	188	874,989	4,654
96 Rock Island.....	19,493	6-21	5,652	1,082	1,761	1,834	3,595	176	503,619	2,862
97 Springfield.....	34,159	6-21	10,214	1,560	2,811	2,887	5,698	192	853,726	4,458
98 Streator.....	14,079	6-21	4,832	721	1,177	1,351	2,528	185	427,189	2,309
99 Waukegan.....	9,426	6-21	—	—	—	—	—	—	—	—
INDIANA.										
100 Anderson.....	20,178	6-21	6,080	225	1,998	1,990	3,988	180	534,240	2,968
101 Columbus.....	8,130	6-21	2,109	200	803	817	1,620	174	229,532	1,318
102 Elkhart.....	15,184	6-21	3,738	300	1,375	1,352	2,727	180	403,433	2,241
103 Elwood.....	12,950	—	—	—	—	—	—	—	—	—
104 Evansville.....	59,067	6-21	16,045	—	4,342	4,401	8,743	19	1,294,846	6,762
105 Fort Wayne.....	45,115	6-21	13,201	3,000	2,618	2,646	5,264	186	891,498	4,763
106 Hammond.....	12,376	6-21	3,621	900	1,118	1,125	2,243	190	262,105	1,379
107 Huntington.....	9,491	6-21	2,635	400	846	850	1,696	177	250,896	1,418
108 Indianapolis.....	169,164	6-21	39,976	—	17,214	17,400	34,612	181	3,905,555	21,577
109 Jeffersonville.....	10,774	6-21	3,198	110	901	1,023	1,924	177	240,731	1,359
110 Kokomo.....	10,609	6-21	2,801	—	1,130	1,145	2,275	174	317,724	1,826
111 Lafayette.....	15,116	6-21	5,785	1,060	—	—	3,611	185	447,885	2,421
112 Logansport.....	16,204	6-21	4,758	700	1,453	1,498	2,951	176	424,160	2,412
113 Marion.....	17,337	6-21	5,458	—	1,941	2,023	3,964	178	531,532	2,984
114 Michigan City.....	14,850	—	—	—	—	—	—	—	—	—
115 Muncie.....	29,942	6-21	5,697	325	1,980	2,070	4,050	180	547,740	3,043
116 New Albany.....	20,628	6-21	5,707	400	1,865	2,008	3,873	180	514,740	2,843
117 Peru.....	8,463	6-21	2,300	—	876	955	1,831	180	227,240	1,318
118 Richmond.....	18,225	6-21	4,711	500	1,546	1,492	3,038	185	408,110	2,206
119 South Bend.....	35,939	—	—	—	—	—	—	—	—	—
120 Terre Haute.....	29,673	6-21	10,981	900	3,345	3,445	6,790	186	946,349	5,088
121 Vincennes.....	19,249	6-21	3,600	600	880	882	1,762	195	285,285	1,463
122 Wabash.....	8,618	6-21	2,463	—	850	831	1,681	190	290,510	1,529
123 Washington.....	8,551	6-21	2,440	700	828	891	1,659	172	212,936	1,238
IOWA.										
124 Boone.....	8,880	5-21	2,890	160	1,020	1,260	2,280	180	321,471	1,798
125 Burlington.....	23,201	5-21	9,000	500	2,257	2,308	4,565	183	682,773	3,731
126 Cedar Rapids.....	25,656	5-21	8,969	500	2,291	2,249	4,540	180	737,100	4,086
127 Clinton.....	22,698	5-21	6,051	400	1,760	1,897	3,657	185	528,360	2,856
128 Council Bluffs.....	25,802	5-21	6,242	—	2,901	2,869	5,770	184	733,319	3,989
129 Davenport.....	35,254	5-21	11,341	1,200	3,126	3,193	6,319	192	970,944	5,057
Des Moines:										
Capital Park.....	—	5-21	700	40	325	300	625	175	70,175	401
East side.....	62,139	5-21	5,886	300	2,068	2,197	4,265	177	547,235	3,087
West side.....	—	5-21	11,050	—	—	—	6,500	* 176	* 635,952	* 3,629
130 Dubuque.....	36,297	5-21	12,422	2,800	2,611	2,560	5,171	186	733,412	3,943
131 Fort Dodge.....	12,162	5-21	2,493	—	—	—	1,797	186	247,950	1,377

* Statistics of 1898-99.

* Estimated.

TABLE 7.—Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1899-1900—Continued.

City.	Population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
IOWA—continued.										
135 Fort Madison.....	9,278	5-21	2,840	600	675	680	1,355	175	194,385	1,110
136 Keokuk.....	14,641	5-21	3,201	200	1,127	1,134	2,261	175	337,804	1,990
137 Marshalltown*.....	11,544	5-21	4,152	200	1,162	1,313	2,475	175	341,844	1,993
138 Muscatine.....	14,073	5-21	2,856	50	1,042	1,133	2,175	167	262,691	1,573
139 Oskaloosa.....	9,212	5-21	3,632	800	2,021	2,362	4,383	187	614,108	3,284
140 Ottumwa.....	18,197	5-21	11,696	800	3,237	3,273	6,510	175	915,695	5,248
141 Sioux City.....	33,111	5-21	1,200	20	456	515	971	175	129,500	1,740
142 Waterloo.....	12,580	5-21	2,300	400	720	735	1,455	175	194,425	1,111
143 Waterloo, East side.....		5-21								
KANSAS.										
144 Atchison.....	15,722	5-21	5,948	650	1,042	1,146	2,188	174	269,349	1,545
145 Emporia.....	8,223	5-21	2,987	321	868	937	1,805	177	240,095	1,356
146 Fort Scott.....	10,322	5-21	3,660	50	1,186	1,533	2,519	160	299,237	1,877
147 Galena.....	10,155	5-21	2,800	100	1,115	1,222	2,337	180	291,600	1,620
148 Hutchinson.....	9,379	5-21	3,713	.....	4,238	4,707	8,945	164	1,057,964	6,451
149 Kansas City.....	51,418	5-21	3,963	165	1,226	1,423	2,649	177	370,461	2,093
150 Lawrence.....	10,862	5-21	3,895	.....	1,231	1,319	2,550	176	468,680	2,677
151 Leavenworth.....	29,735	5-21	11,527	.....	3,243	3,693	6,936	180	298,355	1,649
152 Pittsburg.....	10,112	5-21	7,677	.....	2,256	2,428	4,684	176	961,560	5,342
153 Topeka.....	33,608	5-21	.....	.....	.....	.....	.....	.....	636,802	3,628
154 Wichita.....	24,671	5-21	.....	.....	.....	.....	.....	.....	.....	.....
KENTUCKY.										
155 Bowling Green.....	8,223	6-20	2,306	.....	605	619	1,224	183	151,707	829
156 Covington.....	42,958	6-20	17,617	3,642	2,166	2,176	4,342	200	676,840	3,281
157 Frankfort.....		6-20	1,637	.....	.....	.....	1,080	177	118,413	669
158 White schools*.....	9,487	6-20	928	.....	.....	.....	507	177	55,224	312
159 Colored schools*.....		6-20	3,206	206	859	991	1,850	198	232,248	1,426
160 Henderson.....	10,272	6-20	3,053	1,400	.....	.....	4,843	182	634,560	3,305
161 Lexington*.....	26,365	6-20	59,378	6,500	13,710	14,250	28,060	190	4,154,800	22,100
162 Louisville.....	204,731	6-20	9,169	1,600	1,882	1,984	3,866	200	666,200	3,331
163 Newport.....	28,301	6-20	3,301	325	1,001	1,140	2,141	179	289,275	1,616
164 Owensboro.....	13,189	6-20	*4,994	*150	1,328	1,563	2,891	186	336,691	*1,924
165 Paducah.....	19,446	6-20	.....	.....	.....	.....	.....	.....	.....	.....
LOUISIANA.										
165 Baton Rouge.....	11,768	6-18	74,000	400	15,171	13,350	31,521	185	4,110,145	22,217
166 New Orleans.....	237,104	6-18	3,060	.....	870	981	1,851	177	247,800	1,400
167 Shreveport.....	13,012	6-18	.....	.....	.....	.....	.....	.....	.....	.....
MAINE.										
168 Auburn*.....	12,951	4-21	4,804	200	1,400	1,200	2,600	.....	343,500	1,925
169 Augusta.....	11,683	4-21	3,016	291	.....	.....	1,876	.....	551,960	3,122
170 Bangor.....	21,850	4-21	5,894	900	1,598	1,840	3,438	180	272,000	1,600
171 Bath.....	10,477	4-21	2,866	10	1,019	963	1,982	170	201,068	1,169
172 Biddeford.....	16,145	4-21	5,758	1,660	.....	.....	1,573	172	376,188	2,161
173 Lewiston.....	23,761	4-21	13,426	1,915	1,594	1,234	2,768	188	.....	.....
174 Portland*.....	50,145	4-21	2,142	.....	.....	.....	6,584	.....	.....	.....
175 Rockland*.....	8,150	4-21	3,018	500	582	599	1,181	171	186,219	1,059
176 Waterville.....	9,477	5-21	.....	.....	.....	.....	.....	.....	.....	.....
MARYLAND.										
177 Annapolis.....	8,402	.....	.....	.....	.....	.....	770	.....	.....	.....
178 Baltimore.....	508,957	6-21	.....	.....	*39,753	*39,931	*79,684	*196	10,530,688	53,728

* Statistics of 1898-99.

a Estimated.

TABLE 7.—Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1899-1900—Continued.

	City.	Population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
MARYLAND—cont'd.											
179	Cumberland.....	17,128						2,289			
180	Frederick.....	9,296	6-21	*2,500		690	800	1,490	167	150,901	903
181	Hagerstown.....	13,591									
MASSACHUSETTS.											
182	Adams (town).....	11,134	5-15	2,395	480			2,243	185	325,045	1,757
183	Amesbury (town).....	9,473	7-14	1,099	530	632	625	1,247	195	193,632	953
184	Arlington (town).....	8,603	5-15	1,364	200	712	802	1,514	184	232,392	1,263
185	Attleboro (town).....	11,335	5-15	2,102	50			2,132	192	311,502	1,614
186	Beverly.....	13,884	7-14	0	0			2,475	195	390,585	2,003
187	Boston.....	560,892	5-15	86,505	13,515	46,394	44,212	90,606	197	15,895,890	78,695
188	Brockton.....	40,063	5-15	*6,281	744	3,312	3,388	6,700	180	1,020,240	5,668
189	Brookline (town).....	19,935	5-15	2,934	318	1,855	1,762	3,617	198	566,082	2,859
190	Cambridge.....	91,886	7-14	9,697	2,713			15,753	200	2,457,000	12,285
191	Chelsea.....	34,072	7-14	3,629	750	3,640	3,016	6,656	189	926,856	4,904
192	Chicopee.....	19,167	7-14	1,582	891	1,188	1,205	2,393	192	391,102	2,031
193	Clinton (town).....	13,667	7-14	1,610	394			2,302	190	344,470	1,813
194	Danvers (town).....	8,542	5-15	1,384		807	741	1,548	*190	*242,630	*1,277
195	Everett.....	24,336	7-14	3,548	0	2,711	2,746	5,457	187	820,853	4,389
196	Fall River.....	104,863	5-15	19,261	4,809	8,805	8,250	17,055	186	2,113,332	11,362
197	Fitchburg.....	31,531	5-15	6,036	2,060	2,217	2,146	4,363	188	667,934	3,553
198	Framingham (town).....	11,902	5-15	1,880		1,090	1,102	2,192	162	293,800	1,808
199	Gardner (town).....	10,813	5-15	1,896		1,014	968	1,982	172	261,096	1,518
200	Gloucester.....	26,121	7-14	2,777	215	2,382	2,481	4,863	192	827,557	4,299
201	Haverhill.....	37,175	5-15	5,886	1,668			5,424	187	815,320	4,360
202	Holyoke.....	45,712	5-15	9,228	4,416	3,304	3,238	6,542	188	939,624	4,998
203	Holy Park (town)*.....	13,244	5-15	2,096				1,935	193	283,993	1,471
204	Lawrence.....	62,559	5-15	10,045	2,300			8,781	195	1,263,405	6,479
205	Leominster (town)*.....	12,392	5-15	1,616				2,105	193	302,817	1,569
206	Lowell.....	94,969	5-15	14,470	4,006	7,256	6,701	13,957	185	1,785,435	9,651
207	Lynn*.....	68,513	5-15	19,543		5,203	5,353	10,556	189	1,615,761	8,549
208	Malden.....	33,664	7-14	4,011	1,109	3,101	3,273	6,374	188	949,950	5,066
209	Marlboro.....	13,606	5-15	2,968	625	1,151	1,278	2,429	180	407,640	2,263
210	Medford.....	18,244	8-14	1,963	13	1,958	1,953	3,911	187	557,821	2,983
211	Melrose*.....	12,962	5-15	2,188	0	1,530	1,514	3,044	195	448,080	2,344
212	Milford (town).....	11,376	5-15	1,474	300			1,499	a 176	223,496	1,260
213	Natick (town).....	9,488	7-14	1,148		952	1,016	1,968	185	309,046	1,671
214	New Bedford.....	62,442	5-15	10,716	3,527	4,729	4,630	9,359	191	1,301,092	6,812
215	Newburyport.....	14,478	5-15	2,445	620			1,811	200	285,400	1,427
216	Newton.....	33,587	5-15	5,155	222	2,909	3,009	5,918	185	865,504	4,678
217	North Adams.....	24,200	5-15	4,315	1,370	1,724	2,070	3,794	188	512,488	2,726
218	Northampton.....	18,643	5-15	3,035	500	1,364	1,388	2,752	200	449,200	2,246
219	Pesabody (town).....	11,232	5-15	1,923	442	1,068	858	1,926	195	298,545	1,531
220	Pittsfield.....	21,766	5-15	4,119	757	1,915	1,971	3,886	190	574,293	3,031
221	Plymouth (town).....	9,592	5-15	1,471	0			1,758	193	262,094	1,358
222	Quincy.....	23,899	5-15	4,999	225	2,571	2,453	5,024	180	746,909	4,138
223	Revere (town).....	10,395	5-15	*1,970	0	1,109	1,154	2,263	192	356,736	1,858
224	Salem.....	35,956	5-15	6,188	2,519	2,641	2,250	4,891	205	814,465	4,973
225	Somerville.....	61,643	8-14	*5,943	1,507	5,084	5,328	10,422	185	1,671,105	9,303
226	Southbridge (town).....	10,025	5-15	2,018	994	692	676	1,368	191	162,317	847
227	Springfield*.....	62,059	5-15	9,202	1,408	5,634	5,225	10,359	190	1,660,980	8,742
228	Taunton.....	31,036	7-14	3,301	631	2,533	2,385	4,918	b 190	832,010	4,189
229	Wakefield (town).....	9,230	7-14	1,016	0	1,118	1,118	2,236	183	300,303	1,641
230	Waltham.....	23,481	7-14	2,621		1,509	1,553	3,062	193	501,926	2,598
231	Ware (town)*.....	8,263	5-15	1,454				1,326	193	202,257	1,049
232	Watertown (town).....	9,706	5-15	1,477	485	686	666	1,352	185	204,425	1,105
233	Webster (town)*.....	8,804	5-15	1,643				944	187	115,192	616
234	Westfield (town).....	12,310	5-15	2,068	257	1,050	1,079	2,129	200	329,600	1,648
235	Weymouth (town).....	11,324	7-14	*1,913	0			2,433	196	c 382,200	c 950

* Statistics of 1898-99.

a High school was in session 190 days.

b High school was in session 200 days.

c Estimated.

TABLE 7.—Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1899-1900—Continued.

	City.	Population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
MASSACHUSETTS—continued.											
236	Woburn	14,254	5-15	3,147	411	1,535	1,345	2,880	200	493,200	2,466
237	Worcester	118,421	7-14	14,240	3,023	-----	-----	21,982	200	3,353,200	16,766
MICHIGAN.											
238	Adrian	9,654	5-20	2,554	365	887	885	1,772	194	254,722	1,313
239	Alpena	11,802	5-20	4,418	1,200	965	1,047	2,012	196	298,312	1,522
240	Ann Arbor	14,509	5-21	3,063	250	1,269	1,121	2,390	187	374,374	2,002
241	Battle Creek	18,563	5-20	3,943	350	1,615	1,788	3,403	186	398,663	2,681
242	Bay City	27,628	5-20	9,581	2,500	2,264	2,461	4,725	198	686,664	3,468
243	Detroit	285,704	5-20	80,835	14,091	19,174	19,176	39,150	194	5,703,794	29,401
244	Escanaba	9,549	5-20	2,706	750	752	758	1,510	187	220,847	1,181
245	Flint	13,103	5-20	3,170	200	1,208	1,178	2,384	189	373,920	1,968
246	Grand Rapids	87,565	5-20	26,865	3,007	11,044	11,375	22,419	189	2,303,343	12,187
247	Iron Mountain	9,242	5-20	2,972	0	1,241	1,162	2,403	180	347,040	1,928
248	Ironwood	9,705	5-20	2,950	500	1,146	1,162	2,308	193	320,364	1,618
249	Ishpeming*	13,255	-----	4,022	-----	-----	-----	3,207	200	474,200	2,371
250	Jackson	25,180	5-20	5,793	-----	2,129	2,196	4,325	191	582,932	3,052
251	Kalamazoo	24,404	5-20	5,740	-----	2,100	2,138	4,238	179	605,193	3,367
252	Lansing	16,485	5-20	4,096	-----	1,482	1,590	3,072	132	554,496	2,888
253	Manistee	14,260	5-20	4,885	511	1,682	1,553	3,235	195	517,684	2,648
254	Marquette*	10,058	5-20	2,826	400	1,020	950	1,970	187	253,572	1,356
255	Menominee	12,818	5-21	4,500	350	1,455	1,553	3,008	183	453,432	2,478
256	Muskegon	20,818	5-20	7,074	1,000	2,647	2,538	5,185	187	658,240	3,520
257	Owosso	8,666	5-21	2,350	-----	1,000	1,100	2,100	175	292,775	1,673
258	Pontiac	9,769	5-20	1,960	220	761	786	1,547	200	228,700	1,143
259	Port Huron	19,158	5-20	6,026	960	1,859	2,003	3,862	196	582,716	2,371
Saginaw:											
260	East side	42,345	5-20	8,238	-----	2,515	2,554	5,069	193	788,984	4,088
261	West side		15-21	5,498	500	1,862	1,849	3,711	193	525,539	2,723
262	Sault Ste. Marie	10,538	5-21	2,394	250	962	960	1,922	192	270,554	1,409
263	Traverse City	9,407	5-20	2,400	250	1,057	1,154	2,211	180	279,900	1,555
264	West Bay City*	13,119	5-20	4,076	-----	-----	-----	2,760	194	387,806	1,999
MINNESOTA.											
265	Duluth	52,960	-----	-----	-----	-----	-----	-----	177	238,950	1,350
266	Mankato	10,599	5-16	-----	700	-----	-----	1,700	177	238,950	1,350
267	Minneapolis	202,718	5-21	-----	-----	17,751	18,415	36,166	6185	5,407,550	29,230
268	St. Cloud	8,663	6-21	2,950	1,000	624	627	1,251	172	172,688	1,004
269	St. Paul	163,065	-----	-----	11,000	12,372	12,695	25,067	190	3,786,771	20,300
270	Stillwater*	12,318	6-19	-----	-----	840	925	1,765	180	254,160	1,412
271	Winona	19,714	5-21	4,886	1,721	1,913	1,936	3,849	196	586,910	3,089
MISSISSIPPI.											
272	Meridian	14,050	5-21	4,200	-----	929	1,147	2,146	179	234,770	1,381
273	Natchez*	12,210	-----	-----	-----	602	750	1,352	-----	-----	850
274	Vicksburg	14,834	5-18	-----	800	775	1,321	2,096	180	-----	-----
MISSOURI.											
275	Carthage	9,416	6-20	2,874	100	1,095	1,240	2,335	180	295,380	1,641
276	Hannibal	12,780	6-20	4,545	300	1,179	1,399	2,578	180	328,995	1,825
277	Jefferson City	9,664	6-20	1,863	527	576	496	1,072	180	125,640	968
278	Joplin	26,023	6-20	-----	125	2,486	2,631	5,117	180	557,032	3,095
279	Kansas City	163,752	6-20	59,407	-----	13,084	14,469	27,553	180	3,585,720	19,921
280	Moberly	8,012	6-20	3,961	500	774	904	1,678	179	206,029	1,151
281	St. Joseph	102,979	6-20	25,574	1,200	4,535	4,921	9,456	180	1,234,620	6,859
282	St. Louis	575,238	6-20	159,978	26,000	38,202	39,971	78,263	194	11,078,952	57,108

* Statistics of 1898-99.

a Estimated.

b Including legal holidays.

TABLE 7.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1899-1900—Continued.*

City.	Population, census of 1900.	School population.		Papils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
MISSOURI—continued.										
283 Sedalia	15,231	6-20	4,320	300	1,703	1,810	3,513	180	422,280	2,346
284 Springfield	23,267	5-20	—	500	2,398	2,420	4,818	160	493,600	3,085
285 Webb City	9,201	6-21	3,028	100	1,011	1,032	2,043	178	221,432	1,244
MONTANA.										
286 Anaconda	9,453	—	—	—	—	—	—	—	—	—
287 Butte	30,470	6-21	10,612	1,401	3,276	3,360	6,636	189	868,266	4,594
288 Great Falls	14,930	6-21	—	15	866	950	1,816	163	221,728	1,336
289 Helena*	10,770	6-21	2,981	—	1,091	1,187	2,278	163	289,032	1,736
NEBRASKA.										
290 Lincoln	40,169	5-21	13,539	—	3,449	3,554	7,003	175	904,575	5,169
291 Omaha	102,555	5-21	30,765	2,500	9,495	9,662	19,157	183	2,696,486	14,735
292 South Omaha	26,001	5-21	6,300	400	2,044	2,039	4,083	180	502,779	2,793
NEW HAMPSHIRE.										
293 Berlin	8,886	5-16	2,187	799	453	412	865	180	104,940	533
294 Concord (Union district)	19,632	—	—	—	1,368	1,394	2,762	175	364,875	2,085
295 Dover	13,207	6-16	2,129	—	994	873	1,867	175	239,100	1,332
296 Keene (Union district)	63,165	5-16	1,532	150	764	823	1,587	180	221,220	1,259
297 Laconia	8,042	5-16	*1,282	—	710	814	1,524	171	183,483	1,073
298 Manchester	56,987	5-16	9,347	3,886	2,764	2,637	5,401	180	719,640	3,998
299 Nashua	23,898	5-16	4,257	1,500	1,830	1,319	2,649	180	443,160	2,462
300 Portsmouth	10,637	5-16	1,791	367	777	870	1,647	178	229,812	1,235
301 Rochester	8,466	—	1,000	300	632	640	1,272	174	169,650	975
NEW JERSEY.										
302 Atlantic City	27,838	5-18	5,058	100	2,022	1,999	4,021	190	500,840	2,636
303 Bayonne	32,732	5-18	*8,881	—	2,867	2,959	5,826	193	716,609	3,713
304 Bloomfield	9,668	5-18	2,252	260	—	—	1,706	185	277,500	1,500
305 Bridgeton*	13,913	5-18	3,178	—	1,262	1,325	2,587	200	321,427	1,767
306 Camden	75,935	5-18	18,228	—	6,785	7,126	13,911	199	1,653,889	8,311
307 East Orange	21,506	5-18	4,446	485	1,802	1,942	3,744	188	542,856	2,887
308 Elizabeth	52,150	5-20	12,000	3,000	3,000	3,400	6,400	199	1,211,000	5,900
309 Hackensack*	9,443	5-18	1,870	250	953	909	1,862	197	249,183	1,305
310 Harrison	10,596	5-18	3,200	700	312	388	700	188	113,552	604
311 Hoboken	59,364	5-18	*21,586	2,600	4,325	4,360	8,685	191	1,265,471	6,560
312 Jersey City*	206,453	5-18	60,554	—	16,401	16,405	32,806	191	4,015,554	21,608
313 Kearney*	10,896	5-18	2,343	—	999	995	1,994	200	259,385	1,701
314 Long Branch	8,872	5-18	3,097	—	1,363	1,312	2,675	180	342,133	1,901
315 Millville	10,583	5-18	2,845	99	1,000	1,137	2,137	210	281,430	1,388
316 Montclair	13,962	5-20	3,408	514	1,354	1,340	2,694	190	362,900	1,910
317 Morristown	11,267	5-18	*2,792	864	694	750	1,444	191	206,470	1,081
318 Newark	246,070	5-18	61,500	*7,943	18,727	19,397	38,124	191	4,932,957	25,827
319 New Brunswick	30,006	5-18	4,974	—	1,440	1,381	2,821	185	380,686	2,063
320 Orange	24,141	5-18	5,825	2,025	1,488	1,565	3,053	190	380,921	2,075
321 Passaic	105,171	5-18	7,088	600	2,176	2,168	4,344	190	544,160	2,814
322 Paterson	105,171	5-18	7,088	600	1,448	1,422	2,870	188	382,768	2,034
323 Perth Amboy	17,699	5-20	*3,550	300	862	929	1,791	200	279,981	1,306
324 Phillipsburg	10,052	5-18	2,575	250	1,276	1,280	2,556	*184	*334,144	*1,816
325 Plainfield	15,369	5-18	3,291	600	1,552	1,558	3,108	195	437,526	2,244
326 Town of Union	15,187	5-18	4,414	500	1,575	1,558	3,133	196	318,802	1,620
327 Trenton*	73,307	5-18	16,011	—	2,675	4,799	9,374	196	1,318,802	6,820
328 West Hoboken	23,094	5-18	*5,625	—	2,060	2,000	4,060	200	518,430	2,778

* Statistics of 1898-99.

a Population of city of Concord.

b Population of city of Keene.

TABLE 7.—Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1899–1900—Continued.

City.	Population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
NEW YORK.										
329 Albany	94,151	4-18	19,867	4,230	6,463	6,671	13,134	181	1,899,919	10,499
330 Amsterdam	20,929	5-18	4,850	934	1,367	1,365	2,732	192	438,944	2,286
331 Auburn	30,345	5-18	5,524	1,350	1,872	1,989	3,861	*184	*568,744	*3,001
332 Batavia	9,180	5-18	2,227	330	910	968	1,878	183	230,755	1,097
333 Binghamton	39,647	5-18	*7,067	*171	3,370	3,494	6,864	195	1,081,661	5,547
334 Buffalo	352,387	5-18	71,600	20,094	29,394	28,580	57,974	193	7,952,565	41,205
335 Cohoes	23,910	5-18	4,900	1,400	1,636	1,623	3,259	190	388,094	2,042
336 Corning	11,661	5-18	1,800	683	550	574	1,124	189	155,661	824
337 Cortland	9,014	4-18	1,855	0	604	568	1,172	193	184,861	967
338 Dunkirk	11,616	5-21	*3,529	837	884	871	1,755	184	267,110	1,451
339 Elmira	35,612	5-18	10,000	1,135	2,698	2,722	5,420	192	842,727	4,389
340 Geneva	10,433	5-18	2,422	599	750	817	1,567	186	222,270	1,150
341 Glens Falls*	12,613	5-18	2,000	500	766	846	1,606	186	213,900	1,150
342 Gloversville	18,349	5-18	3,331	109	1,605	1,741	3,346	193	511,694	2,651
343 Hornellsville	11,918	5-18	2,410	449	1,015	990	2,005	185	284,241	1,536
344 Hudson	9,528	5-18	2,213	300	651	711	1,362	192	207,187	1,080
345 Ithaca	13,136	5-18	*2,267	375	1,035	1,126	2,161	191	327,981	1,717
346 Jamestown	22,892	5-18	2,781	252	2,132	2,197	4,329	190	618,779	3,257
347 Johnstown	10,130	5-18	2,007	0	885	1,000	1,888	185	262,700	1,420
348 Kingston										
Kingston school district		5-18	3,195	237	1,173	1,175	2,348	185	333,185	1,801
349 District No. 1	24,535	5-18		215	381	377	758	191	71,905	370
350 District No. 2		5-18		235	247	225	472	195	56,355	*280
351 District No. 3*		5-18		412	1,110	1,067	2,177	180	284,902	1,583
352 District No. 4		5-18		552	686	631	1,317	191	194,250	1,017
353 Lansingburg	12,595	5-18	2,774	651	1,536	1,573	3,109	192	487,104	2,537
354 Little Falls	10,381	5-18	3,700	265	1,133	1,201	2,334	184	323,840	1,760
355 Lockport	16,581	5-18	2,868	483	2,019	2,040	4,059	185	572,357	2,935
356 Middletown	10,522	5-18	4,363	1,179	2,027	2,004	4,031	189	525,579	3,025
357 Mount Vernon	20,946	5-18	5,739	551	1,429	1,420	2,849	187	331,372	1,954
358 Newburg	24,943	5-18	3,500	122	513	503	1,016	192	434,435	2,384
359 New Rochelle	14,720	5-18	3,500	707	1,636	1,703	3,339	192	457,676	2,384
360 New York	3,437,202	4-21	825,527	304,167	259,803	523,970	1,083,773	192	108,675	575
361 Niagara Falls	19,457	5-18	3,800	389	1,042	991	2,033	189	304,479	1,611
362 North Tonawanda	9,068	5-18	2,638	575	1,375	1,271	2,646	185	333,475	1,802
363 Ogdensburg	12,693	5-18	3,449	285	1,164	1,230	2,394	198	385,704	1,918
364 Olean*	9,462	5-18	2,848	1,057	2,108	2,115	4,223	191	646,726	3,386
365 Oswego*	22,199	5-18	5,392							
366 Peekskill:										
District No. 7 (Drum Hill)	10,358	5-18	1,214	2,500	545	594	1,079	193	128,669	667
367 District No. 8 (Oaksides)		5-18	850	90	420	391	811	189	108,675	575
368 Plattsburg	8,434	4-18	2,685	195	1,083	886	1,969	183	252,272	1,378
369 Port Jervis	9,335	5-18	2,263	131	900	984	1,884	186	279,744	1,504
370 Poughkeepsie	24,029	5-18	4,400	500	1,193	1,183	2,376	189	496,632	2,571
371 Rochester	162,008	5-18	35,095	6,947	11,759	11,760	23,519	188	3,512,404	18,633
372 Rome	15,343	5-18	2,890	450	1,074	1,114	2,188	189	342,272	1,792
373 Saratoga Springs	12,409	4-18	2,557	46	1,187	1,300	2,487	*189	*384,182	*1,950
374 Schenectady	31,682	5-18	5,900	1,500	1,993	1,832	3,825	184	404,344	2,741
375 Syracuse	108,374	5-18	24,000	2,774	10,237	10,494	20,761	195	2,998,125	15,375
376 Troy	60,351	5-18	11,132	3,000	3,602	3,290	6,892	180	962,493	5,352
377 Utica	56,883	5-18	11,900	3,499	4,236	4,316	8,552	193	1,244,464	6,448
378 Watervtown	21,696	5-18	4,065	177	2,113	2,187	4,300	193	569,904	2,961
379 Watervliet	14,321	5-18	3,115	1,034	790	830	1,640	191	222,703	1,136
380 Yonkers	47,931	5-18	10,000	2,292	3,579	3,457	7,036	190	1,045,462	5,450
NORTH CAROLINA.										
381 Asheville	14,694	6-21	3,900	200	1,028	1,094	2,122	171	*256,500	*1,500
382 Charlotte	18,091									

* Statistics of 1898-99. a Estimated. b There are also 126 pupils in the State normal school.

TABLE 7.—Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1899-1900—Continued.

City.	Population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
NORTH CAROLINA—continued.										
383 Greensboro	10,065	6-21	3,395	20	834	941	1,775	176	189,904	1,079
384 Newbern	9,090	6-21	2,012	-----	560	631	1,191	160	96,600	735
385 Raleigh	13,643	-----	-----	-----	-----	-----	-----	-----	-----	-----
386 Wilmington	20,976	-----	-----	-----	-----	-----	-----	-----	-----	-----
387 Winston	10,068	-----	-----	-----	-----	-----	-----	-----	-----	-----
NORTH DAKOTA.										
388 Fargo	9,589	-----	-----	-----	-----	-----	-----	-----	-----	-----
OHIO.										
389 Akron	42,728	6-21	11,903	1,232	3,658	3,721	7,379	182	961,506	5,233
390 Alliance	8,974	6-21	2,397	85	857	857	1,714	185	256,500	1,885
391 Ashtabula	12,949	*6-21	3,244	125	792	748	1,540	180	246,600	1,370
392 Bellaire	9,912	6-21	-----	-----	891	902	1,793	175	227,150	1,293
393 Cambridge	8,241	6-21	2,413	0	887	870	1,757	175	245,600	1,302
394 Canton	20,667	6-21	9,220	700	3,116	3,205	6,321	184	880,962	4,788
395 Chillicothe	12,976	6-21	3,373	235	1,197	1,074	2,271	187	371,943	1,989
396 Cincinnati	325,962	6-21	118,713	23,560	22,628	21,795	44,423	200	7,172,400	35,869
397 Cleveland	384,768	6-21	102,734	33,825	29,060	29,045	58,105	185	8,247,627	43,069
398 Columbus	125,560	6-21	34,838	3,826	9,116	9,175	18,291	185	884,131	15,019
399 Dayton	85,333	6-21	23,928	3,826	6,957	7,251	14,208	185	1,084,371	11,285
400 Elyria	16,485	-----	5,321	480	1,479	1,465	2,944	175	375,480	2,086
401 Elyria	8,794	6-21	2,603	400	640	749	1,389	192	248,256	1,293
402 Findlay*	17,613	6-21	4,898	-----	-----	576	3,577	180	569,760	2,832
403 Fremont	8,439	6-21	2,657	300	581	576	1,157	174	189,126	1,106
404 Hamilton*	23,911	6-21	6,977	1,290	1,758	1,766	3,524	170	492,252	2,896
405 Ironton	11,848	6-21	4,007	160	1,208	1,273	2,481	174	350,784	2,016
406 Lancaster	8,991	6-21	2,054	200	683	656	1,339	185	214,415	1,139
407 Lima*	21,723	6-21	3,536	-----	-----	-----	3,819	199	570,300	3,033
408 Lorain	16,028	6-21	3,785	250	1,267	1,336	2,603	176	312,760	1,777
409 Mansfield	17,640	6-21	4,398	300	1,823	1,871	3,694	175	518,525	2,963
410 Marietta*	13,343	6-21	3,536	-----	-----	-----	3,387	190	345,040	1,816
411 Marion*	11,862	6-21	3,275	-----	-----	-----	3,197	180	324,549	1,803
412 Massillon	11,944	6-21	4,074	575	1,041	1,008	2,049	183	314,900	1,675
413 Middletown*	9,215	6-21	2,489	-----	-----	-----	1,508	200	246,400	1,232
414 Newark	18,157	6-21	4,650	-----	1,511	1,656	3,167	183	447,984	2,448
415 Piqua	12,172	6-21	3,757	500	899	894	1,793	183	276,489	1,536
416 Portsmouth	17,870	6-21	4,494	-----	1,393	1,416	2,809	198	364,532	1,939
417 Sandusky	19,964	6-21	6,015	1,500	1,412	1,530	2,942	192	515,284	2,629
418 Springfield	58,253	6-21	9,803	-----	3,114	3,038	6,402	192	980,160	5,105
419 Steubenville*	14,347	6-21	4,536	900	1,065	1,206	2,195	195	323,372	1,621
420 Tiffin	10,989	6-21	3,213	600	830	699	1,529	186	235,848	1,263
421 Toledo	131,822	6-21	36,527	-----	10,344	10,341	20,685	195	3,217,695	16,501
422 Warren	8,529	-----	3,000	-----	913	1,048	1,961	186	324,570	1,745
423 Weston	8,645	6-21	2,628	150	983	1,029	2,013	157	233,459	1,485
424 Xenia	8,696	6-21	2,276	-----	782	779	1,561	181	222,376	1,228
425 Youngstown	44,885	6-21	12,722	3,000	*3,499	*3,454	*6,953	165	*1,043,400	*5,640
426 Zanesville*	23,538	6-21	6,000	5,000	1,928	1,943	3,871	185	596,995	3,227
OKLAHOMA.										
427 Guthrie	10,066	6-21	3,035	-----	985	1,066	1,991	166	219,989	1,325
428 Oklahoma City	10,037	6-21	2,100	100	772	799	1,571	-----	159,577	878
OREGON.										
429 Astoria	8,381	6-21	2,000	72	689	742	1,431	162	151,146	933
430 Portland	90,426	6-20	18,014	-----	6,313	5,967	12,280	190	1,817,359	9,565

* Statistics of 1898-99.

TABLE 7.—Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1899-1900—Continued.

City.	Population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
PENNSYLVANIA.										
Allegheny	129,896	6-21	*21,000	*2,400	9,663	10,143	19,806	*200	a2,792,000	13,960
Allentown	35,416	6-21	*8,000	359	2,549	2,714	5,251	193	*898,201	*4,615
Altoona	38,973	6-21	9,650	1,800	3,205	3,270	6,475	180	894,786	4,971
Beaver Falls	10,054	6-21	2,000	200	911	976	1,887	180	279,000	1,500
Braddock	15,654	6-21	*2,850	*775	1,072	1,053	2,125	180	293,612	1,631
Bradford	15,029	6-21	4,500	250	1,430	1,580	3,000	185	444,000	2,400
Butler	10,853	6-21	3,000	300	1,101	1,261	2,362	180	328,100	1,825
Carbondale*	13,536	-----	-----	154	1,237	1,870	2,607	195	391,950	2,010
Carlisle	9,626	6-16	1,800	10	690	735	1,425	190	247,000	1,300
Chambersburg	8,864	6-21	2,000	80	782	851	1,633	180	220,680	1,226
Chester	33,888	-----	-----	500	2,571	2,812	5,383	190	a702,430	*3,697
Columbia	12,816	6-21	3,411	450	1,018	1,023	2,039	180	290,700	1,615
Danville	8,042	6-21	1,700	200	645	698	1,343	180	175,500	975
Du Bois*	9,975	-----	-----	400	777	911	1,688	160	189,440	1,184
Dunmore	12,558	6-21	3,000	-----	1,220	1,375	2,595	200	428,000	2,140
Duquesne	9,036	-----	-----	90	-----	-----	1,558	180	-----	-----
Easton	25,238	6-21	5,873	85	2,078	2,034	4,112	197	632,273	3,218
Erie	52,733	6-21	18,000	2,548	3,727	3,886	7,613	195	1,129,635	5,793
Harrisburg	50,167	6-21	-----	709	4,738	4,918	9,656	190	1,293,710	6,809
Hazleton	14,230	6-21	4,200	400	1,385	1,465	2,850	180	389,340	2,163
Homestead*	12,554	6-21	-----	15	1,150	1,049	2,199	180	621,620	1,509
Johnstown	35,936	6-21	8,450	1,877	2,697	2,894	5,591	180	777,098	4,317
Lancaster	41,459	6-21	9,999	-----	2,745	2,923	5,668	200	888,200	4,441
Lebanon	17,028	6-21	4,500	300	1,390	1,430	2,820	180	354,420	1,969
McKeesport*	34,227	6-21	6,351	1,200	2,820	2,990	5,810	180	773,820	4,299
Mahanoy City	13,594	6-16	2,600	200	1,000	1,150	2,150	180	301,500	1,675
Meadville	10,291	-----	-----	-----	969	1,015	2,004	180	285,120	1,584
Mount Carmel	13,179	6-16	2,800	200	1,090	1,180	2,190	180	254,694	1,415
Nanticoke	12,116	6-16	3,300	950	1,087	1,127	2,214	180	273,960	1,522
Newcastle	23,839	8-16	5,060	729	2,510	2,833	4,893	180	677,520	3,764
Norristown	22,265	6-21	4,350	450	1,543	1,675	3,218	200	472,400	2,362
Oil City*	13,264	-----	-----	600	1,175	1,296	2,471	180	324,960	1,822
Philadelphia	1,293,697	6-21	268,110	50,000	91,574	90,877	182,451	188	23,652,562	126,147
Phoenixville	9,196	6-21	1,900	500	585	589	1,174	190	157,890	831
Pittsburg	321,616	-----	*45,000	-----	22,977	23,289	46,266	200	7,067,600	35,338
Pittston	12,556	6-21	*3,053	*750	730	920	1,650	180	216,000	1,200
Plymouth	13,649	6-21	2,641	750	955	1,031	1,986	178	252,938	1,421
Pottstown	13,696	6-21	3,000	70	1,442	2,842	2,840	180	429,200	2,146
Pottsville*	15,710	-----	-----	500	1,516	1,472	2,988	200	451,400	2,257
Reading	78,961	6-21	19,641	1,500	6,721	6,706	13,427	193	1,915,718	9,926
Seranton*	102,026	-----	-----	6,200	6,954	7,950	14,004	200	2,242,000	11,213
Shenandoah	12,202	6-21	6,000	1,350	1,809	1,845	3,654	180	474,090	2,637
Sharon	8,916	6-21	-----	290	801	822	1,623	180	335,020	1,306
Shenandoah	20,321	6-21	3,816	450	1,450	1,603	3,053	180	421,200	2,340
South Bethlehem*	13,241	6-21	2,800	900	905	921	1,826	200	-----	-----
Steelton	12,086	6-21	3,046	310	984	958	1,942	180	304,312	1,690
Sunbury	9,810	6-21	2,150	-----	1,000	1,150	2,150	180	306,500	1,702
Titusville	8,244	6-21	2,045	400	707	757	1,474	184	209,547	1,140
Warren*	8,043	6-21	-----	-----	780	842	1,636	180	252,900	1,405
West Chester	9,524	6-21	1,906	300	794	829	1,609	200	243,200	1,216
Wilkesbarre	51,721	-----	-----	1,400	4,476	4,498	8,974	186	1,268,892	6,822
Wilkinsburg	11,886	6-21	3,800	500	1,043	1,102	2,145	180	519,869	1,777
Williamsport	28,757	6-16	5,000	700	2,530	2,773	5,303	180	793,860	4,077
York	33,708	6-21	7,085	630	2,248	2,367	4,615	190	630,415	3,502
RHODE ISLAND.										
Central Falls	18,167	5-15	3,402	903	1,270	1,222	2,492	193	292,781	1,517
Cranston (town)	13,543	5-15	2,160	43	-----	-----	2,048	195	320,385	1,643
Cumberland (town)	8,925	5-15	1,966	451	897	696	1,593	195	192,270	986

* Statistics of 1898-99.

a Estimated.

TABLE 7.—Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1899-1900—Continued.

	City.	Population, census of 1900.	School population		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	RHODE ISLAND—Continued.										
483	East Providence (town)	12,138	5-15	2,717	79	1,101	1,140	2,241	190	355,870	1,873
489	Lincoln (town)	8,937	.....	.....	.....	.....	.....	.....	.....	.....	.....
490	Newport	22,034	5-15	4,455	1,764	1,710	1,721	3,431	195	515,970	2,646
491	Pawtucket	39,231	7-15	7,587	2,369	3,205	3,059	6,264	188	721,356	3,837
492	Providence	175,597	5-15	31,440	4,818	16,184	15,773	31,957	195	3,897,270	19,986
493	Warwick (town)	21,316	.....	.....	.....	.....	.....	.....	.....	.....	.....
494	Woonsocket	28,204	5-15	6,449	2,900	2,028	1,964	3,992	187	478,907	2,561
	SOUTH CAROLINA.										
495	Charleston	55,807	6-21	9,854	.....	3,393	4,689	8,282	180	933,120	5,184
496	Columbia	21,108	6-21	4,300	600	1,115	1,414	2,529	173	311,511	1,800
497	Greenville	11,860	6-21	2,500	300	846	898	1,744	160	184,800	1,155
498	Spartanburg	11,395	6-21	2,800	300	967	1,156	2,123	177	249,924	1,412
	SOUTH DAKOTA.										
499	Sioux Falls	10,266	6-20	3,026	250	1,133	1,126	2,259	180	296,100	1,645
	TENNESSEE.										
500	Chattanooga	30,154	6-21	8,398	400	2,184	2,498	4,682	176	536,599	3,045
501	Clarksville	9,431	6-21	3,855	240	811	895	1,706	200	214,877	1,074
502	Jackson	14,511	6-21	5,029	800	1,060	1,143	2,203	180	334,800	1,860
503	Knoxville	32,637	6-21	17,084	.....	2,497	2,680	5,177	179	717,339	4,007
504	Memphis	102,320	6-21	24,916	3,009	4,821	5,953	10,774	174	1,182,311	6,830
505	Nashville	80,865	6-21	35,693	759	25,733	26,610	52,343	182	1,751,601	9,624
	TEXAS.										
506	Austin	22,258	8-17	4,256	.....	1,736	1,896	3,632	176	454,960	2,585
507	Beaumont	9,427	.....	.....	.....	.....	.....	.....	.....	.....	.....
508	Corsicana	9,313	8-17	1,639	.....	830	826	1,656	177	203,904	1,152
509	Dallas	42,638	8-17	6,783	.....	3,058	3,457	6,515	180	906,840	5,038
510	Denison	11,807	8-16	2,613	250	967	1,052	2,019	171	226,601	1,325
511	El Paso	15,906	8-17	3,223	500	974	944	1,918	174	239,933	1,380
512	Fort Worth	26,688	7-21	5,000	200	* 1,986	* 2,306	* 4,292	* 180	* 567,224	3,152
513	Galveston	37,789	8-17	6,714	600	2,629	2,815	5,444	174	696,476	4,002
514	Houston	44,633	8-19	6,967	.....	.....	.....	6,969	170	709,240	4,172
515	Laredo	13,429	8-17	2,638	350	504	482	986	157	83,334	531
516	Palestine	8,297	8-17	1,715	341	638	739	1,407	160	178,400	1,115
517	Paris	9,358	.....	.....	.....	.....	.....	.....	.....	.....	.....
518	San Antonio	53,321	8-18	9,858	.....	3,646	3,883	7,529	170	902,190	5,307
519	Sherman	10,243	8-17	1,976	.....	830	1,096	1,986	172	254,582	1,491
520	Tyler*	8,069	8-17	1,729	.....	625	835	1,460	166	176,790	1,065
521	Waco	20,686	7-21	5,500	750	1,724	1,933	3,687	177	431,025	2,435
	UTAH.										
522	Ogden	16,313	6-18	5,390	300	2,096	2,074	4,170	173	586,218	3,504
523	Salt Lake City	53,531	6-18	14,428	584	6,090	6,494	12,584	145	1,429,801	9,860
	VERMONT.										
524	Barre	8,448	5-21	2,080	0	837	966	1,803	174	228,548	1,305
525	Burlington a	18,640	5-21	5,009	1,406	1,392	1,282	2,674	b 180	343,635	1,871
526	Rutland	11,499	5-21	3,106	565	764	817	1,581	175	263,200	1,504

* Statistics of 1893-99.

a Does not include kindergartens.

b The higher schools were in session 200 days.

TABLE 7.—Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1899-1900—Continued.

City.	Population, census of 1900.	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Number of days public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.	Average daily attendance in public day schools.
		School census age.	Children of school census age.		Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10	11
VIRGINIA.										
527 Alexandria.....	14,528	5-21	4,800	500	945	1,018	1,963	198	297,336	1,502
528 Danville.....	16,520	5-21	5,059	450	1,161	1,345	2,506	184	320,289	1,742
529 Lynchburg*.....	18,891	5-21	6,772	350	1,300	1,674	2,974	193	441,198	2,236
530 Manchester.....	9,715	5-21	2,800	—	—	—	—	—	—	—
531 Newport News.....	10,035	5-21	4,194	350	977	1,222	2,200	180	265,890	1,477
532 Norfolk*.....	40,624	5-21	15,000	—	1,688	1,655	3,343	195	530,046	2,677
533 Petersburg.....	21,810	5-21	7,618	500	1,425	1,836	3,261	180	432,160	2,512
534 Portsmouth*.....	17,427	5-21	4,518	500	912	1,115	2,027	187	293,525	1,575
535 Richmond.....	55,050	5-21	24,937	3,500	5,309	6,571	11,970	189	1,733,709	9,032
536 Roanoke.....	21,495	5-21	6,572	907	1,759	2,002	3,761	175	377,125	2,155
WASHINGTON.										
537 Seattle.....	80,671	5-21	14,507	810	4,959	5,790	10,749	192	1,536,511	7,951
538 Spokane.....	56,848	5-21	7,649	981	3,543	3,644	7,187	179	891,420	4,980
539 Tacoma.....	37,714	5-21	9,443	—	3,514	3,553	7,067	187	1,059,102	5,682
540 Walla Walla.....	10,049	5-21	2,569	352	1,076	1,143	2,219	197	229,448	1,134
WEST VIRGINIA.										
541 Charleston.....	11,069	6-21	3,572	—	1,277	1,394	2,671	175	334,075	1,900
542 Huntington.....	11,923	6-21	3,465	58	1,050	1,125	2,175	160	284,800	1,780
543 Parkersburg.....	11,703	6-21	4,035	200	1,383	1,560	2,943	182	407,158	2,232
544 Wheeling.....	38,878	6-21	10,882	1,550	2,780	2,949	5,729	198	829,620	4,190
WISCONSIN.										
545 Appleton.....	15,685	4-20	5,225	1,400	1,313	1,281	2,594	176	344,452	1,957
546 Ashland.....	13,074	4-20	3,995	900	1,111	1,152	2,263	190	320,340	1,686
547 Beloit.....	10,436	4-20	3,282	30	1,103	1,207	2,310	184	300,659	1,634
548 Chippewa Falls.....	8,094	4-20	3,290	553	1,568	1,712	3,280	180	216,180	1,201
549 Eau Claire.....	17,517	4-20	6,495	269	2,139	2,182	4,321	175	579,896	3,500
550 Fond du Lac.....	15,110	4-20	* 5,052	* 393	1,327	1,431	2,758	179	352,319	2,000
551 Green Bay.....	18,684	4-20	6,520	* 476	1,886	1,960	3,846	183	531,326	2,993
552 Janesville.....	13,185	4-20	3,543	500	1,216	1,205	2,421	180	342,638	1,908
553 Kenosha.....	11,606	4-20	3,947	742	826	878	1,664	188	242,896	1,232
554 La Crosse.....	28,895	4-20	10,031	915	2,744	2,843	5,587	197	868,573	4,409
555 Madison.....	19,164	4-20	5,337	864	1,530	1,515	3,045	189	451,440	2,508
556 Manitowoc.....	11,786	4-20	—	1,011	1,999	1,967	3,966	200	406,326	2,031
557 Marinette.....	16,195	4-20	5,476	336	1,914	1,841	3,755	* 178	a 555,958	3,011
558 Merrill.....	8,537	4-20	3,300	535	835	831	1,666	177	226,892	1,334
559 Milwaukee.....	285,315	4-20	98,499	22,146	21,007	20,042	41,049	195	5,979,675	30,665
560 Oshkosh.....	28,284	4-20	9,240	* 1,292	2,290	2,409	4,699	197	679,994	3,477
561 Racine.....	29,102	4-20	9,478	1,002	2,662	2,690	5,352	200	898,213	4,512
562 Sheboygan.....	22,962	4-20	8,588	1,259	2,186	2,162	4,348	196	671,496	3,326
563 Stevens Point.....	9,524	4-20	3,892	500	1,016	956	1,972	183	246,135	1,345
564 Superior.....	31,091	4-20	8,033	600	2,959	3,068	6,027	176	756,448	4,238
565 Watertown.....	8,437	4-20	3,361	810	606	559	1,165	200	180,200	901
566 Wausau.....	12,354	4-20	4,786	860	1,430	1,442	2,872	180	390,780	2,171
WYOMING.										
567 Cheyenne.....	14,087	—	—	150	630	642	1,272	175	161,794	920
568 Laramie.....	8,207	—	—	—	—	—	—	—	—	—

* Statistics of 1893-99.

a Estimated.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1899-1900.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
ALABAMA.													
1	Anniston	—	1	—	—	80	—	None.	—	—	—	3,835	\$200,000
2	Birmingham	4	0	5	1	10	11	None.	0	0	—	—	10,000
3	Huntsville	1	0	1	12	63	75	None.	0	0	11	3,000	—
4	Mobile	1	0	1	3	62	65	None.	0	0	—	2,000	135,000
5	Montgomery	1	0	1	—	—	—	None.	0	0	—	1,000	40,000
6	Selma	1	0	1	1	21	22	None.	0	0	3	—	—
ARKANSAS.													
7	Fort Smith	1	0	1	9	45	54	None.	—	—	8	2,400	260,000
8	Hot Springs*	1	0	1	5	27	32	None.	0	0	6	2,260	50,000
9	Little Rock	1	0	1	13	71	84	None.	0	0	15	4,807	317,000
10	Pine Bluff	3	0	3	10	23	33	None.	—	—	7	1,864	90,000
CALIFORNIA.													
11	Alameda	7	1	8	4	63	67	None.	0	1	8	2,928	190,000
12	Berkeley	1	0	1	10	60	70	None.	0	0	14	2,250	175,000
13	Fresno	3	0	3	8	40	48	7 to 10 inc.	0	0	5	2,451	170,500
14	Los Angeles	11	16	27	42	454	476	5 to 8 inc.	38	0	58	19,252	1,193,600
15	Oakland*	13	4	17	18	205	223	8 and 9.	1	2	19	11,006	1,000,000
16	Passadena	1	3	4	9	45	54	1 to 4.	1	0	7	2,775	200,000
17	Sacramento	4	1	5	5	129	134	—	6	1	15	4,120	310,000
18	San Diego	5	2	7	3	72	74	4 to 8 inc.	6	0	12	2,938	153,700
19	San Francisco	19	52	71	11	824	835	Polytechnic High School.	0	10	72	40,635	5,514,200
20	San Jose	8	3	11	3	85	88	None.	5	1	7	3,563	242,750
21	Stockton	2	2	4	14	52	66	9 to 11, inc.	0	1	13	2,682	263,602
COLORADO.													
22	Colorado Springs	3	3	6	9	72	81	None.	—	—	10	4,000	401,000
23	Cripple Creek (school district). Denver:	10	9	19	2	72	74	None.	0	0	17	4,600	200,000
24	District No. 1	14	15	29	22	236	258	All.	20	0	22	11,112	1,516,991
25	District No. 2	3	0	3	15	115	130	None.	5	0	14	6,807	675,000
26	District No. 7	1	2	3	1	23	24	1 to 12.	0	1	6	867	50,000
27	District No. 17	6	2	8	11	81	92	4 to 12.	0	0	12	4,200	*500,000
28	Leadville	2	1	3	5	33	38	None.	0	0	6	1,879	150,000
29	Pueblo:	—	—	—	—	—	—	—	—	—	—	—	—
30	District No. 1	2	0	2	5	64	69	4 to 6, inc.	—	—	7	2,462	250,000
31	District No. 20	1	0	1	3	64	67	5 to 10, inc.	3	—	9	—	a 203,000
CONNECTICUT.													
31	Ansonia	1	2	3	0	55	55	None.	0	1	6	2,548	128,000
32	Bridgeport	6	8	14	5	203	208	—	—	4	24	9,662	962,538
33	Bristol (town)	2	2	4	4	44	48	—	3	—	13	1,900	110,000
34	Danbury (town)	1	0	1	6	69	75	None.	0	0	13	3,305	175,000
35	Hartford	8	3	11	8	283	291	8 and 9.	14	2	22	10,375	2,296,132
36	Manchester (town)*	—	—	—	3	44	47	—	—	—	9	2,091	124,000
37	Meriden (town)	2	1	3	6	98	104	None.	0	1	19	4,488	234,989
38	Middletown	1	2	3	0	30	30	None.	1	4	—	1,300	150,000
39	Naugatuck (town)	1	1	2	6	32	38	6 to 9, inc.	3	1	5	*2,310	*225,000
40	New Britain	3	3	6	8	100	108	8 and 9.	8	3	11	3,600	500,000
41	New Haven	12	7	19	29	410	439	4 to 7, inc.	13	6	47	16,130	1,599,517
42	New London	1	3	3	2	65	67	7 and 8.	2	0	6	2,634	320,000
43	Norwalk (town)*	4	0	4	9	67	76	—	5	2	13	3,496	180,000
44	Norwich (central district). Stamford	1	0	1	2	38	40	—	5	0	5	1,300	140,000
45	—	13	2	15	5	87	92	8 and 9 and high school.	2	1	21	3,773	292,600
46	Torrington (town)	2	3	5	3	47	50	None.	0	0	9	1,650	163,487

* Statistics of 1898-99.

a Estimated.

TABLE 8.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1899-1900—Continued.*

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
CONNECTICUT—continued.													
47	Vermont (town)*	---	---	---	3	33	41	---	---	---	11	1,663	\$125,500
48	Wallingford (town)*	---	---	---	4	53	57	---	---	---	13	2,059	134,135
49	Waterbury	6	16	22	11	171	182	None.	0	1	16	6,611	779,088
50	Windham (town)...	2	2	4	5	31	36	None.	4	0	10	1,560	117,000
DELAWARE.													
51	Wilmington	2	3	5	5	242	247	High school.	0	0	29	11,083	675,505
DISTRICT OF COLUMBIA.													
52	Washington	*25	*45	*70	133	1,020	1,156	---	---	---	124	---	4,346,284
FLORIDA.													
53	Jacksonville*	3	2	5	7	84	91	---	0	0	12	4,339	64,720
54	Key West	4	0	4	4	22	26	None.	---	---	*12	*2,340	17,380
55	Pensacola*	1	0	1	6	33	39	---	---	---	11	2,200	49,160
56	Tampa	1	1	2	3	34	37	---	0	0	9	1,860	18,875
GEORGIA.													
57	Athens	1	0	1	4	30	34	1 to 7.	0	1	6	1,730	40,000
58	Atlanta	9	16	25	6	184	190	1 to 4, inc.	0	1	23	10,341	449,959
59	Augusta*	6	1	7	3	90	93	---	6	0	13	6,000	---
60	Brunswick	1	0	1	5	47	52	None.	---	---	9	*1,200	35,000
61	Columbus	2	1	3	11	47	58	1 to 8.	0	1	9	2,540	125,000
62	Macon (Bibb County).	2	1	3	13	137	150	None.	0	0	49	7,000	205,350
63	Savannah (Chatham County).	1	0	1	23	149	177	None.	0	---	49	9,000	393,000
ILLINOIS.													
64	Alton	1	1	2	5	37	42	---	0	---	8	---	---
65	Aurora; District No. 4 (west).	1	1	2	4	24	28	None.	---	---	3	1,170	93,106
66	District No. 5 (east).	1	4	5	4	58	62	None.	---	---	8	2,713	210,000
67	Belleville	4	0	4	13	50	63	None.	0	0	7	3,188	155,975
68	Bloomington*	4	2	6	5	86	91	---	---	---	13	4,200	350,000
69	Cairo	1	1	2	4	40	44	None.	0	0	11	1,975	153,500
70	Champaign	2	2	4	6	32	58	High school.	---	---	6	1,550	110,000
71	Chicago	153	137	295	327	5,184	5,511	High school and grammar grades.	91	38	329	238,184	22,650,475
72	Danville	2	1	3	8	60	68	None.	---	---	8	2,743	242,800
73	Decatur	2	2	4	8	76	84	None.	0	0	12	4,300	266,750
74	East St. Louis; District No. 1.	6	0	6	5	55	60	None.	0	---	5	2,500	340,000
75	District No. 2 (T. 2 N., R. 9 W.).	---	---	---	---	---	---	---	---	---	---	---	---
76	District No. 2 (T. 2 N., R. 10 W.).	1	0	1	1	3	4	None.	0	0	1	225	30,000
77	Elgin	1	2	3	8	95	103	None.	---	---	13	4,775	373,700
78	Evanston; District No. 1.	1	2	3	0	50	50	None.	2	---	6	1,500	250,000
79	District No. 2 (South Evanston).	1	2	3	0	25	25	None.	---	---	3	960	125,000
80	District No. 3 (North Evanston).	0	1	1	0	9	9	None.	---	---	1	300	*20,000

*Statistics of 1898-99.

TABLE 8.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1899-1900—Continued.*

City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13
ILLINOIS—cont'd.												
81 Freeport.....	1	1	2	3	43	49	None.	---	---	7	2,200	\$202,000
82 Galesburg.....	2	3	5	7	71	78	High school.	---	---	13	3,800	235,000
83 Jacksonville.....	1	6	7	4	50	54	None.	---	---	7	2,373	153,650
84 Joliet.....	2	3	5	4	114	118	None.	0	0	21	6,200	432,640
85 Kankakee.....	1	1	2	3	41	43	---	---	---	8	1,800	150,000
86 Kewanee.....	1	0	1	6	39	45	None.	0	0	6	1,700	110,000
87 La Salle.....	1	0	1	3	25	27	None.	0	0	5	1,000	80,000
88 Lincoln.....	1	0	1	3	31	34	None.	1	0	7	1,377	135,000
89 Mattoon.....	1	1	2	2	98	40	None.	---	---	8	1,971	117,600
90 Moline.....	3	9	12	4	74	78	7 and 8 and high school.	0	0	9	3,500	---
91 Ottawa.....	3	1	4	4	39	43	None.	0	0	6	1,860	70,000
92 Pekin.....	---	---	---	---	---	---	None.	0	3	15	8,566	850,000
93 Peoria.....	9	9	18	15	208	223	None.	0	3	15	4,425	290,000
94 Quincy.....	4	2	6	8	102	110	None.	0	1	15	5,793	339,609
95 Rockford.....	1	1	2	5	134	139	7 to 10, inc.	0	1	17	3,649	306,600
96 Rock Island.....	2	1	3	6	71	77	None.	0	0	10	2,650	462,000
97 Springfield.....	1	2	3	15	115	130	7 to 9, inc.	0	0	15	2,660	191,000
98 Streator.....	1	1	2	1	48	49	None.	---	---	10	---	---
99 Waukegan.....	---	---	---	---	---	---	---	---	---	---	---	---
INDIANA.												
100 Anderson.....	1	1	2	12	70	82	None.	0	0	11	3,820	240,000
101 Columbus.....	3	0	3	9	27	36	None.	0	0	7	1,800	125,000
102 Elkhart.....	1	2	3	6	58	61	None.	0	0	9	2,800	200,000
103 Elwood.....	---	---	---	---	---	---	None.	2	---	23	9,700	---
104 Evansville.....	12	24	36	18	181	199	None.	1	---	17	5,800	448,060
105 Fort Wayne.....	4	3	7	8	138	146	All grades.	1	---	16	1,750	135,000
106 Hammond.....	1	1	2	2	47	49	None.	4	---	6	1,900	173,300
107 Huntington.....	1	2	3	7	35	42	5 to 8, inc. and high school.	0	0	6	25,214	1,993,620
108 Indianapolis.....	10	18	28	63	541	604	---	1	1	56	---	---
109 Jeffersonville.....	1	0	1	7	40	47	None.	---	---	4	2,066	70,000
110 Kokomo.....	1	0	1	11	42	53	None.	---	---	7	2,000	143,376
111 Lafayette.....	8	3	11	1	69	70	None.	---	---	9	2,986	297,000
112 Logansport.....	1	1	2	10	55	65	None.	0	0	9	2,750	219,000
113 Marion.....	2	1	3	14	66	80	Primary grades.	---	---	15	3,000	262,000
114 Michigan City.....	---	---	---	---	---	---	None.	0	0	10	3,225	*167,500
115 Muncie.....	2	2	4	12	76	88	None.	2	0	14	3,650	214,269
116 New Albany.....	2	0	2	12	61	73	None.	---	---	5	1,800	---
117 Peru.....	1	0	1	7	33	40	None.	---	1	5	2,970	332,000
118 Richmond.....	3	1	4	10	75	85	1 to 7, inc.	3	0	10	---	---
119 South Bend.....	---	---	---	---	---	---	None.	20	0	21	7,000	498,550
120 Terre Haute.....	1	3	4	27	154	181	High school.	1	1	6	1,550	110,500
121 Vincennes.....	1	0	1	10	23	30	None.	---	---	6	2,000	175,000
122 Wabash.....	1	1	2	1	44	45	None.	0	0	4	---	---
123 Washington.....	2	0	2	12	22	34	---	---	---	---	---	---
IOWA.												
124 Boone.....	1	0	1	1	47	48	None.	---	---	7	2,360	120,000
125 Burlington.....	2	1	3	11	101	112	None.	5	0	12	4,800	219,000
126 Cedar Rapids.....	2	13	15	3	132	135	None.	---	---	14	4,300	300,000
127 Clinton.....	2	4	6	2	80	82	None.	---	1	13	3,700	---
128 Council Bluffs.....	2	6	8	4	127	131	None.	8	0	18	*4,866	350,000
129 Davenport.....	3	1	4	18	137	155	9 to 13, inc.	---	---	13	*5,900	514,000
Des Moines:	---	---	---	---	---	---	---	---	---	---	---	---
130 Capital Park.....	1	2	3	1	18	19	None.	0	---	4	472	20,000
131 East side.....	1	3	4	3	96	96	None.	0	0	10	3,600	296,500
132 West side.....	5	18	23	10	198	208	7 to 12.	---	---	22	6,700	---
133 Dubuque.....	3	3	6	16	115	131	None.	5	0	19	5,232	365,000
134 Fort Dodge.....	1	0	1	3	37	40	None.	0	0	7	1,800	159,000
135 Fort Madison.....	1	0	1	3	27	30	None.	---	---	5	1,400	90,000

* Statistics of 1898-99.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1899-1900—Continued.

City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13
IOWA—continued.												
136 Keokuk.....	1	0	1	4	54	58	None.	7	0	7	2,450	840,000
137 Marshalltown*.....	1	0	1	3	55	58	None.	0	0	9	2,450	150,000
138 Muscatine.....	1	0	1	3	45	51	None.	5	0	6	1,819	174,084
139 Oskaloosa.....	3	2	5	4	105	109	None.	0	0	10	4,000	358,000
140 Ottumwa.....	5	7	12	6	136	142	None.	0	0	24	6,000	750,000
141 Sioux City.....	1	3	4	1	23	24	None.	1	—	3	900	55,000
142 Waterloo.....	2	1	3	1	37	38	None.	0	0	5	1,460	90,000
143 Waterloo, Eastside.....												
KANSAS.												
144 Atchison.....	1	0	1	2	30	41	None.	0	0	7	2,401	155,000
145 Emporia.....	2	0	2	4	37	41	None.	—	—	8	1,800	115,000
146 Fort Scott.....	1	0	1	8	39	47	None.	0	0	8	2,200	115,000
147 Galena.....	1	2	3	4	36	40	None.	—	—	7	2,200	120,000
148 Hutchinson.....	2	1	3	31	132	163	None.	0	0	21	8,971	450,000
149 Kansas City.....	1	1	2	8	43	51	None.	0	0	8	3,300	175,000
150 Lawrence.....	0	3	3	4	61	65	None.	0	0	9	3,220	142,498
151 Leavenworth.....	1	0	1	6	35	41	1 and 2.	0	0	5	2,160	90,000
152 Pittsburg.....	1	0	1	22	119	141	None.	0	0	21	6,950	450,000
153 Topeka.....	2	1	3	8	80	88	None.	0	0	16	5,000	200,000
154 Wichita.....												
KENTUCKY.												
155 Bowling Green.....	1	1	2	5	18	23	None.	0	0	3	1,176	50,000
156 Covington.....	9	1	10	0	109	109	None.	5	0	7	4,027	200,500
157 Frankfort: White schools*.....	1	0	1	1	22	23	7 and 8 and high school.	1	0	1	1,250	44,800
158 Colored schools*.....	1	0	1	0	11	11	None.	1	0	1	600	90,000
159 Henderson.....	1	1	2	3	46	49	Primary.	5	—	6	1,600	120,785
160 Lexington*.....	9	6	15	3	75	78	Manual training high school.	0	9	67	3,400	1,203,235
161 Louisville.....	20	22	42	37	527	564					30,700	
162 Newport.....	2	6	8	—	—	—	None.	0	1	10	3,400	300,000
163 Owensboro.....	1	1	2	9	34	43	None.	0	0	6	2,200	*110,000
164 Paducah.....	1	0	1	10	45	55	None.	0	0	9	2,500	130,000
LOUISIANA.												
165 Baton Rouge.....	1	11	12	24	645	670	None.	14	0	71	26,000	1,500,000
166 New Orleans.....	4	2	6	9	28	37	None.	0	0	14	2,000	150,000
167 Shreveport.....												
MAINE.												
168 Auburn*.....	3	2	5	8	65	73	None.	—	1	33	2,820	200,000
169 Augusta.....	3	1	4	—	—	—	None.	0	0	19	—	*112,270
170 Bangor.....	0	1	1	8	102	110	None.	4	0	54	3,678	600,000
171 Bath.....	1	1	2	5	40	45	None.	0	0	15	2,250	125,000
172 Biddeford.....	2	1	3	6	38	44	None.	1	1	22	1,675	160,000
173 Lewiston.....	4	3	7	2	76	78	6 to 9.	3	2	21	*4,000	236,200
174 Portland*.....	—	—	—	13	152	165	—	—	—	—	—	340,000
175 Rockland*.....	—	—	—	3	31	34	—	—	—	—	—	80,391
176 Waterville.....	1	2	3	2	43	45	one.	—	2	8	*1,500	72,000
MARYLAND.												
177 Annapolis.....	—	—	—	—	—	—	In Polytechnic Institute, white and colored.	0	*16	*135	*74,031	2,775,097
178 Baltimore.....	5	59	64	159	1,579	1,738						

* Statistics of 1898-99.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1899-1900—Continued.

City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13
MARYLAND—cont'd.												
179 Cumberland.....					29	35						
180 Frederick.....	0	0	0	6	26	32	None.	0	0	5	1,490	\$27,300
181 Hagerstown.....												
MASSACHUSETTS.												
182 Adams (town).....	2	2	4	4	43	47	None.	0	0	9	2,226	125,000
183 Amesbury (town).....	0	0	0	2	33	35	None.	0	0	17	1,452	76,000
184 Arlington (town).....	1	3	5	1	36	37	7 to 9 inc.	0	0	6	1,570	192,010
185 Attleboro (town).....	1	3	4	6	50	56	None.	2	0	19	2,059	150,000
186 Beverly.....	3	0	3	3	61	64	None.		3	12	2,560	246,650
187 Boston.....	18	8	26	223	1,645	1,868	4 to 9.	75	20	242	81,779	16,000,000
188 Brocton.....	2	2	4	11	146	160	High school.	0	3	27	*6,980	500,000
189 Brookline (town).....	3	1	4	11	118	129	All grades.	11	2	17	3,935	1,692,000
190 Cambridge.....	17	10	27	19	351	370	High school.	12	7	41	15,850	1,847,252
191 Chelsea.....	2	2	4	8	119	127	None.	0	1	12	5,757	650,000
192 Chicopee.....	4	0	4	1	61	62	None.	2	5	14	2,906	250,000
193 Clinton (town).....	3	1	4	1	47	48	None.	0	1	14	2,462	200,306
194 Danvers (town).....	0	0	0	3	33	36	None.	0	0	9	1,800	127,000
195 Everett.....	2	3	5	7	125	132	5 to 8.	0	5	15	5,180	443,047
196 Fall River.....	2	3	5	25	265	390	High school.	3	56	51	15,489	1,752,450
197 Fitchburg.....	4	1	5	11	110	121	9 to 12, inc.	0	5	23	4,476	617,670
198 Framingham (town).....	2	1	3	4	56	60		0	1	18	2,626	175,800
199 Gardner (town).....	1	0	1	4	44	48	High school.	0	1	10	2,400	165,000
200 Gloucester.....	4	3	7	2	109	111	None.			22	5,200	400,000
201 Haverhill.....	2	2	4	8	151	159	5 to 12, inc.	1	5	35		649,850
202 Holyoke.....	11	9	20	11	161	172	High school.	5	7	a 20	6,537	825,000
203 Hyde Park (town)*.....				8	44	52						
204 Lawrence.....	10	5	15	14	196	210	High school.	0	38	30	8,540	750,000
205 Leominster (town)*.....				6	45	51						
206 Lowell.....	3	3	6	18	244	262	10 to 13, inc.	12	13	52	13,572	1,607,000
207 Lynn*.....	2	3	5	17	222	239	High school.	0	8	44	10,900	1,525,060
208 Malden.....	3	2	5	13	163	176	9th grade grammar, and high school.	5	2	18	6,966	849,696
209 Marlboro.....	1	2	3	2	70	72	None.	0	1	12	2,930	267,105
210 Medford.....	2	0	2	11	82	98	5 to 11, inc.	6	1	18	3,500	573,400
211 Melrose*.....				12	67	79						
212 Milford (town).....	1	0	1	2	39	41	None.			16	*1,600	*75,000
213 Natick (town).....	1	2	3	5	44	49	6 to 11, inc.			12	2,250	100,000
214 New Bedford.....	6	2	13	6	203	209	7 to 9, inc.	3	7	31	8,665	920,988
215 Newburyport.....	2	2	4	4	39	43	None.	0	1	13	1,885	100,000
216 Newton.....	1	0	1	17	169	186	8 and 9.	12	2	26	6,347	888,100
217 North Adams.....	4	6	10	5	90	95	8 and 9.	4	14	12	3,276	500,000
218 Northampton.....	2	4	6	5	80	85	5 to 7, inc.	3	5	20	3,200	389,300
219 Peabody (town).....	1	2	3	5	49	54	None.	2	2	8	*2,000	132,500
220 Pittsfield.....	4	1	5	9	107	116	None.	0	1	24	4,784	525,000
221 Plymouth (town).....	1	0	1	4	42	46	None.	0	0	29	1,970	119,000
222 Quincy.....	3	4	7	10	105	115	None.	0	3	11	6,000	459,900
223 Revere (town).....	4	0	4	1	51	52	None.	3	0	8	2,646	280,000
224 Salem.....	3	1	4	11	127	138	Grammar grades.	8	5	24	5,304	533,400
225 Somerville.....	4	5	9	23	240	263	10 and 11.	5	3	24	11,064	1,069,604
226 Southbridge (town).....	1	0	1	2	33	35	None.	0	4	10	1,309	116,080
227 Springfield*.....	10	12	22	9	266	275	4 to 9.	7	7	35	10,115	1,500,000
228 Taunton.....	2	1	3	12	117	120	None.	0	7	32	6,100	1,450,000
229 Wakefield (town).....	3	2	5	3	47	50	7 to 9, inc.			10	2,200	185,000
230 Waltham.....	4	1	5	6	74	80	6 to 11.	0	3	14	3,220	364,356
231 Ware (town).....	4	0	4	2	30	32	None.			12	1,220	101,170
232 Watertown (town).....	3	4	7	4	34	38	5 to 7, inc.	1	0	9	1,726	176,000
233 Webster (town).....								1			85,000	
234 Westfield (town).....	2	2	4	5	56	61	None.	3	1	16	2,240	250,000
235 Weymouth (town).....	2	0	2	10	47	57	None.	0	0	*20	*2,500	*196,500

* Statistics of 1898-99.

a Also 12 rented rooms.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1899-1900—Continued.

City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13
MASSACHUSETTS—continued.												
236 Woburn	2	1	3	5	63	68	1 to 4, inc.	0	1	14	3,203	\$242,574
237 Worcester	16	4	20	42	525	567	9 and first and second years of high school.	12	19	70	18,480	2,455,242
MICHIGAN.												
238 Adrian	1	2	3	2	33	38	None.	—	—	6	1,723	*147,000
239 Alpena	1	1	2	2	35	37	None.	—	—	8	1,820	79,069
240 Ann Arbor	1	2	3	8	58	66	None.	0	0	—	2,265	272,000
241 Battle Creek	3	7	10	6	70	76	None.	0	—	9	3,029	275,000
242 Bay City	1	7	8	7	106	113	7 to 10, inc.	0	0	11	4,818	310,000
243 Detroit	24	49	73	39	787	826	5 to 8, inc.	17	9	68	35,705	3,455,750
244 Escanaba	1	0	1	3	27	30	None.	—	0	4	1,375	100,000
245 Flint	1	1	2	7	53	60	7 to 9, inc.	—	—	9	2,206	*250,000
246 Grand Rapids	8	31	39	22	349	371	None.	11	—	35	16,500	*2,020,000
247 Iron Mountain	1	0	1	3	43	46	None.	0	0	6	2,150	130,000
248 Ironwood	1	2	3	2	49	51	None.	4	0	8	1,732	150,000
249 Ishpeming*	1	1	2	3	58	61	—	—	—	—	—	120,000
250 Jackson	1	2	3	8	79	87	None.	0	0	17	3,700	*175,000
251 Kalamazoo	1	1	2	3	98	101	5 to 12, inc.	7	1	12	4,500	500,000
252 Lansing	1	2	3	4	75	79	None.	—	—	13	*3,080	175,000
253 Manistee	1	2	3	7	74	81	None.	0	1	7	3,435	131,500
254 Marquette*	1	2	3	3	34	37	—	—	—	8	—	200,000
255 Menominee	2	3	5	3	51	54	6 to 8, inc., and high school.	5	—	8	2,415	175,000
256 Muskegon	3	2	5	2	99	101	3 to 12, inc.	8	—	19	4,050	330,000
257 Owosso	1	2	3	6	35	41	—	—	—	4	2,000	*125,000
258 Pontiac	1	1	2	4	27	31	—	0	0	7	1,368	110,000
259 Port Huron	1	0	1	2	72	74	None.	0	—	15	3,606	560,000
260 Saginaw: East side	1	2	3	12	125	137	5 and 6	0	—	13	5,432	421,906
261 West side	3	2	5	7	75	82	None.	0	0	12	4,000	248,469
262 Sault Ste. Marie	1	2	3	5	32	37	None.	0	0	6	1,727	120,000
263 Traverse City	2	2	4	4	42	46	None.	4	0	6	1,826	125,000
264 West Bay City*	1	0	1	5	55	60	—	—	—	—	—	150,000
MINNESOTA.												
265 Duluth*	—	—	—	11	234	245	—	21	0	31	—	1,800,593
266 Mankato	1	1	2	2	33	40	None.	—	—	5	1,560	—
267 Minneapolis	8	46	54	9	753	762	High school.	0	0	59	37,000	2,400,000
268 St. Cloud	1	0	1	3	30	33	5 to 8, inc.	0	0	6	1,309	82,000
269 St. Paul	13	26	39	32	509	541	High school.	27	0	46	21,535	2,575,123
270 Stillwater*	1	0	1	2	49	51	High school.	0	0	7	2,550	172,000
271 Winona	2	8	10	3	82	85	—	7	—	9	—	458,000
MISSISSIPPI.												
272 Meridian	3	4	7	2	45	47	None.	0	0	6	2,000	85,000
273 Natchez*	—	—	—	1	30	31	—	—	—	—	—	—
274 Vicksburg	4	1	5	3	41	44	None.	3	—	5	2,006	—
MISSOURI.												
275 Carthage	1	0	1	10	37	47	7 and 8 and high school.	0	0	8	2,190	110,000
276 Hannibal	2	2	4	4	54	58	None.	—	—	10	2,712	107,250
277 Jefferson City	1	0	1	7	17	24	None.	0	0	4	1,125	58,000
278 Joplin	1	1	2	12	71	83	None.	—	—	13	4,067	200,000
279 Kansas City	29	12	41	52	464	516	Manual training high school.	8	0	49	23,870	2,231,000

* Statistics of 1898-99.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1899-1900—Continued.

City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13
MISSOURI—cont'd.												
280 Moberly	1	1	2	10	27	37	7 and 8 and high school.	0	0	5	1,836	\$80,000
281 St. Joseph	3	1	4	12	180	192	None.	0	2	23	8,867	632,555
282 St. Louis	73	52	125	46	1,552	1,598	7 and 8. High school.	115	8	128	69,671	5,786,436
283 Sedalia	1	1	2	8	68	76	None.	0	0	11	3,540	250,000
284 Springfield	1	1	2	7	66	73	None.	0	0	11	4,400	210,000
285 Webb City	2	1	3	1	28	29	None.	0	0	4	1,320	55,000
MONTANA.												
286 Anaconda	8	6	14	3	116	118	None.	0	0	13	6,500	400,000
287 Butte	1	1	2	3	41	44	None.	0	0	10	2,000	200,000
288 Great Falls	1	4	5	2	41	43	None.	0	0	10	2,249	450,000
289 Helena *												
NEBRASKA.												
290 Lincoln	4	0	4	14	130	144	None.	14	1	18	5,185	435,797
291 Omaha	2	2	4	14	365	379	9 and 10.	27	3	35	17,322	1,713,165
292 South Omaha	2	2	4	4	81	85	None.	0	2	16	3,620	250,000
NEW HAMPSHIRE.												
293 Berlin	0	1	1	3	16	19	None.	0	0	6		32,775
294 Concord (Union district)	1	0	1	5	62	67	5 to 9, inc., and high school.	6	0	15	2,550	330,000
295 Dover	2	1	3	5	35	40	None.	0	1	12	1,597	* 137,390
296 Keene (Union district)	1	2	3	4	38	42	None.	0	1	13	1,565	111,500
297 Laconia	1	0	1	3	33	36	None.	0	0	11	1,442	111,000
298 Manchester	4	2	6	15	120	135	8 and 9.	0	4	24	5,504	884,056
299 Nashua	4	7	11	0	74	74	None.	3	0	21		308,433
300 Portsmouth	2	1	3	5	41	46	None.	4	0	10	1,748	167,500
301 Rochester	1	1	2	2	33	35	None.	0	0	14		* 91,000
NEW JERSEY.												
302 Atlantic City	2	1	3	4	75	79	5 to 10, inc.	0	0	6	3,355	215,000
303 Bayonne	8	2	10	0	128	128	None.	0	1	9	4,478	366,800
304 Bloomfield	4	4	8	4	39	43	None.	5	0	8	2,276	275,000
305 Bridgeton *				5	43	48					2,460	97,000
306 Camden	5	0	5	4	278	282	All grades.	3	0	30	12,162	590,423
307 East Orange				3	93	96				7	3,650	549,500
308 Elizabeth *	7	8	15	20	124	144		1	11	5	5,923	347,000
309 Hackensack *	1	0	1	6	37	43	Grammar.	4	0	5	1,648	94,000
310 Harrison				3	14	17	None.	0	2	2	800	40,000
311 Hoboken	8	1	9	1	184	185	6 to 9, inc.	7	1	13	7,959	* 361,500
312 Jersey City *	18	28	46	2	534	536	None.	2	7	30	23,627	1,575,044
313 Kearney *				4	33	37				5	2,094	131,000
314 Longbranch	1	3	4	2	50	52		1	10		* 3,384	253,300
315 Millville *	1	0	1	4	44	48	None.	0	0	8	2,592	82,500
316 Montclair	3	5	8	6	77	83	All grades below high school.	5	1	9	2,730	334,000
317 Morristown	1	0	1	0	35	35	None.	0	0	3	1,546	125,000
318 Newark	34	14	48	26	713	739	5 to 8, inc. and high school.	39	11	58	34,527	2,296,375
319 New Brunswick	2	0	2	3	59	62	None.	0	0	6	3,000	* 196,000
320 Orange	8	5	13	4	61	65	All grades.	5	0	6	3,223	260,000
321 Passaic	2	3	5	5	92	97	3 to 8, inc.	7	2	9	4,533	265,000
322 Paterson	20	4	24	0	330	330	7 and 8 and high school.	19	5	27	13,706	783,500
323 Perth Amboy	1	0	1	4	45	49	None.	1	0	6	2,552	161,000
324 Phillipsburg	1	0	1	5	35	40	2 to 6, inc.	0	0	6	1,722	100,000

* Statistics of 1898-99.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1899-1900—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	NEW JERSEY—continued.												
325	Plainfield	2	4	6	3	60	63	None.	5	0	7	* 2,272	\$232,000
326	Town of Union	5	1	6	4	45	49	From 3d yr. through high school.	2	---	3	2,484	145,000
327	Trenton *	---	---	---	6	197	203	---	---	---	25	8,597	506,927
328	West Hoboken	2	9	11	2	68	70	---	6	0	4	3,500	185,000
	NEW YORK.												
329	Albany	24	8	32	10	268	278	High school.	21	3	21	12,033	* 1,187,000
330	Amsterdam	2	0	2	8	51	59	None.	0	0	10	3,240	157,000
331	Auburn	2	7	9	4	108	112	None.	1	0	15	3,919	400,000
332	Batavia	1	0	1	0	36	36	None.	0	---	7	* 1,600	237,638
333	Binghamton	8	6	14	11	176	187	9 to 12, inc.	13	---	17	7,214	427,090
334	Buffalo	60	16	76	29	1,172	1,192	8 and 9.	12	15	83	54,616	3,486,874
335	Cohoes	1	0	1	2	68	70	8 to 9.	5	0	12	2,600	105,400
336	Corning	1	1	2	0	24	24	Primary.	0	0	2	1,412	146,650
337	Cortland	1	3	3	1	24	24	None.	1	0	4	1,100	40,000
338	Dunkirk	1	1	2	3	52	55	None.	0	1	9	2,664	190,000
339	Elmira	7	2	9	0	137	137	None.	0	0	12	6,789	564,000
340	Geneva	1	1	2	3	48	51	None.	4	0	5	1,350	134,053
341	Glens Falls *	1	2	3	0	37	37	5 to 8.	12	0	4	1,384	110,000
342	Gloversville	1	0	1	1	65	66	None.	5	0	9	3,490	* 151,843
343	Hornellsville	2	4	6	0	52	52	None.	12	0	5	2,150	125,000
344	Hudson	1	0	1	0	31	31	None.	0	0	3	1,528	89,000
345	Ithaca	3	1	4	6	46	52	6 to 8, inc.	0	0	7	2,130	215,000
346	Jamestown	1	1	2	6	112	118	All.	9	0	12	4,075	340,000
347	Johnstown	1	0	1	3	37	40	None.	0	0	5	2,300	153,637
348	Kingston:												
	Kingston school district.	1	2	3	8	37	45	None.	0	0	6	2,240	170,000
349	District No. 1	---	---	---	---	---	---	---	---	---	---	---	---
350	District No. 2	---	---	---	---	---	---	---	---	---	---	---	---
351	District No. 3 *	---	---	---	1	11	12	None.	0	0	1	500	27,150
352	District No. 4	1	0	1	1	8	9	None.	0	0	1	375	18,911
353	Lansingburg	1	1	2	1	67	68	None.	5	0	5	2,350	140,283
354	Littlefalls	1	0	1	4	26	30	First.	---	---	4	1,385	133,000
355	Lockport	1	0	1	4	69	73	None.	0	0	10	3,795	323,000
356	Middletown	1	2	3	5	49	54	None.	0	0	9	2,129	155,000
357	Mount Vernon	5	1	6	1	82	83	None.	2	1	0	4,218	463,100
358	Newburg	1	0	1	8	94	102	3 to 11, inc.	0	0	6	3,633	367,000
359	New Rochelle	2	8	10	3	64	67	None.	5	1	8	2,600	277,250
360	New York	256	493	729	785	9,061	9,826	Elementary, high, and truant schools.	112	54	502	426,090	52,093,519
361	Niagara Falls	4	3	7	3	81	84	None.	5	1	10	3,208	193,535
362	North Tonawanda	5	2	7	3	41	44	None.	4	0	5	1,700	* 200,000
363	Ogdensburg	1	1	2	3	51	54	---	---	---	11	2,714	139,725
364	Olean *	---	---	---	2	57	59	---	---	---	6	---	a 174,000
365	Oswego *	---	---	---	3	88	91	---	---	---	15	---	a 186,000
	Peekskill:												
366	District No. 7 (Drum Hill)	1	0	1	0	20	20	None.	1	0	3	750	46,200
367	District No. 8 (Oakside)	1	1	2	0	14	14	None.	0	0	1	720	60,000
368	Plattsburg	1	2	3	1	41	42	Primary.	1	0	8	1,793	78,819
369	Port Jervis	1	2	3	3	39	42	None.	---	---	5	2,000	121,000
370	Poughkeepsie	3	2	5	2	81	83	None.	0	0	13	3,600	209,000
371	Rochester	1	6	7	21	772	793	4 to 8, inc. in one school only.	21	2	50	20,393	1,364,000
372	Rome	1	3	4	2	42	44	None.	4	0	8	3,004	160,000
373	Saratoga Springs	2	0	2	3	57	60	None.	5	1	6	2,600	201,800
374	Schenectady	1	0	1	4	76	80	---	4	---	7	3,300	a 155,000
375	Syracuse	5	19	24	23	451	474	Primary, junior, and high.	18	5	39	19,133	1,752,000

* Statistics of 1898-99.

a Value of buildings and sites only.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1899-1900—Continued.

City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13
NEW YORK—cont'd.												
376 Troy	3	2	9	7	197	204	None.	3	0	21	8,580	\$550,000
377 Utica	5	4	11	5	219	226	5 to 9 inc.	13	1	27	8,018	747,000
378 Watertown	1	1	2	2	107	109	None.	0	0	13	4,100	227,000
379 Watervliet	1	2	3	1	36	37	None.	0	0	6	1,800	100,000
380 Yonkers	3	11	14	7	153	160	4 to 7 inc. and high schools.	9	4	14	5,806	864,000
NORTH CAROLINA.												
381 Asheville	3	4	7	4	32	33	3 and 4.	—	—	5	1,870	80,000
382 Charlotte	—	—	—	—	—	—	—	—	—	—	—	—
383 Greensboro	3	3	5	—	—	—	None.	0	0	6	1,630	50,000
384 Newbern	1	0	1	2	18	20	None.	0	0	3	1,300	20,000
385 Raleigh	—	—	—	—	—	—	—	—	—	—	—	—
386 Wilmington	—	—	—	—	—	—	—	—	—	—	—	—
387 Winston	—	—	—	—	—	—	—	—	—	—	—	—
NORTH DAKOTA.												
388 Fargo	—	—	—	—	—	—	—	—	—	—	—	—
OHIO.												
389 Akron	11	9	20	17	135	152	7 and 8.	7	1	12	—	750,000
390 Alliance	1	0	1	5	31	36	None.	0	0	6	1,700	138,500
391 Ashtabula	1	0	1	6	29	35	None.	—	—	6	1,650	117,000
392 Bellaire	1	0	1	4	34	38	None.	0	0	7	1,825	85,000
393 Cambridge	1	0	1	3	34	37	None.	0	0	5	1,765	120,000
394 Canton	4	1	5	19	124	143	None.	2	0	15	6,700	577,000
395 Chillicothe	0	0	0	10	54	64	None.	0	0	6	2,300	100,000
396 Cincinnati	55	2	57	140	811	951	—	0	6	52	45,000	*3,000,000
397 Cleveland	11	55	66	62	1,140	1,202	In all grades.	19	35	65	4,950,507	—
398 Columbus	11	41	52	27	411	438	None.	0	5	40	2,410,650	—
399 Dayton	15	14	29	28	338	366	7 and 8.	15	1	24	14,148	1,253,775
400 East Liverpool	1	0	1	7	53	60	None.	0	0	12	3,600	200,000
401 Elyria	1	0	1	3	35	38	1 to 6, inc.	—	—	6	1,500	100,000
402 Findlay *	1	0	1	8	68	76	—	—	—	13	—	236,000
403 Fremont	1	0	1	6	32	38	None.	3	—	6	1,400	80,000
404 Hamilton *	2	0	2	13	74	87	None.	—	9	4	4,600	255,000
405 Ironton	1	0	1	7	43	50	None.	—	6	—	2,500	*120,000
406 Lancaster	1	0	1	4	35	39	None.	0	0	4	1,400	110,000
407 Lima *	2	0	2	2	89	91	—	—	—	11	—	220,000
408 Lorain	3	1	4	4	48	52	—	—	7	—	2,460	130,000
409 Mansfield	2	2	4	4	78	82	None.	5	9	9	3,944	325,000
410 Marietta *	1	0	1	6	45	51	—	—	10	—	115,000	—
411 Marion *	1	0	1	1	46	47	—	—	8	—	145,000	—
412 Massillon	3	0	3	6	37	43	—	—	7	—	2,232	165,000
413 Middletown *	1	0	1	5	39	44	—	—	4	—	183,000	—
414 Newark	3	2	5	3	66	69	None.	—	13	—	197,000	—
415 Piqua	1	0	1	4	48	52	—	—	7	—	2,460	125,000
416 Portsmouth	2	1	3	4	59	63	None.	0	0	10	2,640	221,000
417 Sandusky	3	1	4	3	69	72	None.	0	1	8	3,207	300,000
418 Springfield	2	2	4	29	122	151	None.	0	0	17	—	450,000
419 Steubenville *	1	0	1	4	47	51	None.	0	1	6	2,288	151,000
420 Tiffin	2	0	2	2	34	36	None.	0	0	5	1,750	125,000
421 Toledo	11	11	22	28	381	409	5 to 8, inc.	0	1	38	21,039	1,479,000
422 Warren	2	2	4	8	34	42	None.	—	10	—	2,000	200,000
423 Wellston	1	0	1	10	22	32	None.	—	7	—	1,750	50,000
424 Xenia	1	0	1	5	40	45	None.	0	1	6	1,900	130,000
425 Youngstown	3	2	5	16	140	156	High school.	0	0	22	7,000	700,000
426 Zanesville *	1	0	1	5	88	93	—	—	17	—	3,900	—
OKLAHOMA.												
427 Guthrie	1	0	1	5	33	38	—	0	0	5	1,350	75,000
428 Oklahoma City *	3	1	4	3	24	27	None.	—	4	—	1,300	75,000

* Statistics of 1898-99.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1899-1900—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergarten.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
OREGON.													
429 Astoria		1	0	1	3	25	29	None.	0	0	5	1,000	\$60,000
430 Portland		12	6	19	35	259	294	.....	.....	3	29	13,000	1,075,503
PENNSYLVANIA.													
431 Allegheny *		23	3	26	13	354	367	In gram- mar grades.	10	13	27	16,000	2,122,918
432 Allentown		1	2	3	25	90	115	None.	0	2	15	5,650	704,516
433 Altoona		1	2	3	18	135	153	None.	0	0	12	7,350	500,000
434 Beaver Falls		1	0	1	2	41	43	None.	0	0	5	2,000	135,000
435 Braddock		1	6	7	2	46	48	None.	0	0	4	2,200	500,000
436 Bradford		1	1	2	8	54	62	8 to 12	1	.....	8	3,000	225,000
437 Butler		2	3	5	2	45	47	None.	.....	.....	4	2,333	200,000
438 Carbondale *		1	0	1	7	46	53	.....	.....	.....	10	2,066	178,000
439 Carlisle		1	1	2	9	25	34	.....	.....	.....	7	1,600	119,500
440 Chambersburg		1	0	1	7	23	35	None.	0	0	7	1,850	855,000
441 Chester		1	0	1	8	121	129	None.	0	0	21	5,385	509,000
442 Columbia		1	0	1	3	41	44	None.	0	1	6	2,100	76,800
443 Danville		1	0	1	4	23	27	None.	0	0	5	1,400	100,000
444 Dubois *		1	0	1	5	28	33	None.	0	0	5	1,600	80,000
445 Dunmore		1	0	1	5	45	50	None.	0	5	10	2,420	150,000
446 Duquesne		1	5	6	1	39	40	None.	0	0	5	1,200	120,000
447 Easton		2	0	2	*17	*56	*73	None.	0	0	16	4,792	550,650
448 Erie		1	17	18	7	194	201	None.	2	2	17	7,549	945,000
449 Harrisburg		1	0	1	29	161	190	None.	0	0	25	7,739	748,939
450 Hazleton		1	0	1	10	42	52	None.	0	0	8	2,700	505,000
451 Homestead *	2	41	43	4 to high school, inclusive.	.....	.....	4	1,800	.....
452 Johnstown		2	2	4	19	99	118	None.	3	0	20	6,000	502,000
453 Lancaster		0	0	2	11	108	119	None.	0	11	16	6,330	483,150
454 Lebanon		1	0	1	6	59	65	None.	0	0	12	3,000	300,000
455 McKeesport *		11	0	11	19	101	120	None.	0	2	11	5,265	424,000
456 Mahanoy City		1	0	1	7	35	42	None.	0	.....	6	2,250	112,000
457 Meadville		1	3	4	1	49	50	None.	.....	.....	4	2,300	175,000
458 Mount Carmel		1	2	3	6	31	37	None.	0	4	6	2,216	90,000
459 Nanticoke		1	0	1	11	32	43	None.	0	4	6	1,960	99,637
460 Newcastle		2	1	3	13	88	101	None.	0	0	11	4,650	333,193
461 Norristown		1	0	1	8	67	75	From sev- enth year, through high school	.....	.....	8	3,400	285,000
462 Oil City *	4	47	51	.....	.....	.....	9	1,800	.....
463 Philadelphia		*60	*94	*154	300	3,312	3,512	High schools	142	95	322	160,000	12,000,000
464 Phoenixville		2	0	2	2	26	28	None.	0	0	4	1,500	75,000
465 Pittsburg		30	13	43	20	908	928	Grammar grades.	22	0	85	50,000	4,300,000
466 Pittston		2	1	3	1	34	35	None.	.....	8	6	1,700	85,000
467 Plymouth		1	0	1	8	26	34	None.	.....	7	6	2,100	100,000
468 Pottstown		1	0	1	15	50	65	None.	0	0	21	3,200	178,918
469 Pottsville *	7	53	60	.....	.....	.....	10	3,000	.....
470 Reading		1	4	5	9	275	284	None.	0	3	44	12,825	882,500
471 Scranton *	28	275	303	.....	.....	.....	37	14,328	1,000,000
472 Shamokin *		1	1	2	15	61	76	In elemen- tary schools	.....	.....	8	3,500	300,000
473 Shenandoah		1	2	3	9	49	58	None.	0	12	10	3,240	130,000
474 Sharon		1	0	1	3	32	35	None.	0	1	6	1,650	65,000
475 South Bethlehem *		1	2	3	10	36	46	.....	.....	.....	6	1,948	192,000
476 Steelton		2	0	2	16	23	39	None.	0	0	6	2,116	297,897
477 Sunbury		1	0	1	10	33	43	None.	0	0	8	2,400	85,000
478 Titusville		1	0	1	2	40	42	None.	1	.....	5	1,750	107,867
479 Warren *		1	2	3	6	34	40	.....	.....	.....	6	1,800	215,181
480 Westchester		1	0	1	6	32	38	8 to 12, Inc.	0	0	4	1,504	150,000
481 Wilkesbarre		1	0	1	29	145	174	None.	0	16	20	9,150	525,000
482 Williamsburg		1	0	1	2	43	45	None.	0	0	3	2,350	300,000
483 Williamsport		1	1	2	18	93	111	None.	0	0	15	5,896	350,000
484 York		1	0	1	20	85	105	None.	0	6	12	4,723	475,110

* Statistics of 1898-99

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1899-1900—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
RHODE ISLAND.													
435	Central Falls	1	3	4	2	51	53	None.	0	2	9	2,147	\$169,000
436	Cranston (town)	1	2	3	3	49	57	None.	4	0	16	2,200	*175,000
437	Cumberland (town)*	1	1	2	5	32	37	None.	0	4	14	2,000	63,000
438	East Providence (town)	1	0	1	3	53	56	-----	0	0	17	2,292	17,800
439	Lincoln (town)	1	0	1	10	80	90	Intermediate, grammar, and high school	5	4	14	3,492	441,308
440	Newport	1	0	1	10	80	90	Intermediate, grammar, and high school	5	4	14	3,492	441,308
491	Pawtucket	7	4	11	4	132	133	None.	6	6	23	5,617	651,596
492	Providence	2	9	11	51	570	621	High school.	20	23	95	27,385	2,622,156
493	Warwick (town)	2	2	4	4	85	89	7 to 9, inc.	2	6	24	3,710	275,000
494	Woonsocket	2	2	4	4	85	89	7 to 9, inc.	2	6	24	3,710	275,000
SOUTH CAROLINA.													
495	Charleston	6	6	12	6	90	96	None.	0	0	6	7,213	150,000
496	Columbia	1	0	1	6	31	37	None.	0	0	5	1,875	44,000
497	Greenville	1	0	1	4	23	27	None.	0	0	4	1,500	32,734
498	Spartanburg	1	0	1	4	22	26	None.	0	0	5	*2,400	35,000
SOUTH DAKOTA.													
499	Sioux Falls	2	1	3	1	49	50	All grades.	0	0	9	2,007	275,000
TENNESSEE.													
500	Chattanooga	5	2	7	5	73	83	None.	-----	-----	7	-----	325,000
501	Clarksville	1	0	1	3	22	25	-----	-----	-----	2	1,200	39,800
502	Jackson	5	2	7	4	20	34	None.	-----	-----	3	2,000	51,750
503	Knoxville	6	1	7	15	69	84	None.	0	0	13	3,600	180,000
504	Memphis	1	0	1	19	189	208	None.	0	1	23	8,822	431,179
505	Nashville	20	1	21	24	177	201	None.	0	1	18	9,555	472,240
TEXAS.													
506	Austin	2	1	3	16	63	79	9 to 11, inc.	0	0	12	3,369	190,263
507	Beaumont	1	0	1	7	26	33	None.	0	0	5	1,470	82,000
508	Corsicana	1	0	1	20	94	114	None.	0	0	15	6,117	293,975
509	Dallas	1	0	1	4	38	42	None.	-----	-----	9	2,017	199,290
510	Denison	1	0	1	4	34	38	-----	2	-----	6	1,380	132,810
511	El Paso	1	0	1	4	34	38	-----	2	-----	6	1,380	132,810
512	Fort Worth	1	2	3	21	65	86	None.	0	0	13	4,280	*238,700
513	Galveston	1	0	1	20	94	114	None.	0	0	9	4,937	478,070
514	Houston	1	0	1	39	104	134	None.	0	0	15	6,127	500,000
515	Laredo	1	0	1	1	20	21	None.	0	0	8	600	12,000
516	Palestine	1	0	1	10	19	29	Primary.	0	0	6	996	64,100
517	Paris	1	0	1	37	94	131	None.	0	0	21	6,984	317,417
518	San Antonio	1	1	2	3	33	36	None.	0	0	5	1,656	85,000
519	Sherman	1	0	1	7	23	30	-----	-----	-----	5	1,500	50,000
520	Tyler *	1	0	1	13	54	67	None.	0	0	12	3,397	286,600
521	Waco	1	0	1	13	54	67	None.	0	0	12	3,397	286,600
UTAH.													
522	Ogden	5	1	6	18	74	92	1 to 4, inc.	0	0	23	4,650	351,559
523	Salt Lake City	16	19	26	18	241	259	None.	0	0	27	11,329	1,041,304
VERMONT.													
524	Barre	1	0	1	3	31	34	None.	0	0	7	1,625	105,600
525	Burlington *	2	1	3	2	61	63	-----	4	2	13	-----	349,700
525	Rutland	3	3	6	2	52	54	None.	2	0	11	*2,101	163,200

*Statistics of 1898-99.

TABLE 8.—Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1899-1900—Continued.

City.	Supervising officers.			Regular teachers.			Grades in which manual training is given, if any.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
	Male.	Female.	Total.	Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13
VIRGINIA.												
527 Alexandria	2	1	3	9	24	33	None.	---	---	5	1,850	\$37,000
528 Danville	2	0	2	7	46	53	None.	0	0	5	2,500	58,200
529 Lynchburg*	4	2	6	9	52	61	---	---	---	5	5,100	100,000
530 Manchester	1	0	1	3	33	36	---	1	0	3	1,200	60,000
531 Newport News	2	2	4	7	59	65	High school.	0	0	11	3,500	200,000
532 Norfolk*	1	0	1	2	51	53	---	0	0	9	3,150	75,000
533 Petersburg	1	0	1	4	33	37	---	0	0	4	1,771	41,000
534 Portsmouth*	19	0	19	9	229	238	None.	0	0	19	11,455	442,500
535 Richmond	9	0	9	12	45	57	None.	0	0	8	5,650	135,000
536 Roanoke												
WASHINGTON.												
537 Seattle	11	2	13	22	269	295	High school.	1	0	24	9,200	829,000
538 Spokane	5	5	10	9	137	146	None.	9	0	16	5,870	692,525
539 Tacoma	9	12	21	11	148	159	None.	0	0	19	6,650	848,060
540 Walla Walla	3	2	5	4	26	30	None.	1	2	4	2,081	181,178
WEST VIRGINIA.												
541 Charleston	1	0	1	7	51	58	None.	---	---	7	---	179,825
542 Huntington	1	3	4	2	48	50	None.	0	0	7	2,195	111,775
543 Parkersburg	3	0	3	13	49	62	None.	0	0	15	---	221,000
544 Wheeling	*6	*1	*10	*8	*130	*138	None.	0	0	*12	*6,300	800,000
WISCONSIN.												
545 Appleton	6	2	8	5	64	69	High school.	4	1	8	3,800	297,105
546 Ashland	1	1	2	2	43	45	None.	0	0	14	2,195	155,000
547 Beloit	1	2	3	3	49	52	None.	3	0	9	2,263	160,000
548 Chippewa Falls	1	0	1	6	29	35	1 and 2.	0	0	8	1,310	93,000
549 Eau Claire	1	1	2	12	86	98	7 and 8 and high school.	0	0	15	4,000	177,780
550 Fond du Lac	2	1	3	4	55	59	High school.	5	0	10	2,360	193,800
551 Green Bay	1	0	1	7	69	76	None.	0	0	13	3,679	*183,324
552 Janesville	2	0	2	6	45	54	High school.	0	0	8	*2,240	202,500
553 Kenosha	2	1	3	5	32	37	None.	---	---	6	1,560	116,500
554 La Crosse	1	2	3	9	119	128	None.	0	0	24	5,482	248,137
555 Madison	2	2	4	2	63	65	None.	---	---	9	2,696	230,000
556 Manitowoc	*3	*0	*3	7	26	43	None.	0	0	4	1,935	134,040
557 Marinette*	1	0	1	7	54	61	None.	5	0	6	---	136,736
558 Merrill	1	0	1	7	23	35	None.	0	0	6	1,900	51,300
559 Milwaukee	41	8	49	53	757	815	None.	43	0	79	39,944	2,982,419
560 Oshkosh	6	0	6	16	105	121	5 to 12.	9	2	10	*3,500	*250,000
561 Racine	1	1	2	16	104	120	None.	9	0	10	5,072	402,000
562 Sheboygan	8	1	9	19	93	112	None.	7	0	*14	*4,060	200,000
563 Stevens Point	1	2	3	2	47	49	None.	4	0	8	1,985	102,000
564 Superior	4	6	10	11	136	147	Superior.	9	0	19	5,600	409,000
565 Watertown	1	0	1	2	26	28	None.	0	0	4	1,300	78,000
566 Wausau	1	3	4	7	56	63	None.	7	0	9	3,000	185,600
WYOMING.												
567 Cheyenne	1	0	1	1	26	27	None.	---	---	5	1,000	134,753
568 Laramie												

* Statistics of 1898-99.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1899-1900.

	City.	Receipts for the school year 1899-1900.					Amount available for use during the year. ^a
		From State appropriation or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
ALABAMA.							
1	Anniston						
2	Birmingham	\$10,020	\$21,086	\$6,745	\$14,844	\$52,695	\$59,149
3	Huntsville	3,000	4,000			7,000	7,000
4	Mobile						
5	Montgomery	6,546	23,109		362	30,017	62,209
6	Selma	3,200	10,000		4,000	17,200	18,200
ARKANSAS.							
7	Fort Smith	(15,893)			56,932	72,825	92,058
8	Hot Springs *	28,519			24,552	53,071	71,581
9	Little Rock	12,402		62,235	1,184	75,851	75,930
10	Pine Bluff					24,805	31,189
CALIFORNIA.							
11	Alameda	37,840	28,852	24,950	77	91,719	97,820
12	Berkeley	30,832	26,621	20,580	1,500	79,533	79,533
13	Fresno	16,607	22,092	10,075	1,488	50,262	61,934
14	Los Angeles	254,666	106,361	184,321	1,523	546,871	597,326
15	Oakland *	129,865	52,539	93,724	1,595	277,723	283,643
16	Pasadena	29,216	14,657	29,265	450	73,688	76,734
17	Sacramento	49,544	44,839	28,137		122,520	128,993
18	San Diego	28,310	34,388	19,003	502	82,203	90,545
19	San Francisco	767,225	468,312	56,555		1,290,092	1,290,092
20	San Jose	52,737	33,327	29,368	2,466	117,898	122,378
21	Stockton	28,598	34,327	21,498	781	85,204	94,194
COLORADO.							
22	Colorado Springs	21,523		97,164	21,056	139,746	155,784
23	Cripple Creek school district.	15,000	120,000	5,000		140,000	205,000
	Denver:						
24	District No. 1		201,547	123,416	5,882	420,845	507,700
25	District No. 2	5,000		164,059	1,800	170,859	189,146
26	District No. 7	9,056		25,540	224	29,820	31,421
27	District No. 17	53,816	69,425		14,952	138,193	142,802
28	Leadville		23,313	16,934	14,908	55,240	112,820
	Pueblo:						
29	District No. 1	21,638		60,473	18,222	100,343	108,476
30	District No. 20						
CONNECTICUT.							
31	Ansonia	6,945	29,891			36,836	36,836
32	Bridgeport	107,861	135,100			242,961	242,961
33	Bristol (town)	4,611	23,079		429	28,119	33,543
34	Danbury (town)	10,692	33,017		2,348	46,057	
35	Hartford	35,444	62,000	188,531	160,957	446,932	548,745
36	Manchester (town)*	5,090	28,030	3,272	1,094	37,596	37,596
37	Meriden (town)	14,688	63,429			78,117	78,117
38	Middletown	4,315	21,838	11,267	3,086	40,606	48,333
39	Naugatuck (town)*	13,783	25,026	16,652	501	47,942	
40	New Britain	12,980	71,005		2,968	87,553	
41	New Haven		388,289			388,289	394,746
42	New London	7,670	38,500		1,164	47,334	47,334
43	Norwalk (town)*	10,163	38,544	15,918		64,625	79,000
44	Norwich (central district)	6,896	29,247		1,263	37,406	43,742
45	Stanford	10,138	89,500		1,963	101,601	101,601
46	Torrington (town)	6,587	30,059	3,262		39,908	
47	Vernon (town)*	4,295	18,637			23,701	
48	Wallingford (town)*	4,579	17,373			42,748	
49	Waterbury	22,624	132,536		1,977	177,137	352,137
50	Windham (town)*	4,529	35,000		2,878	42,407	42,407
DELAWARE.							
51	Wilmington	20,817	175,040	695	23,733	220,290	258,005

* Statistics of 1898-99.

^a Includes balances brought forward, receipts from loans, etc.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1899-1900—Continued.

	City.	Receipts for the school year 1899-1900.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
DISTRICT OF COLUMBIA.							
52	Washington					\$1,228,153	\$1,228,153
FLORIDA.							
53	Jacksonville*	\$8,122		\$45,920	\$3,571	57,613	57,613
54	Key West	2,313		9,323	55	11,691	11,691
55	Pensacola*	2,500		13,347		18,847	18,847
56	Tampa*	6,209		30,343	14,474	51,026	54,747
GEORGIA.							
57	Athens	6,623	\$11,316	299		18,238	18,483
58	Atlanta	38,577	106,919			147,496	147,496
59	Augusta*	36,745		45,711	12,230	94,686	94,686
60	Brunswick	9,621	1,935	1,795	550	14,296	14,296
61	Columbus	9,230	19,200			28,430	
62	Macon (Bibb County)	32,860		47,817	2,385	83,062	83,062
63	Savannah (Chatham County)	36,636		75,000	5,398	116,974	137,443
ILLINOIS.							
64	Alton	2,822	26,346	3,386	443	32,997	49,712
	Aurora:						
	District No. 4 (west)					29,000	32,729
65	District No. 5 (east)	3,747	61,000		500	65,207	
66	Belleville	3,516	55,673		478	59,661	77,311
68	Bloomington	5,113	102,037		1,361	108,511	128,372
69	Cairo	2,193		29,153	50	31,396	32,227
70	Champaign	2,136	34,420		204	36,750	
71	Chicago	282,781	6,775,747		639,968	7,698,496	8,787,583
72	Danville	3,213		51,214	712	55,139	79,063
73	Decatur	5,081	68,937		5,536	79,554	112,924
	East St. Louis:						
74	District No. 1	3,705			94,302	98,007	99,307
75	District No. 2 (T. 2 N., R. 9 W.)						
76	District No. 2 (T. 2 N., R. 10 W.)	500	8,000			8,500	11,000
77	Elgin	3,370	111,882	1,650	421	117,323	199,624
	Evanston:						
78	District No. 1		60,906		2,346	63,252	71,417
79	District No. 2 (South Evanston)	506	25,526		333	26,365	37,030
80	District No. 3 (North Evanston)	67		9,529		9,596	11,202
81	Freeport	2,559	45,931		866	49,325	92,386
82	Galesburg	3,393	81,236		543	85,172	86,563
83	Jacksonville	2,850	58,632	40		61,522	98,836
84	Joliet	7,918	60,253		3,806	71,977	127,506
85	Kaukaee	2,313	32,049	293	460	35,115	38,056
86	Kewanee	1,200		23,000	771	27,971	39,971
87	Lasalle	8,000	15,280	7,420	300	31,000	37,000
88	Lincoln	2,000	26,000		150	28,150	78,200
89	Mattoon	2,704	39,555		410	42,669	81,923
90	Moline					97,276	130,663
91	Ottawa	2,100	33,377		152	35,629	44,823
92	Pekin						
93	Peoria	15,192	261,626		1,106	277,924	322,870
94	Quincy	7,963	85,000		400	93,363	93,996
95	Rockford	6,622	2,317	113,342		121,681	313,139
96	Rock Island	3,388	62,681		1,037	67,106	126,260
97	Springfield	6,897	116,251	1,047	893	125,028	130,519
98	Streator	3,642	37,383		114	41,139	41,139
99	Waukegan						
INDIANA.							
100	Anderson					72,854	111,490
101	Columbus						
102	Elkhart	13,769	31,456			45,225	60,225
103	Elwood						

* Statistics of 1898-99

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1899-1900—Continued.

	City.	Receipts for the school year 1899-1900.					Amount available for use during the year.
		From State appropriation or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
INDIANA—continued.							
104	Evansville					\$163,873	\$163,873
105	Fort Wayne					121,957	206,774
106	Hammond					41,328	61,324
107	Huntington					19,091	37,853
108	Indianapolis	\$160,591	\$562,587		\$41,730	764,888	824,946
109	Jeffersonville	8,830	22,608			31,438	31,438
110	Kokomo	9,793	32,912		1,243	43,948	69,245
111	Lafayette	17,512	58,350	\$557		76,419	129,063
112	Logansport	17,594	22,775		2,764	43,133	67,409
113	Marion	14,975		44,935	14,850	74,760	94,043
114	Michigan City						
115	Muncie*	14,918	25,775	24,411		65,104	112,004
116	New Albany	15,542	27,525		11,416	54,483	87,803
117	Peru						
118	Richmond	13,056	60,055		2,390	75,501	102,389
119	South Bend						
120	Terre Haute	40,252	4,024	113,155	1,711	159,142	202,111
121	Vincennes					23,323	59,833
122	Wabash				689	25,113	
123	Washington						
IOWA.							
124	Boone						36,000
125	Burlington	8,456		83,602	352	91,810	100,129
126	Cedar Rapids	8,825	95,123		498	104,446	156,382
127	Clinton	5,937	71,561		507	78,005	84,014
128	Council Bluffs	7,377		87,581		94,958	191,073
129	Davenport	14,120		159,087	7,509	180,716	180,716
	Des Moines:						
130	Capital Park					13,000	13,000
131	East side	7,357	58,121		529	66,007	75,885
132	West side						
133	Dubuque	11,897		99,689	202	111,779	112,492
134	Fort Dodge	3,148		28,871		32,019	58,516
135	Fort Madison	3,333		23,223		31,556	31,556
136	Keokuk						
137	Marshalltown*	3,490	45,719			49,218	
138	Muscatine	4,951		45,642	1,754	52,347	53,198
139	Oskaloosa	3,260		39,547	619	44,426	45,810
140	Ottumwa	4,087	70,928		459	75,454	75,647
141	Sioux City	10,484	92,677		367	103,528	137,004
142	Waterloo	1,532	15,457		132	17,121	23,000
143	Waterloo, east side	2,790			17,547	20,337	31,290
KANSAS.							
144	Atchison	5,018		30,225	1,242	36,485	41,229
145	Emporia	2,574	29,909		531	33,015	46,045
146	Fort Scott	6,188	19,815	1,411		27,414	32,228
147	Galena						
148	Hutchinson	2,600	22,030		4,600	29,230	29,100
149	Kansas City	127,285				127,285	127,285
150	Lawrence	3,140	23,035		1,457	27,632	
151	Leavenworth	6,144	49,335		1,809	57,288	63,880
152	Pittsburg	5,887		24,599	75	30,561	35,218
153	Topeka	10,367		147,071	2,379	159,817	177,710
154	Wichita	5,742	64,359			70,101	
KENTUCKY.							
155	Bowling Green	2,399	10,422		60	12,881	14,992
156	Covington	17,942	64,583		6,411	88,939	163,557
	Frankfort:						
157	White schools*						
158	Colored schools*	5,767	5,945		6,275	17,987	
159	Henderson*	6,689	28,724		47	35,460	40,335
160	Lexington*	20,929	41,011		906	62,846	86,171
161	Louisville	93,576	447,274		7,046	547,896	673,894
162	Newport	15,328	36,236		555	52,119	53,563
163	Owensboro	4,427	19,817	147	1,556	26,947	50,054
164	Paducah*	11,762	32,868		236	44,866	57,147

* Statistics of 1898-99.

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	1	2	3	4	5	6	7
LOUISIANA.							
165	Baton Rouge						
166	New Orleans	\$55,878	\$110,000	\$30,428	\$291,856	\$478,162	\$478,162
167	Shreveport*					16,000	16,000
MAINE.							
168	Auburn						
169	Augusta	16,208	12,916		746	29,870	35,167
170	Bangor	15,175	42,000		934	58,109	58,109
171	Bath	6,734	18,450	4,250	115	29,549	29,549
172	Biddeford	13,553	17,000	250	51	30,854	30,854
173	Lewiston	20,286	29,000		425	49,711	49,711
174	Portland*	28,803	75,927			104,730	104,730
175	Rockland*	5,336	11,000		2,300	18,636	18,636
176	Waterville	7,984	19,500		127	27,611	27,611
MARYLAND.							
177	Annapolis						
178	Baltimore	327,146	1,077,698		4,571	1,409,415	1,409,415
179	Cumberland						
180	Frederick						
181	Hagerstown						
MASSACHUSETTS.							
182	Adams (town)		37,266			37,266	37,266
183	Amesburg (town)		23,000		60	23,060	23,060
184	Arlington (town)		37,140		864	38,004	38,004
185	Attleboro (town)		41,189		446	41,635	41,635
186	Beverly		53,970		500	54,520	54,520
187	Boston					3,638,804	3,638,804
188	Brockton		125,100		1,741	126,841	126,841
189	Brookline (town)		139,729		83,221	222,950	222,950
190	Cambridge		391,119		5,672	396,791	396,791
191	Chelsea		112,950		6,175	119,125	119,125
192	Chicopee		49,272			49,272	49,272
193	Clinton (town)		41,500			41,500	41,500
194	Danvers (town)		29,899	1,551		31,450	31,450
195	Everett		145,787		2,083	147,870	147,870
196	Fall River*		215,737			214,921	214,921
197	Fitchburg		118,262		568	118,830	118,830
198	Frammingham (town)		49,575	1,119	231	50,925	50,925
199	Gardner (town)		35,200			35,200	35,200
200	Gloucester		90,170			90,170	90,170
201	Haverhill		126,000		558	126,558	126,558
202	Holyoke		171,334		2,680	174,014	174,014
203	Hydepark (town)*					38,839	38,839
204	Lawrence		165,728		121	165,849	165,849
205	Leominster (town)*					31,635	31,635
206	Lowell		350,285		6,054	356,339	356,339
207	Lynn*		236,977			236,977	236,977
208	Malden		207,398		4,580	211,918	211,918
209	Marlboro		56,800		100	56,900	56,900
210	Medford		95,126			96,126	96,126
211	Melrose*					54,677	54,677
212	Milford (town)		30,000		45	30,045	30,045
213	Natick (town)		36,475		576	37,051	37,051
214	New Bedford		218,293			218,293	218,293
215	Newburyport		31,000		1,102	32,102	32,102
216	Newton		180,497			180,497	180,497
217	North Adams		80,000			80,000	80,000
218	Northampton		61,800	998	635	63,433	63,433
219	Peabody (town)		36,200		740	36,940	36,940
220	Pittsfield		104,074			104,074	104,074
221	Plymouth (town)		36,782		26	36,808	36,808
222	Quincy		97,000		40	97,040	97,040
223	Revere (town)		98,800			98,800	98,800
224	Salem		126,764	1,553	867	129,184	129,184

* Statistics of 1898-99.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1899-1900—Continued.

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	1	2	3	4	5	6	7
MASSACHUSETTS—continued.							
225	Somerville.....	\$333,068	\$333,068	\$333,068
226	Southbridge (town).....	27,800	\$139	28,239	30,612
227	Springfield *.....	.....	666,932	.....	1,751	668,683	668,683
228	Taunton.....	.....	152,000	.....	2,177	154,177	154,177
229	Wakefield (town).....	.....	37,225	.....	1,007	38,232	38,232
230	Waltham.....	.....	96,306	.....	.....	96,306	107,306
231	Ware (town) *.....	.....	.....	.....	.....	22,200	.....
232	Watertown (town).....	.....	40,500	.....	34	40,534	40,534
233	Westfield (town).....	.....	48,675	.....	6,334	55,009	62,055
234	Webster (town) *.....	.....	.....	.....	.....	12,259	.....
235	Weymouth (town).....	.....	43,328	.....	773	44,101	44,101
236	Woburn.....	.....	56,770	.....	440	57,210	57,210
237	Worcester.....	.....	550,000	.....	2,772	552,772	867,015
MICHIGAN.							
238	Adrian.....	\$9,727	24,343	\$605	1,327	30,002	32,928
239	Alpena.....	.....	19,081	6,826	.....	25,908	32,842
240	Ann Arbor.....	3,923	42,678	1,273	6,068	53,942	61,994
241	Battlecreek.....	3,650	60,027	2,200	1,246	67,123	67,123
242	Bay City.....	13,815	76,035	.....	890	90,740	106,343
243	Detroit.....	116,456	736,746	.....	30,718	883,920	1,082,963
244	Escanaba.....	3,871	14,043	4,632	30	22,576	55,358
245	Flint.....	4,427	51,037	331	2,921	58,716	61,459
246	Grand Rapids.....	28,720	248,340	.....	41,136	328,196	407,559
247	Iron Mountain.....	4,210	40,831	109	344	45,494	54,994
248	Ironwood.....	8,029	35,858	.....	3,556	47,443	87,093
249	Ishpeming.....	.....	.....	839	857	71,271	74,034
250	Jackson.....	8,633	60,942	.....	.....	89,742	95,667
251	Kalamazoo.....	8,452	78,125	702	2,463	64,672	89,545
252	Lansing.....	6,654	57,018	316	684	56,697	84,598
253	Manistee.....	7,074	48,508	169	946	33,753	33,971
254	Marquette *.....	4,337	29,412	.....	4	49,992	54,772
255	Menominee.....	8,356	41,041	.....	595	86,417	117,387
256	Muskegon.....	9,795	44,056	23,715	8,851	31,427	32,927
257	Owosso *.....	3,468	27,136	.....	823	27,933	29,873
258	Pontiac.....	2,589	20,771	2,893	.....	47,375	51,390
259	Port Huron.....	8,577	38,200	.....	598	.....	.....
260	Saginaw:	.....	.....	.....	.....	.....	.....
261	East side.....	11,875	84,530	82	2,861	60,414	69,831
262	West side.....	7,891	59,850	79	1,594	40,975	64,589
263	Sault Ste. Marie.....	3,294	37,631	.....	.....	34,313	42,313
264	Traverse City.....	3,071	30,165	.....	1,077	.....	.....
265	West Bay City.....	.....	.....	.....	.....	.....	.....
MINNESOTA.							
265	Duluth *.....	27,335	.....	217,695	5,597	250,627	439,728
266	Mankato.....	.....	.....	.....	.....	.....	.....
267	Minneapolis.....	130,615	578,663	.....	15,062	723,749	1,063,512
268	St. Cloud.....	3,722	25,902	.....	273	29,897	29,897
269	St. Paul.....	.....	.....	.....	.....	495,000	495,000
270	Stillwater *.....	10,078	38,535	538	.....	49,151	50,211
271	Winona.....	14,006	52,213	7,029	2,164	76,012	132,742
MISSISSIPPI.							
272	Meridian.....	5,800	14,000	.....	350	20,150	28,750
273	Natchez *.....	.....	.....	.....	.....	13,674	.....
274	Vicksburg *.....	.....	.....	.....	.....	25,796	.....
MISSOURI.							
275	Carthage.....	.....	.....	.....	.....	36,690	41,414
276	Hannibal.....	8,217	.....	35,106	.....	43,423	44,691
277	Jefferson City.....	.....	.....	.....	.....	.....	.....
278	Joplin.....	8,626	.....	39,314	3,447	51,387	107,729
279	Kansas City.....	69,710	.....	561,378	40,316	671,404	1,063,521
280	Moberly.....	4,666	.....	11,181	846	26,693	26,826
281	St. Joseph.....	27,004	.....	134,974	1,562	163,540	467,148
282	St. Louis.....	150,564	1,494,120	138,215	90,952	1,873,851	2,101,936
283	Sedalia.....	5,744	.....	45,271	771	51,786	52,748

* Statistics of 1898-99.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1899-1900—Continued.

	City.	Receipts for the school year 1899-1900.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
MISSOURI—continued.							
284	Springfield	\$8,194	-----	\$42,615	\$3,684	\$54,496	\$89,660
285	Webb City	-----	-----	-----	-----	-----	30,140
MONTANA.							
286	Anaconda	-----	-----	-----	-----	-----	-----
287	Butte	14,020	-----	199,909	2,951	216,880	294,187
288	Greatfalls	3,487	-----	31,645	154	35,286	60,595
289	Helena *	2,504	-----	54,466	155	57,125	67,528
NEBRASKA.							
290	Lincoln	17,757	\$44,060	64,228	1,393	127,438	127,438
291	Omaha	43,566	175,637	-----	284,553	504,756	813,840
292	South Omaha	9,000	35,000	-----	46,000	90,000	90,000
NEW HAMPSHIRE.							
293	Berlin	420	14,000	-----	1,372	15,792	15,792
294	Concord (Union district)	31,691	13,309	-----	10,118	55,118	56,406
295	Dover	969	30,460	-----	1,632	33,061	33,577
296	Keene (Union district)	886	31,627	-----	1,205	33,718	40,615
297	Laconia	-----	23,061	-----	80	23,141	23,141
298	Manchester	3,353	122,723	-----	-----	126,076	126,076
299	Nashua	30,310	32,974	-----	2,634	65,918	65,918
300	Portsmouth	885	33,801	907	1,154	39,747	39,747
301	Rochester	-----	19,000	-----	1,869	20,869	22,368
NEW JERSEY.							
302	Atlantic City	24,091	54,305	-----	6,226	84,622	84,622
303	Bayonne	43,352	77,500	-----	12,002	132,854	148,553
304	Bloomfield	17,610	37,750	-----	1,934	57,295	160,013
305	Bridgeton *	13,285	15,615	-----	-----	28,900	30,000
306	Camden	80,007	190,921	-----	5,000	275,928	513,788
307	East Orange	36,025	99,145	-----	500	135,670	246,077
308	Elizabeth *	54,187	62,138	-----	-----	116,325	117,431
309	Hackensack *	15,941	39,953	-----	1,500	56,794	63,426
310	Harrison	11,143	4,600	-----	-----	15,743	15,983
311	Hoboken	85,848	95,176	1,806	377	183,207	188,915
312	Jersey City *	230,896	507,483	-----	6,736	775,115	992,924
313	Kearny *	13,020	24,980	-----	-----	38,000	38,382
314	Long Branch	21,410	49,200	-----	-----	70,610	98,346
315	Millville *	26,500	-----	-----	54	26,554	29,495
316	Montclair	32,669	67,500	-----	301	100,470	110,889
317	Morristown	13,492	25,500	-----	-----	39,992	44,792
318	Newark	389,374	403,125	-----	1,538	794,037	1,215,312
319	New Brunswick	21,571	32,500	-----	1,467	55,538	98,118
320	Orange	-----	-----	-----	-----	48,013	110,913
321	Passaic	30,857	64,858	-----	-----	95,215	128,830
322	Paterson	127,694	141,500	-----	3,861	273,055	381,438
323	Perth Amboy	14,363	15,000	-----	-----	29,363	67,125
324	Phillipsburg	13,344	18,726	-----	426	32,496	35,057
325	Plainfield	21,963	53,332	-----	1,570	76,865	79,875
326	Town of Union	21,705	30,204	-----	1,492	53,311	55,845
327	Trenton *	95,153	-----	-----	-----	-----	145,000
328	West Hoboken	27,000	23,000	-----	31	50,031	69,074
NEW YORK.							
329	Albany	43,476	276,409	-----	2,551	322,436	432,674
330	Amsterdam	9,673	44,581	-----	1,120	55,374	70,320
331	Auburn	14,482	75,000	-----	3,220	92,702	117,724
332	Batavia	-----	-----	-----	-----	38,483	-----
333	Binghamton	24,532	116,000	-----	1,717	142,249	147,513
334	Buffalo	147,148	1,146,656	-----	16,073	1,309,877	1,650,985
335	Cohoes	9,850	38,805	-----	752	49,407	55,119
336	Corning	4,757	17,740	-----	378	22,875	28,855
337	Cortland	4,114	14,860	-----	1,066	20,040	21,162
338	Dunkirk	7,919	49,499	-----	548	57,966	77,481
339	Elmira	20,092	94,724	-----	1,648	116,464	128,364

* Statistics of 1898-99.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1899-1900—Continued.

	City.	Receipts for the school year 1899-1900.					Amount available for use during the year.
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	1	2	3	4	5	6	7
NEW YORK—continued.							
340	Geneva	\$7,968	\$30,485	\$570	\$39,023	\$51,700
341	Glens Falls*	6,585	22,721	30,354	35,238
342	Gloversville*	9,567	39,575	.....	612	49,754	58,727
343	Hornellsville	9,184	51,110	.....	382	49,676	52,265
344	Hudson	4,750	12,000	.....	12,795	29,545	29,545
345	Ithaca	9,543	38,195	.....	5,620	53,358	108,870
346	Jamestown	15,826	77,694	.....	4,010	97,440	99,400
347	Johnstown	5,887	29,885	\$1,319	.....	37,091	44,811
	Kingston:						
348	Kingston school district ..	8,650	34,438	.....	917	44,005	55,005
349	District No. 1 .....	.....	.....	.....	.....	.....	.....
350	District No. 2 .....	.....	.....	.....	.....	.....	.....
351	District No. 3* .....	.....	15,012	.....	.....	15,012	15,012
352	District No. 4	1,224	.....	.....	7,234	8,458	8,630
353	Lansingburg	8,778	37,905	.....	171	46,854	51,056
354	Littlefalls	5,631	37,957	.....	586	44,174	44,767
355	Lockport	9,419	40,523	.....	4,210	54,152	63,683
356	Middletown	6,925	37,850	.....	3,104	47,879	87,492
357	Mount Vernon	10,469	100,463	.....	3,393	114,325	192,131
358	Newburg	12,859	74,238	.....	3,883	91,040	91,232
359	New Rochelle	8,681	101,380	.....	1,311	111,372	123,352
360	New York	1,242,156	13,372,445	.....	294,839	14,909,440	33,573,270
361	Niagara Falls	10,599	58,891	.....	137	69,627	70,122
362	North Tonawanda	7,445	34,515	.....	19	42,970	139,691
363	Ogdensburg	8,788	22,576	.....	.....	31,364	45,000
364	Olean*	8,453	40,835	.....	1,056	50,344	61,298
365	Oswego*	13,056	40,000	.....	4,793	57,849	53,056
	Peekskill:						
366	District No. 7 (Drum Hill) ..	3,188	16,247	.....	801	20,236	20,488
367	District No. 8 (Oakside) ..	1,700	11,000	.....	160	12,860	12,860
368	Plattsburg	6,808	24,843	.....	1,695	33,351	45,190
369	Port Jervis	8,605	27,187	.....	2,680	37,872	44,095
370	Poughkeepsie	12,095	64,425	.....	7,864	77,384	77,384
371	Rochester	89,409	575,535	.....	10,683	675,627	1,067,034
372	Rome	7,103	29,220	1,984	3,309	41,616	41,790
373	Saratoga Springs	9,253	43,125	.....	430	52,808	75,707
374	Schenectady	10,016	46,180	.....	993	57,189	65,644
375	Syracuse	63,541	354,645	.....	1,683	429,869	626,856
376	Troy	29,052	124,378	.....	1,365	154,795	163,245
377	Utica	28,081	145,500	.....	2,637	176,218	289,222
378	Watertown	12,398	66,000	308	2,301	81,007	116,063
379	Watervliet	5,213	20,000	.....	23,248	48,461	48,461
380	Yonkers	18,571	187,923	.....	2,068	208,562	304,791
NORTH CAROLINA.							
381	Asheville	500	16,096	8,000	.....	24,596	24,596
382	Charlotte .....	.....	.....	.....	.....	.....	.....
383	Greensboro .....	.....	9,298	5,702	.....	15,000	15,000
384	Newbern	400	2,500	3,200	650	6,700	6,700
385	Raleigh .....	.....	.....	.....	.....	.....	.....
386	Wilmington .....	.....	.....	.....	.....	.....	.....
387	Winston .....	.....	.....	.....	.....	.....	.....
NORTH DAKOTA.							
388	Fargo .....	.....	.....	.....	.....	.....	.....
OHIO.							
389	Akron	15,502	140,311	.....	1,790	157,604	247,502
390	Alliance	3,299	22,079	.....	417	25,795	37,234
391	Ashtabula	3,408	.....	28,404	1,672	33,484	50,035
392	Bellaire	4,364	22,304	1,779	.....	28,447	45,487
393	Cambridge	5,372	19,626	.....	80	23,078	33,466
394	Canton	13,112	102,933	.....	1,502	117,547	152,493
395	Chillicothe	6,024	37,768	.....	876	44,668	54,390
396	Cincinnati*	151,271	824,365	.....	29,135	1,004,771	1,071,132
397	Cleveland	149,037	1,229,153	16,014	54,145	1,458,349	2,648,537
398	Columbus	58,134	429,516	.....	4,908	492,558	771,022
399	Dayton	35,209	343,389	.....	3,520	382,118	588,712

* Statistics of 1898-99.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1899-1900—Continued.

	City.	Receipts for the school year 1899-1900.					Amount available for use during the year.
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	1	2	3	4	5	6	7
OHIO—continued.							
400	East Liverpool	\$7,447	\$40,712		\$1,822	\$49,981	\$93,937
401	Elyria	4,202	30,094	\$157	1,063	35,516	65,201
402	Findlay *						60,285
403	Fremont	3,563	24,992		340	28,895	29,548
404	Hamilton *	13,016	61,651			79,049	100,902
405	Ironton *	6,244	25,712		155	32,112	44,349
406	Lancaster	3,116	20,408		469	23,993	24,259
407	Lima *						66,586
408	Lorain	4,900	36,276		25	41,201	61,188
409	Mansfield	6,160	62,644		1,049	69,853	114,848
410	Marietta *						56,132
411	Marion *						59,563
412	Massillon	5,778	20,507		86	36,371	51,485
413	Middletown *						37,782
414	Newark	7,275	43,384		628	51,287	69,285
415	Piqua	6,137	36,821	954		43,912	56,430
416	Portsmouth	6,651		37,654		43,705	64,555
417	Sandusky *						61,068
418	Springfield	14,214	167,333	324	529	122,400	133,886
419	Steubenville *	6,892	30,009		287	37,188	59,053
420	Tiffin *			38,992	676	39,668	51,637
421	Toledo	53,053	377,879	2,569		433,501	519,694
422	Warren	2,164	32,936	185	4,039	39,324	74,737
423	Wellston	3,768	8,420		3,069	15,257	31,986
424	Xenia	3,335	36,781		1,292	41,408	62,251
425	Youngstown	17,380	152,802		205	170,387	235,558
426	Zanesville *	10,034	54,110		2,069	66,213	92,707
OKLAHOMA.							
427	Guthrie						
428	Oklahoma City *	2,358		17,125	6,000	25,483	25,483
OREGON.							
429	Astoria	3,858	14,838	10,626	49	29,373	29,373
430	Portland	39,649	154,861	249,720	766	435,936	436,722
PENNSYLVANIA.							
431	Allegheny	94,864				510,038	811,157
432	Allentown	26,391	95,592			121,983	133,799
433	Altoona	30,920	95,953		4,929	131,792	255,096
434	Beaver Falls	8,891	22,422	635	451	32,399	32,399
435	Braddock	9,710	31,568	82	17,855	59,214	104,419
436	Bradford	12,600	42,000		600	55,200	
437	Butler	9,843	28,705		923	39,471	53,990
438	Carbondale *	11,666	35,367				47,032
439	Carlisle	7,839	18,930		376	27,145	61,367
440	Chambersburg	7,614	13,182		293	21,089	21,533
441	Chester	26,472	94,135		1,137	121,744	160,443
442	Columbia	10,319	18,587		427	29,333	30,153
443	Danville	6,775	10,276	294	537	17,882	22,458
444	Dubois *	1,012	17,332				24,343
445	Dunmore	9,435	22,425	75		32,690	
446	Duquesne	5,724	29,305		1,314	36,343	58,943
447	Easton	20,805	65,279	789	2,085	88,958	142,891
448	Erie	39,924	155,956		1,859	197,739	219,635
449	Harrisburg	39,326	142,735		1,869	183,930	187,228
450	Hazleton	11,738	29,097		1,109	41,944	45,642
451	Homestead *	9,324	35,103			77,863	77,863
452	Johnstown	25,215	95,577	608	3,480	124,880	172,078
453	Lancaster	30,800	82,385	2,999	461	116,645	162,145
454	Lebanon	14,193	24,056		4,580	42,829	80,302
455	McKeesport *	25,283	82,592		3,348	152,900	233,275
456	Mahanoy City	11,650	20,197		203	32,050	40,011
457	Meadville	9,231	30,474		1,905	41,610	42,499
458	Mount Carmel	9,484	18,150		527	28,161	29,956
459	Nanticoke	10,658	22,700	22	78	23,458	34,507
460	Newcastle	18,184	80,242		3,523	101,949	153,167
461	Norristown	15,997	49,210	3,142		68,349	176,064

* Statistics of 1898-99.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1899-1900—Continued.

	City.	Receipts for the school year 1899-1900.					Amount available for use during the year.
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	1	2	3	4	5	6	7
PENNSYLVANIA—continued.							
462	Oil City*	\$11,831	\$43,666	-----	-----	-----	\$107,813
463	Philadelphia	-----	-----	-----	-----	\$3,970,642	5,069,754
464	Phoenixville	6,706	14,764	-----	\$443	21,913	26,291
465	Pittsburg	220,868	1,101,935	-----	83,077	1,405,880	2,117,906
466	Pittston	9,842	16,940	\$38	53	26,873	30,150
467	Plymouth	8,934	12,920	295	7	22,156	22,156
468	Pottstown	12,118	30,246	-----	913	43,277	43,517
469	Pottsville*	14,912	31,701	-----	-----	-----	71,488
470	Reading	71,622	163,133	-----	1,326	236,101	323,095
471	Scranton*	73,374	305,487	-----	-----	-----	450,632
472	Shamokin*	14,931	29,942	-----	1,948	46,821	125,381
473	Shenandoah	17,386	29,494	-----	505	47,385	64,378
474	Sharon	6,948	17,046	-----	-----	23,994	23,994
475	South Bethlehem*	-----	(46,310)	-----	147	46,457	51,748
476	Steelton	9,312	20,350	5,709	397	35,768	107,316
477	Sunbury	7,881	23,975	278	85	32,219	32,219
478	Titusville	8,371	25,012	-----	2,524	36,107	39,827
479	Warren*	7,014	37,338	-----	-----	-----	78,297
480	Westchester	8,398	31,574	-----	-----	39,972	39,972
481	Wilkesbarre	39,027	138,346	2,227	1,311	180,931	220,200
482	Wilkinsburg	8,189	38,881	-----	2,300	49,370	61,625
483	Williamsport	25,460	61,983	-----	542	87,983	99,001
484	York	24,535	56,023	-----	5,706	86,265	151,849
RHODE ISLAND.							
485	Central Falls	5,264	35,091	-----	2,875	43,230	46,427
486	Cranston (town)	4,082	41,166	-----	1,076	46,324	-----
487	Cumberland (town)	4,049	19,500	633	-----	24,182	-----
488	East Providence (town)	4,612	33,060	-----	1,065	38,677	44,433
489	Lincoln (town)	-----	-----	-----	-----	-----	-----
490	Newport	6,786	81,769	-----	7,549	96,104	128,879
491	Pawtucket	8,987	114,647	-----	4,776	128,410	195,676
492	Providence	29,787	642,991	23,567	7,428	703,773	811,276
493	Warwick (town)	-----	-----	-----	-----	-----	-----
494	Woonsocket	8,449	59,251	-----	1,708	69,408	84,820
SOUTH CAROLINA.							
495	Charleston	-----	17,278	43,232	5,917	66,427	118,827
496	Columbia	6,665	9,032	-----	2,427	18,124	18,129
497	Greenville	3,337	5,079	-----	1,185	9,601	9,601
498	Spartanburg	-----	-----	14,901	920	15,821	15,961
SOUTH DAKOTA.							
499	Sioux Falls	5,632	28,368	-----	87	34,087	34,833
TENNESSEE.							
500	Chattanooga	-----	16,800	-----	27,200	44,000	44,000
501	Clarksville	8,358	4,763	-----	137	13,258	16,828
502	Jackson	-----	9,011	-----	12,561	21,572	23,480
503	Knoxville	2,904	2,752	46,879	1,979	54,514	54,680
504	Memphis	-----	47,457	-----	77,366	124,823	186,542
505	Nashville	-----	-----	-----	-----	170,817	-----
TEXAS.							
506	Austin	17,565	26,831	-----	1,387	45,783	109,160
507	Beaumont	-----	-----	-----	-----	-----	-----
508	Corsicana	6,587	15,639	464	829	23,519	27,006
509	Dallas	26,214	46,617	493	-----	73,324	73,324
510	Denison	10,884	14,342	43	-----	25,269	25,269
511	El Paso*	9,282	27,773	-----	-----	37,155	67,981
512	Fort Worth	17,361	25,476	1,500	359	44,696	44,861
513	Galveston	28,483	55,164	1,810	85	85,542	85,678
514	Houston	38,000	45,000	2,000	2,000	87,000	87,000
515	Laredo	11,212	2,200	346	60	13,818	15,810
516	Palestine	7,289	7,500	774	892	16,455	16,455

* Statistics of 1898-99.

TABLE 9.—Statistics of receipts of public schools of cities of over 8,000 inhabitants in 1899-1900—Continued.

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	1	2	3	4	5	6	7
TEXAS—continued.							
517	Paris.....						
518	San Antonio.....	\$41,892	\$63,295	\$9	\$904	\$105,501	\$138,932
519	Sherman.....	8,398	19,400			27,798	49,298
520	Tyler*.....	7,600	8,000	500		16,100	16,100
521	Waco.....	16,626	28,642	274	90	45,632	50,432
UTAH.							
522	Ogden.....	18,757	53,858	3,165	2,465	77,745	77,889
523	Salt Lake City.....	52,121	245,957		3,178	301,256	314,571
VERMONT.							
524	Barre.....	1,720	32,343		770	34,833	35,698
525	Burlington*.....	2,055	47,000		4,044	53,099	
526	Rutland*.....	1,655	35,000	1,255	1,007	38,917	39,123
VIRGINIA.							
527	Alexandria.....	6,958	13,500		82	20,540	20,540
528	Danville.....	7,541	17,663		806	26,010	28,482
529	Lynchburg*.....	10,244	25,996		2,182	38,422	38,402
530	Manchester*.....		7,873				12,689
531	Newport News.....	2,814	11,690		11,855	26,359	27,299
532	Norfolk*.....	14,720	137,507			152,227	155,213
533	Petersburg.....	11,069	11,678		726	23,473	23,473
534	Portsmouth*.....	6,197	27,516			35,713	35,273
535	Richmond.....	34,552	125,889		3,044	162,985	163,919
536	Roanoke.....	6,594	26,580	134		33,298	33,298
WASHINGTON.							
537	Seattle.....	82,405		240,509	6,539	329,453	346,807
538	Spokane.....	59,159		167,680	2,421	229,260	262,357
539	Tacoma.....	87,119		74,727		161,846	289,432
540	Walla Walla.....	29,745	18,147		2,000	49,892	62,999
WEST VIRGINIA.							
541	Charleston.....	4,023	48,559		3,657	56,239	57,345
542	Huntington.....	3,847		28,347	3,825	36,029	38,029
543	Parkersburg.....	4,588	48,569	905		58,268	61,498
544	Wheeling.....	14,731	97,398		4,427	116,556	143,667
WISCONSIN.							
545	Appleton.....	5,855	52,190	6,407	3,198	67,650	90,250
546	Ashland.....	4,232	42,373	3,731	835	51,171	56,993
547	Beloit.....	4,062	32,776	3,129	1,052	40,959	42,587
548	Chippewa Falls.....	3,437	17,890	3,230	933	25,490	31,159
549	Eau Claire.....	9,172	55,340	7,085	535	72,132	65,597
550	Fond du Lac.....	7,294	28,000	5,404	1,282	41,980	52,149
551	Green Bay.....	6,927	38,780	6,595	5,355	57,658	57,658
552	Janesville.....	4,720	28,000	4,565	1,746	39,031	39,997
553	Kenosha.....	4,305	27,889	4,000	2,398	38,592	50,704
554	La Crosse.....	11,163	75,000	10,952	3,338	100,456	133,958
555	Madison.....	5,938	42,189	5,640	3,574	57,341	64,514
556	Manitowoc.....	4,237	32,493	19,040		55,770	57,890
557	Marinette.....	6,074	27,400	5,799	1,929	41,193	41,364
558	Merrill.....	3,476	10,650	6,000	545	20,671	20,671
559	Milwaukee.....	103,127	475,000	101,000	10,166	622,293	1,006,463
560	Oshkosh.....	11,664	66,540		274	78,478	97,342
561	Racine.....	10,489	55,600	40,000	1,660	87,749	160,879
562	Sheboygan.....	9,085	64,975	9,269	1,030	84,360	150,837
563	Stevens Point.....	1,212		21,700	8,648	31,560	39,132
564	Superior.....		110,000	12,949	1,980	124,929	172,370
565	Watertown.....	4,268	15,681	4,050	1,138	25,137	32,182
566	Wausaw.....	6,497	38,000	4,567	617	49,681	60,971
WYOMING.							
567	Cheyenne.....	4,089	25,231	108		29,428	29,431
568	Laramie.....						

* Statistics of 1898-99.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1899-1900.

	City.	Expenditures for the school year 1899-1900.				
		Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
ALABAMA.						
1	Anniston					
2	Birmingham	\$1,475	\$38,577	\$8,807		\$48,859
3	Huntsville	300	5,880	820		7,000
4	Mobile	10,000				
5	Montgomery	30,350	27,998	2,019		60,367
6	Selma		13,000	1,100		14,100
ARKANSAS.						
7	Fort Smith	1,545	33,087	8,257		42,889
8	Hot Springs*		16,000	2,200		18,200
9	Little Rock		52,372	22,209	\$419	75,000
10	Pine Bluff	7,024	19,054	950		27,028
CALIFORNIA.						
11	Alameda	993	66,330	11,712	1,068	80,133
12	Berkeley		58,000	16,865		74,865
13	Fresno	1,446	41,071	8,778		51,225
14	Los Angeles	2,574	372,986	75,878		451,438
15	Oakland*	4,698	232,956	41,526	3,754	282,934
16	Pasadena		42,954	8,418		51,372
17	Sacramento	2,960	91,219	18,988	3,628	116,795
18	San Diego	4,974	63,219	15,150		83,343
19	San Francisco	22,897	1,048,812	128,791	74,286	1,274,696
20	San Jose	4,338	85,035	30,024	1,110	120,507
21	Stockton	2,480	59,774	17,420	648	80,322
COLORADO.						
22	Colorado Springs	1,000	70,278	37,973		109,251
23	Cripple Creek school district	80,000	101,000	12,000		193,000
	Denver:					
24	District No. 1	107,924	252,490	75,098		435,512
25	District No. 2	3,903	105,764	44,468		154,135
26	District No. 7	343	14,203	10,658	175	24,779
27	District No. 17	1,449	86,809	49,346		137,604
28	Leadville	50,732	26,772	25,473		102,977
	Pueblo:					
29	District No. 1	13,773	47,105	29,917		90,795
30	District No. 20					
CONNECTICUT.						
31	Ansonia	980	27,476	8,073	307	36,836
32	Bridgeport	70,000	120,112	52,109	740	242,961
33	Bristol (town)	7,019	25,420	11,512		43,951
34	Danbury (town)	14,467	26,164	7,206		57,837
35	Hartford	85,789	223,116	130,019	4,610	452,534
36	Manchester (town)*		26,834	7,491		34,325
37	Meriden (town)	769	61,254	15,658	456	78,117
38	Middletown	1,000	18,375	19,174		29,549
39	Naugatuck (town)*	1,718	28,551	9,443		44,032
40	New Britain	6,837	57,846	21,768	1,102	87,553
41	New Haven	12,319	286,002	89,186	5,082	392,589
42	New London		34,286	13,671		47,957
43	Norwalk (town)*	11,281	42,965	13,896	1,105	68,717
44	Norwich (central district)		23,068	8,607		31,615
45	Stamford	9,500	60,039	16,684		85,653
46	Torrington (town)	8,849	21,221	9,838		39,908
47	Vernon (town)*		18,297	6,023		24,320
48	Wallington (town)*	6,249	26,693	12,953		45,895
49	Waterbury	129,846	129,199	46,551	2,071	300,667
50	Windham (town)		19,738	9,943		29,681
DELAWARE.						
51	Wilmington	79,396	124,804	53,895		258,005
DISTRICT OF COLUMBIA.						
52	Washington	144,137	838,577			1,222,133

* Statistics of 1898-99.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1899-1900—Continued.

	City.	Expenditures for the school year 1899-1900.				
		Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
FLORIDA.						
53	Jacksonville *	\$1,248	\$48,416	\$7,493	-----	\$57,157
54	Key West	2,320	9,448	1,434	-----	13,202
55	Pensacola *	2,880	12,467	3,500	-----	18,847
56	Tampa	-----	14,305	2,029	-----	16,334
GEORGIA.						
57	Athens	-----	17,364	1,467	-----	18,831
58	Atlanta	1,042	127,005	19,449	-----	147,496
59	Augusta *	8,461	71,936	13,657	-----	94,054
60	Brunswick	1,117	10,482	1,461	-----	13,060
61	Columbus	1,040	26,600	455	\$375	28,470
62	Macon (Bibb County)	6,352	67,855	8,855	-----	83,062
63	Savannah	9,844	98,518	8,835	-----	117,197
ILLINOIS.						
64	Alton	11,864	21,066	7,348	-----	40,218
	Aurora:	-----	-----	-----	-----	-----
65	District No. 4 (west)	-----	17,446	7,555	-----	25,001
66	District No. 5 (east)	4,000	39,110	11,040	-----	57,150
67	Belleville	2,593	36,396	10,123	-----	49,113
68	Bloomington	25,690	52,564	25,159	-----	103,413
69	Cairo	2,317	19,093	8,565	-----	29,975
70	Champaign	3,180	16,463	8,370	-----	28,013
71	Chicago	705,724	4,812,560	1,432,755	65,826	7,054,865
72	Danville	20,896	52,465	11,563	-----	84,924
73	Decatur	9,417	49,848	13,439	-----	72,704
	East St. Louis:	-----	-----	-----	-----	-----
74	District No. 1	-----	34,579	-----	-----	75,265
75	District No. 2 (T. 2 N., R. 9 W.)	-----	2,800	903	-----	3,703
76	District No. 2 (T. 2 N., R. 10 W.)	-----	55,706	21,935	-----	111,104
77	Elgin	33,464	55,706	21,935	-----	111,104
	Evanston:	-----	-----	-----	-----	-----
78	District No. 1	6,447	33,422	21,817	-----	69,686
79	District No. 2 (South Evans- ton)	4,008	20,012	10,750	-----	34,770
80	District No. 3 (North Evans- ton)	1,037	5,136	1,935	-----	8,228
81	Freeport	37,368	28,418	16,730	-----	82,516
82	Galesburg	13,275	42,992	14,874	-----	71,141
83	Jacksonville	888	32,115	8,572	-----	41,575
84	Joliet	25,035	56,583	22,354	-----	103,972
85	Kankakee	1,994	20,202	8,621	-----	30,817
86	Kewanee	12,000	19,800	5,260	-----	37,060
87	La Salle	18,000	15,420	3,200	-----	36,620
88	Lincoln	45,000	16,200	5,000	1,000	71,200
89	Mattoon	51,939	16,525	6,456	-----	74,920
90	Moline	28,236	48,935	16,275	-----	93,446
91	Ottawa	1,213	22,588	6,329	-----	30,130
92	Pekin	-----	-----	-----	-----	-----
93	Peoria	56,180	139,539	51,474	-----	247,243
94	Quincy	5,245	57,504	21,454	300	84,503
95	Rockford	35,412	70,727	22,451	160	128,750
96	Rock Island	34,382	44,008	17,770	-----	96,160
97	Springfield	15,254	75,515	24,027	-----	116,896
98	Streator	-----	26,314	9,486	-----	35,800
99	Waukegan	-----	-----	-----	-----	-----
INDIANA.						
100	Anderson	3,749	45,882	13,008	-----	63,239
101	Columbus	-----	-----	-----	-----	-----
102	Elkhart	22,717	33,857	3,918	-----	60,492
103	Elwood	-----	-----	-----	-----	-----
104	Evansville	18,283	128,490	a 48,803	-----	195,580
105	Fort Wayne	15,226	81,716	25,893	-----	122,835
106	Hammond	5,219	25,861	9,923	-----	41,003
107	Huntington	2,840	24,432	13,956	-----	41,228
108	Indianapolis	119,118	421,075	215,591	1,363	757,147
109	Jeffersonville	600	22,515	6,530	-----	29,645

* Statistics of 1898-99.

a Includes salary of superintendent.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1899-1900—Continued.

	City.	Expenditures for the school year 1899-1900.				
		Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
INDIANA—continued.						
110	Kokomo	\$406	\$26,545	\$11,571		\$38,522
111	Lafayette	23,080	46,470	15,000		84,550
112	Logansport	2,750	32,040	14,510		49,300
113	Marion	6,517	39,165	11,470		57,152
114	Michigan City					
115	Muncie*	29,413	43,129	12,827		85,369
116	New Albany	2,503	36,990	8,503		47,996
117	Peru					
118	Richmond		49,120	14,598		63,718
119	South Bend					
120	Terre Haute	2,055	163,354	34,111		199,520
121	Vincennes	4,500	19,297	9,237	\$500	33,534
122	Wabash	70,000	21,820	2,742		43,562
123	Washington	3,000				
IOWA.						
124	Boone		23,600	13,000		36,600
125	Burlington	2,400	63,602	19,359		85,421
126	Cedar Rapids	19,107	64,680	23,572		107,359
127	Clinton	9,407	41,230	24,907	200	75,744
128	Council Bluffs	2,000	70,453	32,471		104,924
129	Davenport	70,276	91,641	30,848		192,765
130	Des Moines:					
131	Capital Park	600	7,200	3,000		10,800
131	East side		45,603	19,339		64,942
132	West side*	2,402	83,040	42,535		127,967
133	Dubuque	6,702	67,856	22,014		96,572
134	Fort Dodge	14,813	18,671	10,493		43,977
135	Fort Madison	733	14,161	14,095		22,594
136	Keokuk					
137	Marshalltown*	6,731	30,116	13,365		50,212
138	Muscatine		31,901	16,667		48,568
139	Oskaloosa	5,948	25,010	7,549		38,507
140	Ottumwa		47,138	12,420		59,548
141	Sioux City	5,000	77,425	48,800		131,225
142	Waterloo	100	12,000	4,000		16,100
143	Waterloo, East side	5,050	17,911	5,845		28,806
KANSAS.						
144	Atchison		19,504	8,957		28,461
145	Emporia	2,400	21,486	7,779		31,665
146	Fort Scott		20,150	7,500		27,650
147	Galena					
148	Hutchinson		*18,000			26,000
149	Kansas City	23,404	89,981	15,524		128,909
150	Lawrence	376	24,965	5,360		30,701
151	Leavenworth	507	39,249	13,829		53,585
152	Pittsburg		16,759	9,324		26,083
153	Topeka	39,717	85,906	58,010		163,633
154	Wichita		43,887	24,149		68,036
KENTUCKY.						
155	Bowling Green		a 13,300	1,488		14,788
156	Covington	1,087	71,636	19,703		92,426
	Frankfort:					
157	White schools*	906	10,181			13,023
158	Colored schools*		3,545			4,109
159	Henderson*	14,000	14,900	1,783		30,683
160	Lexington*		51,923	14,711		66,637
161	Louisville	118,018	390,092	92,687	9,877	608,774
162	Newport	3,479	37,452	6,216	200	47,347
163	Owensboro	6,581	21,611	7,277		34,869
164	Paducah	20,090	35,000	1,000		56,090
LOUISIANA.						
165	Baton Rouge					
166	New Orleans		350,379	245,933		596,312
167	Shreveport		12,000			15,000

*Statistics of 1898-99.

a Includes salaries of clerks and janitors.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1899-1900—Continued.

	City.	Expenditures for the school year 1899-1900.				
		Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
MAINE.						
168	Auburn *		\$33,500	\$5,228	\$400	\$39,128
169	Augusta		16,528	16,090		32,617
170	Bangor		44,558	13,571		58,129
171	Bath	\$1,719	21,551	6,255		29,525
172	Biddeford		23,985	6,219	700	30,914
173	Lewiston		37,162	10,288	2,000	49,450
174	Portland *					104,730
175	Rockland *					14,706
176	Waterville	1,129	20,448	7,013	350	23,940
MARYLAND.						
177	Annapolis					
178	Baltimore		1,051,977	291,617	8,571	1,352,165
179	Cumberland					
180	Frederick					
181	Hagerstown					
MASSACHUSETTS.						
182	Adams (town)	1,800	25,575	9,891		37,266
183	Amesbury (town)		16,822	6,238		23,060
184	Arlington (town)		27,215	10,789		38,004
185	Attleboro (town)	13,000	25,135	11,000		49,135
186	Beverly	50,870	33,812	14,069	877	100,028
187	Boston	822,107	2,132,557	613,485	70,655	3,638,804
188	Brockton	11,179	106,490	33,608	1,623	152,900
189	Brookline (town)	85,924	93,176	42,229	1,621	222,950
190	Cambridge	245,899	305,745	85,771	5,275	642,690
191	Chelsea	2,006	86,934	30,456	1,791	121,187
192	Chicopee	25,160	32,282	15,410	1,580	74,432
193	Clinton (town)	28,032	12,863	589		41,484
194	Danvers (town)	16,174	18,831	10,663		45,668
195	Everett	45,375	79,796	37,674	1,163	163,948
196	Fall River	14,820	196,412	78,683	10,730	300,645
197	Fitchburg	25,370	81,668	25,866	3,326	134,230
198	Framingham (town)		32,545	14,869	757	48,161
199	Gardner (town)		23,914	10,584	887	35,385
200	Gloucester	30,874	56,350	31,819		119,043
201	Haverhill	1,500	110,340	15,340		127,180
202	Holyoke	2,299	130,829	33,666	5,469	172,263
203	Hyde Park (town) *			7,085		59,006
204	Lawrence	144,731	133,028	26,415	6,406	310,580
205	Leominster (town) *	1,222		5,892		
206	Lowell	15,502	197,634	107,315	17,351	337,802
207	Lynn *	100	178,219	57,449	1,315	237,077
208	Malden	20,963	117,589	57,645	3,396	199,593
209	Marlboro		42,387	13,603	797	56,787
210	Medford	51,134	68,351	25,293	1,177	145,957
211	Melrose *		45,707			71,547
212	Milford (town)	1,881	20,774	7,218		29,873
213	Natick (town)	1,278	27,252	8,232	299	37,061
214	New Bedford	16,747	139,575	51,257	7,164	214,745
215	Newburyport	1,500	25,200	8,386	103	35,189
216	Newton	7,911	146,932	39,084	851	194,838
217	North Adams	5,000	53,400	20,000	1,600	80,000
218	Northampton		42,924	19,817	802	63,543
219	Peabody		26,882	9,434	593	36,909
220	Pittsfield	2,265	55,998	38,078	583	96,924
221	Plymouth (town)	2,834	24,780	8,270		35,884
222	Quincy	60	75,649	25,212	1,290	102,211
223	Revere (town)	50,000	34,765	12,600		97,365
224	Salem	5,787	90,791	29,276	3,330	129,184
225	Somerville	88,153	195,424	47,519	1,972	333,068
226	Southbridge (town)	5,100	16,276	6,500	648	28,524
227	Springfield *	389,420	189,209	79,555	9,104	667,288
228	Taunton	46,500	79,688	23,526	1,463	151,177
229	Wakefield (town)		28,314	9,696		38,010
230	Waltham	11,100	57,451	24,973	1,782	95,306

* Statistics of 1898-99.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1899-1900—Continued.

	City.	Expenditures for the school year 1899-1900.				
		Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
	MASSACHUSETTS—continued.					
231	Ware (town)*.....	-----	\$17,377	-----	-----	\$29,132
232	Watertown.....	-----	27,046	\$13,438	-----	40,484
233	Webster (town)*.....	-----	12,000	-----	-----	19,143
234	Westfield.....	-----	33,338	-----	\$278	54,915
235	Weymouth.....	-----	31,610	14,758	-----	46,368
236	Woburn.....	\$1,031	43,443	12,064	598	57,136
237	Worcester.....	164,281	335,415	155,097	17,105	701,898
	MICHIGAN.					
238	Adrian.....	221	18,762	10,303	-----	29,286
239	Alpena.....	10,000	17,328	5,529	-----	32,857
240	Ann Arbor.....	3,225	38,665	13,181	-----	55,071
241	Battle Creek.....	6,800	36,341	23,777	-----	66,918
242	Bay City.....	1,800	53,618	22,183	-----	82,611
243	Detroit.....	281,021	614,971	171,373	9,622	1,076,987
244	Escanaba.....	19,039	15,620	7,022	-----	41,681
245	Flint.....	-----	29,184	18,252	-----	47,436
246	Grand Rapids.....	11,486	210,610	78,904	-----	301,000
247	Iron Mountain.....	13,350	23,865	13,035	-----	50,250
248	Ironwood.....	34,149	25,119	17,246	-----	76,514
249	Ishpeming*.....	-----	32,120	-----	-----	-----
250	Jackson.....	-----	48,518	17,094	-----	65,612
251	Kalamazoo.....	4,931	47,818	23,507	-----	76,256
252	Lansing.....	7,539	36,077	16,510	-----	60,126
253	Manistee.....	10,756	36,397	13,459	532	61,144
254	Marquette*.....	899	21,970	9,995	-----	32,864
255	Menominee.....	-----	29,572	13,699	-----	43,181
256	Muskegon.....	15,500	52,954	33,902	-----	102,356
257	Owosso*.....	-----	18,841	-----	-----	32,422
258	Pontiac.....	3,385	15,311	6,624	-----	25,320
259	Port Huron.....	-----	31,691	-----	-----	46,023
	Saginaw:	-----	-----	-----	-----	-----
260	East side.....	2,735	71,402	23,796	-----	97,333
261	West side.....	1,580	38,348	12,751	-----	52,679
262	Sault Ste. Marie.....	32,000	20,450	12,000	-----	64,450
263	Traverse City.....	9,576	20,036	8,723	-----	38,335
264	West Bay City*.....	-----	24,807	-----	-----	-----
	MINNESOTA.					
265	Duluth*.....	-----	135,107	109,954	-----	245,061
266	Mankato*.....	-----	19,990	8,829	-----	28,819
267	Minneapolis.....	170,278	558,454	160,776	-----	895,508
268	St. Cloud.....	1,500	18,130	4,845	-----	24,475
269	St. Paul.....	-----	364,641	199,359	-----	465,000
270	Stillwater*.....	-----	28,665	19,708	-----	48,373
271	Winona.....	3,024	53,759	13,381	-----	70,174
	MISSISSIPPI.					
272	Meridian.....	-----	19,423	1,717	-----	21,140
273	Natchez*.....	-----	-----	-----	-----	22,248
274	Vicksburg*.....	-----	-----	-----	-----	13,236
	MISSOURI.					
275	Carthage.....	-----	20,890	13,234	-----	34,124
276	Hannibal.....	-----	26,903	8,858	-----	35,761
277	Jefferson City*.....	-----	-----	-----	-----	15,872
278	Joplin.....	19,058	35,600	15,498	-----	70,156
279	Kansas City.....	370,459	380,006	200,312	-----	959,777
280	Moberly.....	1,712	16,281	5,689	-----	23,682
281	St. Joseph.....	74,425	109,279	44,393	395	228,492
282	St. Louis.....	538,073	1,038,279	330,457	9,274	1,916,083
283	Sedalia.....	-----	35,253	11,962	-----	47,215
284	Springfield.....	4,290	30,775	12,574	-----	47,539
285	Webb City.....	6,024	11,918	3,003	-----	20,945
	MONTANA.					
286	Anaconda.....	-----	-----	-----	-----	-----
287	Butte.....	57,245	117,713	59,808	-----	234,766

* Statistics of 1898-99.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1899-1900—Continued.

	City.	Expenditures for the school year 1899-1900.				
		Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
MONTANA—continued.						
288	Great Falls.....	\$765	\$35,102	\$14,050	-----	\$49,917
289	Helena *.....	184	37,185	27,233	-----	64,602
NEBRASKA.						
290	Lincoln.....	1,878	85,546	33,422	-----	123,846
291	Omaha.....	157,669	271,039	166,549	\$2,151	597,468
292	South Omaha.....	38,000	43,000	13,600	475	94,475
NEW HAMPSHIRE.						
293	Berlin.....	1,462	7,652	4,969	-----	14,083
294	Concord (Union district).....	-----	35,828	19,344	-----	55,172
295	Dover.....	1,485	23,867	7,100	243	32,725
296	Keene (Union district).....	4,421	18,835	8,136	160	31,612
297	Laconia.....	-----	15,922	7,219	-----	23,141
298	Manchester.....	7,337	84,910	32,199	1,600	126,076
299	Nashua.....	-----	44,866	21,109	-----	65,918
300	Portsmouth.....	4,473	26,863	8,406	-----	39,747
301	Rochester.....	-----	14,740	6,016	-----	20,756
NEW JERSEY.						
302	Atlantic City.....	-----	39,845	31,172	-----	71,017
303	Bayonne.....	27,269	81,135	37,679	1,613	147,696
304	Bloomfield.....	67,422	31,688	21,556	-----	120,686
305	Bridgeton *.....	-----	21,181	-----	-----	27,404
306	Camden *.....	16,415	137,783	-----	-----	227,476
307	East Orange *.....	17,228	72,684	-----	-----	124,471
308	Elizabeth *.....	-----	77,192	-----	-----	134,637
309	Hackensack *.....	-----	25,369	-----	-----	43,150
310	Harrison.....	-----	11,143	4,000	600	15,743
311	Hoboken.....	-----	130,258	56,205	1,500	187,963
312	Jersey City *.....	255,733	354,410	105,924	4,556	720,683
313	Kearney *.....	-----	20,300	-----	-----	40,786
314	Long Branch.....	35,631	38,604	20,721	-----	94,976
315	Millville *.....	-----	20,255	5,161	295	25,711
316	Montclair.....	10,125	66,285	31,608	537	108,565
317	Morristown.....	2,300	24,079	8,823	-----	35,202
318	Newark.....	78,737	569,411	290,128	34,478	882,754
319	New Brunswick *.....	-----	34,061	48,853	600	83,494
320	Orange.....	46,904	42,361	18,403	-----	107,668
321	Passaic.....	31,419	57,678	27,639	3,495	119,631
322	Faterson.....	61,654	209,653	68,873	5,613	336,193
323	Perth Amboy.....	37,772	22,635	4,000	-----	64,377
324	Phillipsburg.....	2,554	20,831	9,902	-----	33,377
325	Plainfield.....	2,177	47,754	22,156	-----	73,587
326	Town of Union.....	4,704	30,356	17,719	-----	52,779
327	Trenton *.....	-----	169,712	-----	-----	151,672
328	West Hoboken *.....	-----	28,978	-----	-----	42,443
NEW YORK.						
329	Albany.....	10,259	221,450	54,631	1,943	288,283
330	Amsterdam.....	16,106	32,826	15,473	-----	64,405
331	Auburn.....	13,863	61,486	20,438	-----	100,787
332	Batavia.....	150	17,628	7,000	-----	24,778
333	Binghamton.....	9,328	101,689	31,572	-----	142,589
334	Buffalo.....	358,701	833,991	205,038	9,943	1,407,673
335	Cohoes.....	-----	37,240	17,879	-----	55,119
336	Corning.....	148	14,490	6,283	-----	20,921
337	Cortland.....	4,146	13,107	3,593	-----	20,851
338	Dunkirk.....	16,069	29,930	17,822	230	64,101
339	Elmira.....	4,246	67,549	26,356	-----	98,151
340	Geneva.....	1,013	26,285	6,455	-----	33,753
341	Glens Falls *.....	758	21,707	8,825	-----	31,290
342	Gloversville *.....	3,748	32,545	11,912	-----	48,205
343	Hornellsville.....	6,298	27,163	11,875	-----	45,336
344	Hudson.....	1,074	15,848	3,163	-----	20,085
345	Ithaca.....	60,035	34,972	13,664	-----	108,671
346	Jamestown.....	15,509	56,305	23,235	-----	95,049

* Statistics of 1898-99.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1899-1900—Continued.

	City.	Expenditures for the school year 1899-1900.				
		Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
NEW YORK—continued.						
347	Johstown	\$8,843	\$21,694	\$5,408		\$35,945
348	Kingston:					
349	Kingston school district	4,664	29,033	17,469		51,196
350	District No. 1					
351	District No. 2					
352	District No. 3 *		7,955	535		8,490
353	District No. 4		4,925	1,771		6,696
354	Lansingburg	720	31,274	12,847		44,841
355	Little Falls	32,327	18,643	5,523		56,498
356	Lockport	1,000	38,973	16,828		56,801
357	Middletown	7,148	28,967	13,548		49,453
358	Mount Vernon	49,164	66,428	40,718	\$479	156,789
359	Newburg	17,572	57,598	16,150		91,120
360	New Rochelle	3,596	51,399	41,425	584	97,004
361	New York	5,432,969	10,732,918	3,642,069	234,789	20,032,745
362	Niagara Falls	5,288	41,980	19,839	440	67,557
363	North Tonawanda	16,285	25,578	13,458		55,321
364	Ogdensburg	4,696	21,468	10,484		36,648
365	Olean *	1,673	27,791	19,137		48,606
366	Oswego *	6,634	33,942	12,430		58,056
367	Peekskill:					
368	District No. 7 (Drum Hill)	2,540	10,231	6,286		19,057
369	District No. 8 (Oaksides)		8,000	2,000		10,000
370	Plattsburg	13,129	21,395	10,766		45,190
371	Port Jervis	5,852	22,950	9,934		38,736
372	Poughkeepsie		43,000	34,384		77,384
373	Rochester	124,956	421,454	115,289	4,395	666,074
374	Rome	6,325	23,635	6,160		36,090
375	Saratoga Springs	4,300	32,501	11,401	400	48,602
376	Schenectady	12,874	41,996	10,774		65,644
377	Syracuse	4,168	286,315	109,250	2,981	402,714
378	Troy	2,831	131,898	15,545		150,294
379	Utica	77,887	125,929	41,391	911	246,118
380	Watertown	24,661	49,307	13,119	600	87,687
381	Watervliet	11,273	19,235	7,073		37,634
382	Yonkers	68,720	127,981	76,464	4,211	277,376
NORTH CAROLINA.						
383	Asheville	530	15,705	7,953		24,191
384	Charlotte					
385	Greensboro	300	12,101	1,600		13,401
386	Newbern	515	5,770	495		6,690
387	Raleigh					
388	Wilmington					
389	Winston					
NORTH DAKOTA.						
390	Fargo					
OHIO.						
391	Akron	7,650	90,889	46,554	1,592	146,685
392	Alliance		19,560	7,202		26,762
393	Ashtabula	1,899	15,216	7,607		24,722
394	Bellaire		15,966	7,698		23,664
395	Cambridge		15,235	8,622		23,857
396	Canton	25,652	76,340	39,416		140,868
397	Chillicothe	1,673	33,998	8,200		43,871
398	Cincinnati *	22,240	790,342	143,696	5,518	961,786
399	Cleveland	339,131	928,998	272,794	6,484	1,545,407
400	Columbus	75,082	308,528	113,969		497,579
401	Dayton	41,905	243,475	80,633	686	366,699
402	East Liverpool	19,005	25,321	23,686		68,012
403	Elyria	12,773	19,144	4,347		36,264
404	Findlay *		31,525			55,237
405	Fremont		18,261	8,617		26,878
406	Hamilton *	5,302	43,172	14,538		63,012
407	Ironton *		21,639	6,304		28,243

* Statistics of 1898-99.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1899-1900—Continued.

	City.	Expenditures for the school year 1899-1900.				
		Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
OHIO—continued.						
406	Lancaster		\$21,560	\$5,980		\$27,540
407	Lima*		39,908			71,139
408	Lorain		23,759	12,008		35,767
409	Mansfield	\$18,720	39,991	23,998		82,709
410	Marietta*		23,720			39,679
411	Marion		20,945			50,558
412	Massillon	1,609	21,247	7,998		39,155
413	Middletown*		22,895			38,750
414	Newark	3,015	34,831	9,848		47,744
415	Piqua	6,290	22,974	9,083		38,347
416	Portsmouth	20,850	19,800	13,705		60,055
417	Sandusky		41,925			* 52,363
418	Springfield		85,937	26,282		112,219
419	Steubenville*		27,645	10,195	\$925	38,165
420	Tiffin*		19,945			36,596
421	Toledo	61,366	234,908	97,922	118	424,314
422	Warren	29,784	21,813	7,954		59,551
423	Wellston		10,404			* 15,016
424	Xenia	1,680	25,575	11,487	175	38,917
425	Youngstown	12,480	86,056	39,915		138,451
426	Zanesville*		44,530	21,592		66,122
OKLAHOMA.						
427	Guthrie		18,000	5,000		23,000
428	Oklahoma City*	6,000	6,632	4,176		16,808
OREGON.						
429	Astoria	1,100	16,200	2,700		20,000
430	Portland	45,098	207,286	74,651	750	327,785
PENNSYLVANIA.						
431	Allegheny	105,180	245,293	98,772	(a)	449,245
432	Allentown		59,022	51,640		110,662
433	Altoona	1,811	66,641	26,077		104,529
434	Beaver Falls	865	19,583	4,256		24,704
435	Braddock	56,282	24,843	10,534		91,659
436	Bradford	45,000	30,000	8,500		83,500
437	Butler	718	23,220	9,277		33,215
438	Carbondale*		24,792			42,595
439	Carlisle	18,110	16,649	5,554		40,313
440	Chambersburg	154	14,792	5,555		20,501
441	Chester	7,277	64,539	42,379		114,195
442	Columbia	2,422	18,394	8,609	700	30,035
443	Danville		11,878	5,572		17,450
444	Dubois*		12,641			23,818
445	Duimore	3,740	24,875	11,090		39,705
446	Duquesne					
447	Easton	40,134	58,692	32,475		131,301
448	Erie	19,281	90,329	72,117	840	182,567
449	Harrisburg	9,582	101,202	56,878		167,662
450	Hazleton	8,242	25,312	11,061		39,615
451	Homestead*		20,704			51,055
452	Johnstown	17,510	75,268	22,930		115,708
453	Lancaster	30,205	60,608	45,960		136,774
454	Lebanon	26,312	24,234	22,312		72,858
455	McKeesport*	59,161	63,162	31,244		136,567
456	Mahanoy City		20,540	15,064		35,604
457	Madville	4,660	26,629	8,992		40,281
458	Mount Carmel	2,220	14,455	8,453	263	25,491
459	Nanticoke	1,166	22,042	6,418	420	30,046
460	Newcastle	50,280	47,223	46,454		143,957
461	Norristown	37,925	40,381	17,917		96,224
462	Oil City*		25,641			68,251
463	Philadelphia	1,102,603	2,432,915	557,337	80,000	4,172,856
464	Phoenixville	1,872	13,918	5,640		21,430
465	Pittsburg	436,025	666,728	401,345		1,504,099
466	Pittston	1,979	14,913	5,954	1,160	24,006

* Statistics of 1898-99.

(a) Included in other items.

TABLE 10.—Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1899-1900—Continued.

	City.	Expenditures for the school year 1899-1900.				
		Perma- nent in- vestments and lasting improve- ments.	Teaching and in- cidental super- vision.	Current and in- cidental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
PENNSYLVANIA—continued.						
467	Plymouth	\$464	\$14,894	\$5,962	\$532	\$21,852
468	Pottstown	1,712	25,363	14,250	-----	41,325
469	Pottsville*	-----	29,230	-----	-----	63,843
470	Reading	48,108	122,568	58,504	428	229,608
471	Scranton*	-----	174,052	-----	-----	363,232
472	Shamokin*	1,944	28,691	10,251	560	41,446
473	Shenandoah	1,447	31,594	11,255	1,280	45,576
474	Sharon	258	17,589	5,492	-----	23,339
475	South Bethlehem*	774	24,266	16,053	-----	41,093
476	Steelton	67,189	21,704	8,948	-----	97,841
477	Sunbury	2,267	19,621	7,605	-----	29,493
478	Titusville	64	21,067	8,611	-----	29,742
479	Warren*	-----	20,022	-----	-----	78,237
480	Westchester	890	22,254	8,051	-----	31,195
481	Wilkesbarre	867	101,535	51,662	-----	154,064
482	Wilkesburg	6,100	26,631	-----	-----	59,756
483	Williamsport	5,673	57,600	23,646	-----	86,979
484	York	42,777	40,500	20,210	-----	103,487
RHODE ISLAND.						
485	Central Falls	250	28,720	10,216	1,089	40,275
486	Cranston (town)	2,358	32,101	11,881	-----	46,540
487	Cumberland (town)	-----	17,979	5,882	950	24,831
488	East Providence (town)	161	24,474	15,810	-----	40,445
489	Lincoln (town)	-----	-----	-----	-----	-----
490	Newport	-----	68,585	30,425	1,185	98,195
491	Pawtucket	56,108	85,116	38,950	3,083	183,257
492	Providence	21,623	456,401	211,689	29,500	719,213
493	Warwick (town)	-----	-----	-----	-----	-----
494	Woonsocket	5,427	46,189	19,727	1,859	73,202
SOUTH CAROLINA.						
495	Charleston	22,215	54,517	5,383	-----	82,115
496	Columbia	119	14,791	1,920	-----	16,830
497	Greenville	-----	8,847	625	-----	9,472
498	Spartanburg	1,664	9,247	5,050	-----	15,961
SOUTH DAKOTA.						
499	Sioux Falls	2,498	26,207	16,508	-----	45,213
TENNESSEE.						
500	Chattanooga	-----	40,041	4,531	-----	44,572
501	Clarksville	-----	240	12,044	1,269	13,503
502	Jackson	2,126	14,914	3,136	-----	20,186
503	Knoxville	-----	46,564	8,116	-----	54,680
504	Memphis	18,883	97,184	39,145	1,589	156,801
505	Nashville	7,590	142,093	20,358	866	170,817
TEXAS.						
506	Austin	47,819	44,344	9,337	-----	101,500
507	Beaumont	-----	-----	-----	-----	-----
508	Corsicana	4,098	18,319	2,862	-----	26,279
509	Dallas	1,298	74,924	9,858	-----	86,080
510	Denison	-----	21,511	2,759	-----	24,261
511	El Paso	15,761	30,441	4,653	-----	50,855
512	Forth Worth	-----	49,391	3,468	-----	52,859
513	Galveston	-----	72,229	17,356	-----	89,595
514	Houston	5,000	79,863	1,500	-----	86,363
515	Laredo	250	9,594	2,800	-----	12,644
516	Palestine	1,213	10,504	3,750	-----	15,767
517	Paris	-----	-----	-----	-----	-----
518	San Antonio	21,191	80,745	12,217	-----	117,153
519	Sherman	20,590	21,810	4,988	-----	47,298
520	Tyler*	-----	15,000	1,500	-----	16,500
521	Waco	-----	43,177	6,023	-----	49,200

* Statistics of 1898-99.

TABLE 10.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants in 1899-1900.*—Continued.

	City.	Expenditures for the school year 1899-1900.				
		Perma- nent in- vestments and lasting improve- ments.	Teaching and super- vision.	Current and inci- dental ex- penses.	Evening schools.	Total.
	1	2	3	4	5	6
UTAH.						
522	Ogden	\$8,776	\$42,441	\$26,543	-----	\$77,760
523	Salt Lake City	35,109	164,490	95,361	-----	294,960
VERMONT.						
524	Barre	16,718	12,988	5,786	-----	35,492
525	Burlington	73,785	32,538	15,489	-----	-----
526	Rutland*	-----	27,824	8,657	-----	36,481
VIRGINIA.						
527	Alexandria	-----	17,300	3,790	-----	21,090
528	Danville	-----	21,340	7,142	-----	28,482
529	Lynchburg*	2,000	32,654	5,941	-----	40,595
530	Manchester*	-----	9,150	-----	-----	12,639
531	Newport News	4,365	15,411	4,047	-----	23,823
532	Norfolk*	103,000	42,130	4,408	-----	149,538
533	Petersburg	993	18,758	3,722	-----	23,473
534	Portsmouth*	13,700	16,427	4,312	-----	34,439
535	Richmond	9,048	132,900	20,393	-----	161,631
536	Roanoke	2,000	25,081	5,825	-----	32,906
WASHINGTON.						
537	Seattle	74,177	162,334	93,537	-----	330,048
538	Spokane	65,857	102,229	67,982	-----	234,068
539	Tacoma	27,033	95,969	58,499	-----	181,501
540	Walla Walla	31,135	14,774	11,088	-----	56,997
WEST VIRGINIA.						
541	Charleston	1,908	24,701	13,889	-----	40,498
542	Huntington	7,873	19,610	9,390	-----	36,873
543	Parkersburg	23,104	26,034	7,944	-----	57,082
544	Wheeling	9,155	70,850	31,468	-----	111,473
WISCONSIN.						
545	Appleton	15,301	37,598	15,971	-----	68,870
546	Ashland	14,626	26,488	7,819	-----	48,933
547	Beloit	500	23,377	13,480	-----	37,357
548	Chippewa Falls	875	17,540	3,935	-----	22,350
549	Eau Claire	11,735	48,845	14,178	-----	74,758
550	Fond du Lac	30,000	30,000	5,000	-----	65,000
551	Green Bay	1,293	37,347	16,348	-----	54,988
552	Janesville	3,000	22,986	11,224	-----	37,210
553	Kenosha	15,165	19,678	9,265	-----	44,108
554	La Crosse	1,803	69,072	21,208	-----	92,083
555	Madison	6,429	36,585	11,751	-----	54,765
556	Manitowoc	13,194	23,918	14,074	-----	51,186
557	Marinette	2,495	29,042	9,827	-----	41,364
558	Merrill	1,202	14,420	4,939	-----	20,551
559	Milwaukee	-----	591,309	110,518	-----	701,827
560	Oshkosh	18,692	57,615	14,857	\$360	90,924
561	Racine	52,600	59,658	20,390	-----	132,648
562	Sheboygan	40,000	51,000	-----	-----	94,000
563	Stevens Point	4,526	21,521	6,699	-----	32,746
564	Superior	34,347	72,684	40,143	-----	147,174
565	Watertown	3,822	13,913	1,892	-----	19,627
566	Warsaw	23,675	26,985	9,698	-----	60,358
WYOMING.						
567	Cheyenne	-----	19,447	8,898	-----	28,345
568	Laramie	-----	-----	-----	-----	-----

* Statistics of 1898-99.

TABLE 11.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants.

City.	Population, census of 1900.	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.				Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.
		School census age.	Children of school census age.		Male.	Female.	Total.					Male.	Female.	Total.						
ALABAMA.																				
1 Bessemer.....	6,358	5-17	1,560	75	484	507	991	180	117,720	654	1	2	13	15	3	890	\$25,000	\$5,875	\$7,500	
2 Eufaula.....	4,352	5-17	1,800	150	213	243	458	174	38,638	377	2	1	10	11	3	425	15,000	4,800	5,241	
3 Florence.....	6,478	5-17	2,017	200	400	463	863	198	76,334	473	1	4	11	15	3	800	25,000	4,500	10,782	
4 Tuscaloosa.....	5,694	5-17	2,208	300	270	223	493	160	51,200	320	2	3	8	11	2	430	35,000	4,000	4,708	
ARKANSAS.																				
5 Helena.....	5,550	6-21	2,300	80	504	462	966	180	96,238	534	1	2	15	17	3	1,247	60,000	8,523	-----	
CALIFORNIA.																				
6 Eureka.....	7,327	5-17	1,627	35	842	926	1,768	192	273,024	1,422	1	2	20	32	13	1,639	75,000	24,950	29,650	
7 Napa.....	4,636	5-17	1,141	126	462	429	891	185	134,451	727	0	1	19	20	4	1,000	25,000	13,000	15,000	
8 Pomona.....	5,526	5-17	1,495	126	626	629	1,255	170	183,135	1,077	1	3	34	36	10	1,430	85,630	34,000	34,000	
9 Riverside.....	4,973	5-17	1,716	36	682	715	1,397	168	290,366	1,189	3	3	31	34	9	1,400	110,000	26,740	44,000	
10 Santa Ana.....	4,963	5-17	1,356	60	659	767	1,426	164	174,468	1,063	1	7	25	32	8	1,329	60,000	23,608	37,205	
11 Santa Barbara.....	6,587	5-17	1,778	197	779	700	1,589	171	186,661	1,092	2	6	36	42	11	1,325	75,000	26,615	39,301	
12 Santa Cruz.....	5,659	5-17	2,136	385	702	820	1,589	185	204,563	1,105	1	7	34	41	8	1,720	290,000	20,000	35,500	
13 Santa Rosa.....	6,673	5-17	1,794	103	826	870	1,696	190	222,454	1,171	1	5	25	31	4	1,550	48,000	24,500	30,000	
14 Vallejo.....	7,965	5-17	1,965	103	728	652	1,380	187	186,953	908	1	2	25	27	5	1,215	50,000	21,057	26,782	
COLORADO.																				
15 Trinidad.....	5,345	6-21	1,726	250	637	629	1,266	172	153,843	892	2	6	25	31	5	1,300	90,000	19,247	28,852	
CONNECTICUT.																				
16 Derby.....	7,930	5-16	1,771	584	434	454	888	188	114,309	608	1	3	20	22	4	815	60,000	12,580	15,231	
17 East Hartford.....	7,403	4-16	1,550	52	-----	-----	-----	185	190,365	1,029	1	5	35	40	13	1,497	55,100	11,600	23,791	
18 Enfield.....	6,699	4-14	1,492	400	-----	-----	-----	190	163,590	891	2	2	31	33	11	1,414	-----	14,600	20,500	
19 New Milford.....	4,804	4-15	913	32	376	434	810	185	102,291	575	-----	3	20	23	16	952	22,250	7,825	9,201	

20	Southton.....	5,890	4-16	1,234	563	610	1,173	183	143,715	785	2	1	30	31	12	1,408	65,000	14,927	20,799
21	Winchester.....	7,763	4-16	1,626	569	---	1,007	190	125,400	639	2	0	26	26	7	950	66,500	13,808	17,512
FLORIDA.																			
22	Lake City (Columbia County).....	4,013	6-21	---	1,793	1,767	3,560	80	280,880	3,290	3	29	41	70	---	---	18,617	17,038	17,664
23	St. Augustine.....	4,272	6-21	---	386	441	827	160	84,120	522	1	3	18	21	3	677	19,725	6,518	8,256
GEORGIA.																			
24	Albany.....	4,606	6-18	1,176	50	370	795	180	115,560	642	---	---	---	---	---	---	8,500	5,500	6,000
25	Americus.....	7,674	6-18	---	175	558	1,488	180	191,196	1,062	1	3	27	30	3	1,500	26,000	13,545	15,194
26	Dalton.....	4,315	6-18	1,347	---	390	531	178	80,100	450	---	---	12	12	3	---	10,000	---	---
27	Rome.....	7,291	6-18	2,393	100	720	1,450	185	203,500	1,100	2	2	26	28	5	1,200	20,000	14,722	14,722
28	Waycross.....	5,919	6-18	---	---	526	658	175	---	---	1	1	14	15	2	700	35,000	7,466	8,202
IDAHO.																			
29	Boise.....	5,957	6-21	2,063	---	733	805	198	---	---	1	4	31	35	5	1,400	200,000	20,000	50,000
30	Pocatello.....	4,045	5-21	1,365	125	398	812	174	101,566	579	1	1	14	15	4	809	37,983	8,062	14,946
ILLINOIS.																			
31	Beardstown.....	4,827	6-21	1,585	---	468	511	164	147,108	897	1	1	22	23	3	1,200	---	12,780	17,600
32	Belvidere.....	6,937	6-21	2,262	---	583	563	196	186,100	950	2	1	37	38	6	1,743	100,000	16,069	23,237
33	Canton.....	6,594	6-21	---	---	836	938	171	232,617	1,300	1	1	28	29	8	1,382	42,425	12,000	---
34	Centralia.....	6,721	6-21	1,969	160	735	765	174	213,333	1,326	1	3	21	24	5	1,600	52,300	15,000	23,000
35	Chicago Heights.....	5,160	6-21	---	---	636	635	180	172,800	864	6	0	21	21	3	1,100	21,000	11,650	15,000
36	Clinton.....	4,452	6-21	1,200	0	507	530	173	---	---	3	3	17	19	4	1,000	40,000	12,000	---
37	Dixon.....	7,917	6-21	1,753	490	467	964	176	124,656	856	1	2	17	19	3	1,600	40,000	12,000	---
38	Du Quoin.....	4,353	6-21	1,485	150	498	597	195	134,577	723	1	3	29	22	3	1,730	40,450	10,500	12,000
39	Edwardsville.....	4,157	6-21	1,499	110	445	455	200	156,000	780	1	3	18	21	4	1,200	40,000	10,500	12,000
40	Galesna.....	5,005	6-21	1,800	800	440	500	197	110,589	561	1	1	30	33	4	1,275	100,000	9,543	21,749
41	Harlem (Cook County).....	4,085	6-21	1,247	144	391	360	751	107,531	923	2	4	23	27	4	1,200	80,000	11,370	13,430
42	Hitchfield.....	5,918	7-14	1,698	146	613	964	182	163,918	942	2	4	23	27	4	1,200	80,000	11,370	13,430
43	Macomb.....	5,375	6-21	1,700	0	576	570	185	163,918	942	2	4	23	27	4	1,200	80,000	11,370	13,430
44	Maywood.....	5,375	6-21	1,954	175	640	645	189	172,531	923	2	1	34	35	5	1,700	122,500	17,779	47,784
45	Monmouth.....	7,460	6-21	2,465	---	837	919	194	287,896	1,484	3	2	31	35	5	1,700	122,500	17,779	47,784
46	Morris.....	4,273	6-21	1,500	75	350	400	200	135,000	675	2	2	19	21	5	850	52,000	10,000	13,500
47	Murphysboro.....	6,463	6-21	1,923	170	675	698	165	181,221	1,632	1	2	23	25	3	1,200	45,000	12,000	14,000
48	Paris.....	6,105	6-21	1,550	75	582	686	184	181,322	985	1	2	23	25	3	1,200	45,000	12,000	14,000
49	Pontiac.....	4,206	6-21	1,400	0	441	499	189	138,349	749	---	---	---	---	---	---	60,000	7,500	9,000
50	Princeton.....	4,023	6-21	1,140	100	328	337	189	94,500	525	1	1	14	15	3	672	25,000	6,665	9,000
51	Spring Valley.....	6,214	6-21	2,035	300	514	516	200	134,000	670	3	1	14	15	3	761	30,000	7,500	9,500
52	Sterling.....	6,309	6-21	1,105	100	379	401	184	117,379	636	3	1	17	18	3	800	51,650	8,893	12,254
53	Urbana.....	5,728	6-21	1,538	---	625	643	184	180,414	980	4	5	21	25	7	1,350	56,500	14,772	16,635
INDIANA.																			
54	Alexandria.....	7,221	6-21	1,851	221	752	803	176	155,232	882	3	1	29	30	4	1,228	53,500	14,021	16,997
55	Bedford.....	6,115	6-21	1,600	---	654	616	180	180,000	1,000	2	5	20	25	4	1,200	55,000	11,200	15,000

TABLE 11.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants—Continued.*

City.	Population, census of 1900.		School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.
	2	3	School census age.	Children of school census age.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
INDIANA—continued.																				
56	Bloomington	9,400	6-21	1,739	0	728	801	1,329	180	213,480	1,186	1	5	26	31	4	---	\$75,000	\$14,271	\$83,615
57	Bluffton	4,479	6-21	1,218	0	---	---	1,117	177	153,813	1,839	2	7	16	23	5	---	50,000	11,478	13,928
58	Brazil	7,786	6-21	2,369	138	812	896	1,738	173	227,840	1,240	2	4	21	27	4	1,617	97,750	11,715	14,625
59	Connersville	6,836	6-21	1,631	200	535	589	1,134	173	182,518	786	3	4	18	22	3	1,112	57,500	13,027	16,530
60	Crawfordsville	6,649	6-21	1,830	125	732	694	1,436	176	191,135	1,086	3	6	30	36	4	1,622	120,000	19,675	28,789
61	Frankfort	7,100	6-21	1,832	0	875	912	1,787	175	236,913	1,353	3	7	33	40	5	1,600	100,000	20,526	28,623
62	Goshen	7,850	6-21	2,015	75	793	878	1,671	178	240,120	1,334	3	6	35	41	7	1,550	140,000	19,200	31,757
63	Greenfield	4,489	6-21	1,292	0	517	515	1,032	183	140,685	804	1	4	18	22	4	950	78,000	10,138	25,000
64	Laporte	7,126	6-21	2,733	500	681	671	1,352	169	189,437	1,035	1	5	34	39	6	1,500	125,000	21,144	28,190
65	Lebanon	4,405	6-21	1,226	0	624	598	1,222	180	150,400	940	1	6	16	22	3	1,200	70,000	11,710	13,326
66	Martinsville	4,038	6-21	1,030	0	420	480	900	180	133,900	585	2	8	19	19	4	800	40,000	9,000	11,500
67	Mishawaka	5,680	6-21	1,408	325	361	362	723	180	140,400	581	2	9	16	24	5	1,100	56,000	12,078	17,588
68	Mount Vernon	5,182	6-21	1,723	310	548	631	1,179	180	149,220	829	2	8	15	25	4	1,180	47,490	14,075	15,000
69	Portland	4,708	6-21	1,362	---	571	564	1,135	173	155,873	901	2	1	20	26	5	1,300	80,000	11,787	13,000
70	Rushville	4,541	6-21	1,825	105	612	644	1,256	174	160,756	694	1	3	25	26	5	1,250	125,000	17,336	26,406
71	Seymour	6,445	6-21	1,843	300	711	735	1,446	169	162,010	958	3	8	29	37	---	---	---	---	---
72	Shelbyville	7,169	6-21	1,843	100	---	---	---	171	194,508	1,138	3	---	---	---	---	---	---	---	---
IOWA.																				
73	Centerville	5,256	5-21	2,064	---	720	747	1,467	178	201,026	1,129	3	5	26	32	3	1,370	83,375	11,875	14,612
74	Creston	7,752	5-21	2,821	200	926	967	1,893	176	247,819	1,408	3	1	37	42	9	1,725	125,000	18,925	27,961
75	Fairfield	4,689	5-21	1,236	75	477	545	1,023	175	137,629	786	2	2	18	20	3	900	43,000	9,670	12,264
76	Le Mars	4,146	5-21	1,328	271	524	541	1,018	175	141,337	807	1	0	23	23	3	1,067	50,500	12,180	13,993
77	Lyons	5,799	5-21	1,936	200	579	573	1,152	195	170,617	875	2	2	21	23	5	1,150	60,000	12,000	20,300
78	Mason City	6,746	5-21	1,936	200	725	729	1,434	180	222,680	1,237	3	1	37	38	4	1,400	135,000	16,140	---
79	Mount Pleasant	4,100	5-21	1,112	---	---	---	---	173	112,969	653	1	1	23	24	3	1,000	40,000	9,626	---
80	Oelwein	5,142	5-21	1,132	0	488	475	966	176	131,064	729	1	1	19	20	4	1,000	25,000	8,809	9,300
81	Red Oak	4,355	5-21	1,329	---	594	635	1,229	178	183,697	1,032	1	3	28	31	6	1,250	100,000	15,009	22,810

KANSAS.									
82	Argentine	5,878	6-21	2,029	608	613	1,221	155	136,240
83	Newton	6,208	5-21	2,469	726	813	1,539	177	208,487
84	Ottawa	6,924	5-21	2,469	823	963	1,789	165	200,457
85	Parsons	7,682	5-21	2,047	810	935	1,795	157	206,455
86	Salina	6,074	5-21	1,633	75	679	1,451	172	180,290
87	Wellington	4,245	5-21	1,633	15	484	952	167	121,939
88	Winfield	5,554	5-21	1,767	40	674	1,369	157	172,837
KENTUCKY.									
89	Ashtand	6,800	6-20	1,831	200	625	1,323	160	180,000
90	Belleue	6,332	6-20	1,969	330	504	1,017	190	130,100
91	Hopkinsville	7,280	6-20	1,961	100	350	802	193	112,301
LOUISIANA.									
92	Lake Charles	6,680	6-18	2,200	735	802	1,627	100	102,480
MAINE.									
93	Belfast	4,615	4-21	1,282	0	465	712	175	123,680
94	Brewer	4,825	4-21	1,368	100	635	931	180	102,890
95	Calais	7,055	4-21	1,862	0	538	1,595	169	102,890
96	Eastport	5,311	4-21	1,331	25	516	1,058	185	160,580
97	Gardiner	5,701	4-21	1,478	150	359	820	174	136,541
98	Oldtown	5,763	4-21	1,800	250	382	920	163	102,890
99	Saco	6,122	4-21	1,800	250	382	920	185	102,890
100	Skowhegan	6,266	4-21	1,800	250	382	920	185	102,890
101	South Portland	6,287	4-21	1,800	250	382	920	185	102,890
102	Westbrook	7,283	4-21	2,521	300	445	1,043	170	181,412
MARYLAND.									
103	Cambridge	5,747	6-21	2,521	454	544	998	165	127,217
MASSACHUSETTS.									
104	Amherst	5,028	5-15	612	40	425	889	177	118,763
105	Andover	6,813	5-15	689	12	560	1,140	180	163,240
106	Athol	7,003	5-15	1,215	513	684	1,197	181	171,371
107	Barnstable	4,384	7-14	520	315	384	759	167	107,274
108	Blackstone	5,721	7-14	520	0	491	1,042	136	102,890
109	Blandford	5,081	7-14	520	65	617	1,221	191	189,178
110	Bridgewater	5,804	7-14	569	406	445	849	173	118,763
111	Canton	7,552	7-15	885	310	528	638	200	105,200
112	Deerham	7,457	7-15	1,280	115	695	1,319	186	232,588
113	Eastham	5,005	7-14	611	439	504	963	173	132,769
114	Easton	4,867	8-15	919	457	463	919	183	165,165

TABLE 11.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants—Continued.

City.	Population, census of 1900.		School popu-lation.		Pupils in private and parochial schools.	Different pupils enrolled in pub-lic day schools.		Number of days the schools were actu-ally in session.	Aggregate number of days attendance of all pupils.	Average daily at-tendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public prop-erty used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.
	Total.	School cen-sus age.	Children of school cen-sus age.	Total.		Male.	Female.												
												13	14	15					
MASSACHUSETTS—cont'd.																			
Franklin.....	5,017	7-14	594	399	349	365	705	180	99,000	550	1	17	20	6			\$57,000	\$9,288	\$14,826
Grafton.....	4,869	5-15	921	0			918	176	161,568	724	2	26	27				135,000	12,497	19,280
Greenfield.....	7,927	5-15	1,259	3	751	765	1,516	240	248,800	1,114	4	38	40	13	1,570	140,000	24,295	34,843	
Hingham.....	5,059	7-14	560	40	417	455	870	200	156,589	719	3	19	22	6	915	125,000	14,128	21,698	
Hudson.....	5,454	5-21	1,065	30	597	556	1,063	180	189,620	998	3	24	26	6	1,289		15,646	20,021	
Mansfield.....	4,006	7-14	683	65	693	774	769	188	206,048	615	0	18	20	9		55,000	8,447	14,204	
Methuen.....	7,512	7-14	456	13			1,467	176	178,816	1,016	1	3	31	34	19	1,675	77,000	18,632	23,069
Middlebury.....	6,885	5-15	1,013	100	735	765	1,500	186	242,476	1,077	3	4	49	52	8	1,809	300,000	39,550	54,255
Millbury.....	4,460	7-14	653	0			879	188	112,859	603	1	3	19	23	8	1,059	75,000	15,194	17,535
Milton.....	6,578	7-14	474	0	354	368	732	195	207,550	1,152	1	3	34	35	13	1,160	166,800	12,980	18,741
Needham.....	4,016	5-15	782		415	457	872	190	196,517	1,034	3	1	33	34	9	1,574	141,700	16,931	23,738
North Andover.....	4,243	5-15	1,227	0	684	710	1,394	182	207,550	1,152	1	3	34	35	13	1,160	166,800	12,980	18,741
North Attleboro.....	7,253	5-15	1,255	0	712	645	1,357	190	196,517	1,034	3	1	33	34	9	1,574	141,700	16,931	23,738
Northbridge.....	7,093	7-14	711	125	502	565	1,067	6190	184,757		3	1	33	34	12	1,250	46,950	15,695	22,338
Orange.....	5,520	7-14	872	0	630	674	1,304	186	173,910	935	1	22	24	8	1,228	96,500	9,904	14,060	
Palmer.....	7,801	7-14	489	0	397	421	818	186	151,032	812	3	1	24	25	8	891	26,563	15,246	21,633
Provincetown.....	4,247	7-14	859	0	501	498	999	179	117,720	654	3	1	18	19	8	891	26,563	9,232	12,578
Reading.....	4,969	5-15	832	0	419	353	772	179	117,720	654	3	1	18	19	8	891	26,563	9,232	12,578
Rockport.....	4,502	7-14	531	0	419	353	772	185	138,350	910	3	1	26	27	11	1,100	130,000	14,202	19,773
Saugus.....	5,084	5-15	1,034	0	544	579	1,123	185	168,350	910	3	1	26	27	11	1,100	130,000	14,202	19,773
South Hadley.....	4,526	5-15	1,041	0			980	185	133,385	721	1	2	25	27	8	1,786	38,400	11,694	17,235
Southampton.....	7,627	5-15	1,026	0	819	548	1,367	188	188,376	1,062	3	3	42	45	17	1,786	38,400	11,694	17,235
Spencer.....	6,197	5-15	950	0	582	538	1,120	186	173,910	935	3	3	42	45	17	1,786	38,400	11,694	17,235
Stoughton.....	5,442	7-14	685	0			791	188	116,936	666	1	1	22	23	6	767	100,000	12,300	18,000
Swampscott.....	4,548	7-14	766	0	410	407	701	188	116,936	666	1	1	22	23	6	767	100,000	12,300	18,000
Warren.....	4,417	5-15	766	0	410	407	701	174	112,565	647	3	4	20	24	8	922	50,300	11,191	16,828
Westley.....	5,072	5-15	633	175	380	378	758	190	118,180	627	3	4	20	24	8	922	50,300	11,191	16,828
Westboro.....	5,400	7-14	487	0	382	384	766	193	121,783	631	2	1	26	27	7	800	120,000	19,873	28,236
Whitman.....	6,135	5-15	1,041	0	588	625	1,213	192	192,388	1,007	1	3	20	21	6	787	83,000	15,704	22,727
Williamstown.....	7,105	5-15	1,463	0	836	852	1,688	187	207,850	1,272	1	4	41	45	12	1,700	125,000	21,551	29,727
West Springfield.....	5,013	7-14	641	85			1,013	182	136,227	748	1	3	27	30	10	1,200	70,000	12,165	18,406

	Winchendon	Winchester		7-14	6-11	0	489	481	970	180	133,740	743	1	2	26	25	10	1,200	150,000	13,500	21,157
				7-14	8-16	35	755	783	1,538	184	221,904	1,206	7	2	38	40	8	1,232	115,000	24,868	35,707
MICHIGAN.																					
146	Albion	4,519	5-20	1,175	100	563	562	562	1,125	185	145,688	706	2	2	22	24	5	1,063	70,000	11,061	15,527
147	Benton Harbor	6,362	5-20	1,636	550	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
148	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
149	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
150	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
151	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
152	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
153	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
154	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
155	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
156	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
157	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
158	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
159	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
160	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
161	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
162	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
163	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
164	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
165	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
166	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
167	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
168	Big Rapids	4,686	5-20	1,435	350	537	537	537	1,577	180	174,280	996	2	2	28	32	4	1,445	47,000	18,000	
MINNESOTA.																					
169	Albert Lea	4,500	5-21	1,400	50	577	582	582	1,159	177	152,529	861	2	1	24	25	4	1,125	75,000	11,949	16,875
170	Austin	5,474	5-21	1,400	50	711	621	621	1,332	180	194,215	1,062	2	2	30	32	6	1,420	120,000	16,000	24,000
171	Barnes	5,474	5-21	1,400	50	711	621	621	1,332	180	194,215	1,062	2	2	30	32	6	1,420	120,000	16,000	24,000
172	Barnes	5,474	5-21	1,400	50	711	621	621	1,332	180	194,215	1,062	2	2	30	32	6	1,420	120,000	16,000	24,000
173	Barnes	5,474	5-21	1,400	50	711	621	621	1,332	180	194,215	1,062	2	2	30	32	6	1,420	120,000	16,000	24,000
174	Barnes	5,474	5-21	1,400	50	711	621	621	1,332	180	194,215	1,062	2	2	30	32	6	1,420	120,000	16,000	24,000
175	Barnes	5,474	5-21	1,400	50	711	621	621	1,332	180	194,215	1,062	2	2	30	32	6	1,420	120,000	16,000	24,000
176	Barnes	5,474	5-21	1,400	50	711	621	621	1,332	180	194,215	1,062	2	2	30	32	6	1,420	120,000	16,000	24,000
177	Barnes	5,474	5-21	1,400	50	711	621	621	1,332	180	194,215	1,062	2	2	30	32	6	1,420	120,000	16,000	24,000
178	Barnes	5,474	5-21	1,400	50	711	621	621	1,332	180	194,215	1,062	2	2	30	32	6	1,420	120,000	16,000	24,000
MISSISSIPPI.																					
179	Columbus	6,484	5-21	2,630	35	675	829	829	1,504	180	162,000	900	1	2	19	21	3	1,500	25,000	9,000	9,500
180	Greenville	7,642	5-21	2,764	150	642	808	808	1,448	178	134,568	756	3	3	25	28	7	1,950	32,500	14,680	14,617
181	Hattiesburg	4,175	5-21	1,357	419	539	539	539	988	160	112,000	700	1	3	10	13	2	1,500	23,000	6,000	6,500

^a High school was in session 194 days.

^b High school was in session 300 days.

TABLE 11.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants—Continued.

City.	Population, census of 1900.		School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.
	School census age.	Children of school census age.	Male.	Female.		Total.	Male.	Female.					Total.							
MISSOURI.																				
Boonville.....	4,377	6-20	1,500	250	386	387	773	158	113,692	719	1	1	13	18	22	830	\$40,000	\$8,800	\$9,696	
Brookfield.....	5,484	6-21	1,800	100	530	580	1,110	180	178,200	990	2	6	12	14	26	400	50,000	11,000	30,000	
Cape Girardeau.....	6,905	6-20	2,060	500	708	733	1,501	180	135,000	750	0	10	2	19	27	6	30,000	4,250		
Chillicothe.....	5,061	6-20	1,853	0	693	718	1,503	175	101,260	1,112	1	5	5	28	33	1,449	50,000		20,688	
Clinton.....	5,611	6-20	1,853	100	685	718	1,503	165	163,165	989	1	3	19	22	6	1,500	100,000	8,500	11,850	
Dasoto.....	4,883	6-20	1,105	20	439	423	855	154	93,267	618	1	3	13	19	22	3	300	30,000	8,040	8,970
Fulton.....	5,374	6-20	1,475	100	900	930	1,830	170	211,820	1,246	2	5	32	37	5	1,911	114,000	15,000	35,000	
Independence.....	6,974	6-20	3,475	100	600	720	1,320	169	735,000	1,100	6	7	23	30	5	1,700	90,000	9,500		
Kirksville.....	5,966	6-20	1,687	150	500	600	1,100	168	127,478	855	4	2	16	18	5	1,200	60,000	8,869		
Lexington.....	4,190	6-20	1,630	8	564	569	1,133	150	127,478	855	1	4	19	23	4	1,232	60,000	8,869		
Louisiana.....	5,131	6-20	1,645	80	642	644	1,246	178	190,816	1,072	4	3	21	24	3	1,000	75,000	10,995	12,000	
Maryville.....	4,577	6-20	1,459	80	651	634	1,355	170	160,414	944	1	5	23	28	3	1,300	45,000	11,815	16,814	
Mexico.....	5,069	6-20	1,632	100	1,027	1,043	2,070	176	276,198	1,568	1	3	15	19	5	600	40,000	14,545	20,337	
Nevada.....	7,461	6-20	2,600	100	1,027	1,043	2,070	176	276,198	1,568	1	3	15	19	5	600	40,000	14,545	20,337	
Poplar Bluff.....	4,321	6-20	1,241	0	561	637	1,198	171	102,297	600	1	3	15	19	5	600	40,000	7,700	10,833	
Rich Hill.....	4,653	6-20	1,534	0	687	683	1,370	180	176,220	979	1	6	17	20	4	1,238	20,000	7,618	9,551	
Trenton.....	5,396	6-20	1,680		712	765	1,478	168	178,500	1,050	1	6	22	28	4	1,240	100,000	11,024	15,515	
Warrensburg.....	4,724	6-21	1,505	200				178	148,790	835	1	6	22	28	7	1,240	40,000	10,880	14,297	
NEBRASKA.																				
Fremont.....	7,241	5-21	2,923	40	1,032	1,061	2,113	184	281,145	1,528	1	1	1	40	41	8	120,500	21,495	33,896	
Grand Island.....	7,554	5-21	3,172	175	968	987	2,125	178	297,077	1,484	3	4	4	34	38	5	130,000	19,812	31,427	
Hastings.....	7,188	5-21	2,785	275	824	1,248	2,072	176	278,245	1,331	1	2	34	36	6	2,120	104,000	19,062	27,478	
Kearney.....	5,634	5-21	2,618	10	786	874	1,660	177	109,399	1,126	1	1	3	31	34	7	210,000	12,408	20,042	
Nebraska City.....	7,380	5-21	2,235	150	724	909	1,633	175	206,413	1,183	1	3	31	34	8	1,200	210,000	12,408	20,042	
Plattsmouth.....	4,964	5-21	1,505	100	561	743	1,304	180	176,940	983	1	1	25	26	9	1,600	45,775	12,000	15,500	
NEVADA.																				
Reno.....	4,500	6-18	1,050	100	362	338	700			650	1	1	2	15	17	3	35,000	14,000	18,400	

NEW HAMPSHIRE.		7,023	5-16	1,575	325	623	577	1,200	185	199,975	1,135	5	3	25	28	7	1,300	150,000	12,500	16,528
Somersworth.....																				
NEW JERSEY.																				
Asbury Park.....		4,148	5-18	924	---	395	416	811	200	105,521	528	2	1	20	21	2	821	100,000	15,290	22,711
Bordentown.....		4,110	5-18	916	200	286	282	568	190	69,732	367	1	2	12	14	2	---	20,000	6,110	23,000
Dover.....		5,938	5-18	1,448	29	631	671	1,332	192	135,318	965	1	2	25	27	4	1,225	37,000	14,950	23,000
Englewood City.....		6,253	5-18	1,406	409	459	461	920	191	113,063	609	2	2	26	28	5	891	36,200	15,012	30,725
Gloucester City.....		6,840	5-20	1,932	626	349	372	712	195	---	---	2	2	15	17	5	900	---	---	---
Newton.....		4,376	5-18	913	20	395	411	807	189	107,324	568	1	2	16	17	1	1,170	90,000	8,838	13,267
North Plainfield.....		5,009	5-18	1,176	24	500	533	1,053	180	128,550	715	3	3	28	30	2	1,170	80,000	15,635	25,167
Railway.....		7,935	5-20	1,910	---	719	740	1,489	190	292,160	1,064	1	4	30	31	5	1,746	---	---	---
Red Bank.....		5,428	5-18	1,386	302	526	470	966	186	129,900	650	1	2	20	22	5	990	60,102	14,675	21,073
Salem.....		5,811	5-18	1,384	40	547	562	1,109	190	155,874	820	3	2	28	30	5	1,280	52,826	12,624	17,224
Somerville.....		4,843	5-18	1,065	30	454	480	934	190	122,059	619	2	2	16	17	3	800	57,500	11,175	14,000
South Amboy.....		4,349	5-20	---	521	296	318	614	184	130,980	440	1	1	13	14	2	700	35,000	7,375	23,020
South Orange.....		4,608	5-18	1,227	220	409	383	732	190	103,477	544	1	5	20	25	3	700	70,000	19,370	27,351
Trenton.....		4,370	5-20	2,164	---	565	584	1,179	170	148,045	871	2	1	24	25	7	1,197	60,000	12,028	48,000
West Orange.....		6,889	5-18	1,825	120	647	637	1,284	191	192,528	1,098	1	---	---	---	---	---	220,000	23,000	13,300
Woodbury.....		4,087	5-18	---	---	420	436	856	185	107,300	580	1	2	17	19	4	900	25,000	9,445	---
NEW MEXICO.																				
Santa Fe.....		5,603	5-20	1,200	400	340	360	700	175	71,084	409	1	2	11	13	4	450	---	6,000	8,500
NEW YORK.																				
Albion.....		4,477	5-18	1,132	125	457	558	1,045	186	119,970	645	1	1	25	26	6	1,045	45,000	13,640	23,662
Bath.....		4,994	5-18	704	---	313	340	653	180	92,775	538	1	1	17	18	3	650	46,900	8,250	9,952
Catskill.....		5,484	5-18	1,200	---	443	451	894	191	135,228	708	1	3	23	23	3	940	68,704	14,794	21,540
Fredonia.....		4,137	5-18	841	---	297	292	459	182	100,878	334	0	0	13	13	2	---	19,500	5,805	7,887
Fulton.....		5,281	5-18	1,000	0	512	616	1,128	191	175,911	921	1	2	25	27	3	1,134	60,000	10,000	17,000
Green Island.....		4,779	5-18	1,071	12	433	453	889	191	122,279	640	1	1	13	14	2	726	38,000	7,729	11,945
Haverstraw.....		5,935	5-18	1,422	253	505	523	958	195	139,290	714	1	0	23	25	2	1,046	42,767	11,250	15,639
Herkimer.....		5,555	5-18	1,103	---	532	524	1,056	179	138,687	784	1	4	21	25	4	1,109	44,550	13,410	24,203
Hoosick Falls.....		5,671	5-18	1,450	463	463	476	939	185	130,787	707	1	4	21	25	4	1,109	69,490	13,000	---
Ilion.....		5,138	5-18	1,050	0	479	455	934	---	---	---	1	0	29	29	3	---	---	---	---
Lyons.....		4,300	5-18	---	---	455	454	909	186	133,795	723	1	0	2	13	29	---	---	---	---
Mechanicville.....		4,695	5-18	1,407	0	502	532	1,054	192	146,112	761	2	0	13	20	3	1,100	60,000	10,100	17,391
Newark.....		4,578	5-18	631	0	351	390	741	190	101,149	552	1	0	14	14	1	650	39,100	6,913	10,445
Norwich.....		5,706	5-16	1,200	35	690	670	1,270	183	---	---	1	1	27	28	2	---	---	---	---
Nyack.....		4,275	5-18	1,230	69	561	600	1,161	185	---	---	1	1	27	28	2	---	---	---	---
Oneida.....		6,364	5-18	1,761	24	354	386	740	187	136,601	854	1	1	20	21	3	950	51,213	10,414	30,442
Oswego.....		7,147	5-18	1,295	225	549	561	1,110	191	154,296	807	0	2	1	20	21	1,100	70,000	12,558	17,404
Port Chester.....		5,639	5-18	1,988	62	453	475	931	187	136,225	675	1	2	28	30	3	1,220	90,000	14,880	18,913
Rensselaer.....		7,440	5-18	1,067	243	713	701	1,414	187	189,457	1,019	3	0	31	31	7	1,450	125,000	22,630	33,406
Saratoga.....		4,251	5-18	2,060	0	693	671	1,354	189	131,274	608	2	0	19	21	4	1,574	70,000	10,937	27,888
Salamanca.....		4,521	5-18	1,265	270	392	436	848	191	133,456	618	3	2	19	21	5	988	39,050	10,757	13,442
Sandy Hill.....		4,473	5-18	1,083	541	542	---	1,083	183	134,705	734	1	0	25	26	5	1,083	69,000	11,734	20,963
Seneca Falls.....		6,519	5-18	---	386	482	435	917	192	142,464	742	2	0	24	24	4	1,100	73,325	10,940	14,576

TABLE 11.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants—Continued.

City.	Population, census of 1900.		School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and superintending officers.	Total expenditure.
	School census.	Children of school census age.	5	6		7	8	Total.					Male.	Female.	Total.					
NEW YORK—continued.																				
248 Sing Sing.....	7,439	5-18	1,485	.....	567	573	1,145	185	155,654	838	2	2	0	28	28	3	1,038	\$75,600	\$18,356	\$26,264
249 Tarrytown.....	4,770	4-18	700	4	325	350	675	190	93,505	492	1	1	18	18	19	4	1,000	130,000	12,000	17,000
250 Tonawanda.....	7,421	5-18	2,495	380	910	880	1,790	192	241,205	1,257	3	3	1	36	37	5	1,900	19,652	19,652	33,219
251 Waverly.....	4,465	5-18	956	0	441	542	983	191	135,048	707	1	1	20	20	21	5	1,100	35,000	11,250	16,551
252 Whitehall.....	4,377	4-18	1,240	0	350	525	875	185	137,755	751	1	2	0	23	23	4	1,650	57,500	9,750	14,500
253 White Plains.....	7,890	5-18	1,887	171	504	492	996	188	176,344	938	5	5	0	32	32	4	1,205	116,398	27,225	42,582
NORTH CAROLINA.																				
254 Concord.....	7,910	6-21	2,890	163	466	460	920	176	82,820	470	1	1	17	17	19	4	1,000	20,000	6,700	7,200
255 Goldsboro.....	5,877	6-21	2,503	0	712	837	1,549	170	198,500	1,088	1	1	24	24	27	2	1,500	35,000	10,000	11,500
256 High Point.....	4,163	6-21	1,708	.....	230	329	558	130	59,680	373	1	1	9	9	11	2	550	20,000	3,436	4,606
257 Salisbury.....	6,277	6-21	1,765	380	424	540	764	130	84,669	470	1	1	5	5	14	2	800	12,000	6,000	.....
NORTH DAKOTA.																				
258 Grand Forks.....	7,652	6-20	2,150	.....	788	906	1,694	190	263,720	1,388	3	3	0	37	37	3	1,735	125,000	23,828	51,106
OHIO.																				
259 Ashland.....	4,087	6-21	1,022	0	396	373	769	171	114,570	670	2	2	3	17	19	6	893	52,000	8,740	.....
260 Barberton.....	4,354	6-21	1,408	.....	883	378	761	175	94,482	543	2	2	4	13	16	3	650	30,000	7,857	.....
261 Bellevue.....	4,101	6-21	1,042	130	315	357	702	185	.....	.....	.....	.....	4	13	15	2	700	70,000	8,500	.....
262 Bucyrus.....	6,560	6-21	1,942	150	449	623	1,272	172	185,032	1,081	3	3	4	21	25	3	1,500	121,000	12,881	14,000
263 Circleville.....	6,991	6-21	2,191	180	779	786	1,645	173	179,374	1,049	1	1	4	24	36	4	1,650	136,000	13,124	26,589
264 Coshocton City.....	6,473	6-21	1,940	0	616	695	1,311	173	182,355	1,043	1	1	3	23	30	4	1,300	67,000	13,361	23,830
265 Defiance.....	7,579	6-21	2,301	203	734	811	1,553	184	163,082	1,049	1	1	3	29	32	8	1,400	100,000	19,995	23,830
266 Delaware.....	7,740	6-21	2,378	250	734	816	1,550	176	217,888	1,258	1	1	4	34	37	8	2,000	165,000	19,995	35,132
267 Fostoria.....	7,790	6-21	2,378	300	617	664	1,281	190	263,110	1,069	3	3	5	25	30	4	1,554	95,000	18,622	34,217
268 Gallon.....	7,582	6-21	2,023	500	617	664	1,281	190	263,110	1,069	3	3	5	25	30	4	1,554	95,000	18,622	34,217
269 Greenville.....	5,432	6-21	1,432	.....	630	742	1,372	180	198,585	1,160	3	3	2	28	35	7	1,250	80,634	14,256	21,566
270 Gallipolis.....	5,588	6-21	1,400	35	565	587	1,152	187	178,585	955	1	1	2	23	25	4	1,000	100,000	12,000	15,000

271	Greenville	5,501	6-21	1,515	100	547	529	1,075	173	147,223	851	3	8	20	28	3	1,300	125,000	15,215	16,121
272	Hillsboro	4,555	6-21	1,149	0	452	932	1,250	182	139,412	763	1	2	19	22	3	1,920	75,000	11,772	
273	Jackson	4,673	6-21	1,422	0	620	630	1,980	180	174,750	971	1	2	25	25	4	1,450	65,000	10,885	
274	Kent	4,541	6-21	1,221	60	445	515	1,980	186	144,215	775	1	2	17	22	3	1,650	65,000		
275	Martin's Ferry	7,700	6-21	2,445	160	730	890	1,542	178	216,982	1,219	1	2	28	30	3	1,520	95,000	15,355	21,000
276	Mount Vernon	6,653	6-21	1,875	250	710	720	1,430	183	216,982	1,150	1	2	28	30	3	1,520	100,000	15,355	
277	Nelsonville	6,213	6-21	1,844	30	675	663	1,311	160	210,000	1,260	1	2	30	32	2	1,500	75,000	13,000	17,916
278	New Philadelphia	6,213	6-21	1,900	0	780	703	1,315	176	218,240	1,260	1	2	30	32	2	1,500	120,000	13,257	19,200
279	Niles	7,468	6-21	2,279	0	686	627	1,358	175	166,950	964	1	2	27	30	2	1,500	180,000	13,552	20,455
280	Norwalk	7,074	6-21	2,053	400	590	692	1,217	182	178,121	682	1	2	27	30	2	1,200	162,000	13,562	17,875
281	Oberlin	5,082	6-21	1,750	100	478	530	1,044	185	193,930	912	1	2	24	28	3	1,200	170,000	13,619	22,000
282	Rainesville	5,024	6-21	1,737	100	506	513	1,010	180	158,400	880	1	2	24	28	3	1,200	175,000	11,745	17,891
283	St. Marys	5,359	6-21	1,737	0	586	513	1,003	176	158,314	1,207	1	4	30	31	4	1,516	135,000	16,717	28,765
284	Salmon	5,882	6-21	2,004	0	746	817	1,603	180	236,760	1,322	1	4	30	31	4	1,516	135,000	16,717	28,765
285	Shelby	4,883	6-21	1,400	60	428	470	1,800	187	150,885	855	1	4	30	31	4	1,516	135,000	16,717	28,765
286	Troy	6,880	6-21	2,500	78	528	519	1,047	187	150,885	855	1	4	30	31	4	1,516	135,000	16,717	28,765
287	Unionville	4,382	6-21	1,500	50	382	518	1,050	177	112,222	694	1	2	19	20	3	1,000	85,000	8,555	9,415
288	Urbana	6,808	6-21	2,100	230	520	583	1,061	177	112,222	694	1	2	19	20	3	1,000	85,000	8,555	9,415
289	Van Wert	6,422	6-21	2,133	0	705	843	1,543	180	236,760	1,322	1	6	23	30	4	1,850	80,000	13,645	20,000
290	Washington C. H.	5,751	6-21	1,476	0	617	536	1,213	180	180,540	1,065	1	4	27	31	5	1,500	60,000	17,000	22,000
291	Salem	4,258	4-20	1,423	650	773	1,423	1,423	180	238,500	1,325	1	5	30	35	6	1,500			
OREGON.																				
PENNSYLVANIA.																				
292	Archbald	5,266	6-21	1,500	0	500	537	1,057	180	111,000	620	2	4	16	20	6	800	23,000	7,920	13,472
293	Ashland	4,438	6-21	1,27	127	427	752	1,419	180	130,800	1,000	1	2	23	25	4	1,631	60,500	11,439	17,229
294	Ashley	4,046	6-21	1,301	0	424	414	868	180	122,400	680	1	2	18	21	2	1,925	35,000	7,800	12,000
295	Bangor	4,216	6-21	1,000	0	350	450	890	180	122,400	680	1	7	9	15	3	900	55,000	7,110	10,335
296	Bellefonte	7,293	6-21	1,600	200	400	500	1,085	200	161,800	800	1	6	25	29	4	1,280	69,000	8,200	18,000
297	Bethlehem	7,104	6-16	1,600	400	552	533	1,011	200	136,200	681	2	0	19	19	4	1,280	145,274	17,886	28,622
298	Bristol	7,350	6-21	2,200	275	507	540	1,518	200	168,607	908	2	1	32	33	3	1,700	58,500	9,490	14,402
299	Carnegie	5,762	6-21	1,600	400	353	387	750	180	152,820	819	2	1	18	19	3	800	128,884	19,266	34,793
300	Conshohocken	5,389	6-21	1,300	500	333	387	1,045	180	152,820	819	1	2	10	12	2	1,600	105,000	9,869	16,332
301	Corry	4,948	6-21	1,300	300	340	340	700	180	85,500	450	1	2	10	12	2	700	25,000	5,000	11,000
302	Dickson	4,279	6-21	1,003	300	338	389	727	180	90,300	502	1	2	10	12	2	700	12,200	4,089	5,702
303	Forest City	6,508	6-16	1,500	215	627	638	1,285	180	187,200	1,040	3	2	24	28	4	1,485	350,000	16,507	23,367
304	Greensburg	4,814	6-21	1,300	0	512	537	1,100	180	123,000	701	1	4	16	20	4	950	73,000	11,500	16,000
305	Hanover	5,302	6-21	1,300	200	385	408	1,000	180	130,800	1,000	1	4	16	20	4	950	73,000	11,500	16,000
306	Huntington	6,033	6-21	1,500	0	600	650	1,250	180	180,000	1,000	1	2	12	14	2	1,500	23,000	6,492	14,041
307	Indiana	4,141	6-21	1,800	0	300	335	635	180	82,500	516	1	2	12	14	2	700	23,000	6,492	14,041
308	Jeanette	5,865	6-16	1,180	160	440	460	900	180	142,200	790	1	2	18	20	4	950	53,000	14,000	15,500
309	Kane	5,296	6-21	1,950	379	397	378	738	180	109,600	685	1	2	18	20	4	950	30,000	7,800	11,200
310	Lansford	4,888	6-18	1,600	521	529	529	1,600	180	109,600	685	1	2	18	20	4	950	30,000	7,800	11,200
311	Lehigh	4,614	6-21	1,700	410	423	423	1,432	180	139,863	777	1	2	16	18	3	1,000	29,000	8,436	13,500
312	Lock Haven	7,210	6-21	1,432	694	738	1,432	1,432	180	175,200	1,095	1	7	23	30	4	1,750	42,000	9,655	13,000
313	Lock Haven	7,210	6-21	1,432	694	738	1,432	1,432	180	175,200	1,095	1	7	23	30	4	1,750	42,000	9,655	13,000
314	Mokoes Rocks	6,352	6-21	1,700	250	409	435	844	200	99,200	496	1	2	16	18	3	850	770,000	9,444	23,879

a High school was in session 200 days.

TABLE 11.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants—Continued.*

City.	Population, census of 1900.	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of days attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.	
		School census age.	Children of school census age.		Male.	Female.	Total.					Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
PENNSYLVANIA—cont'd.																				
15	Manch Chunk	4,029	6-21	1,800	380	305	745	200	118,200	591	0	2	13	15	28	3	750	\$90,000	\$9,540	\$16,145
16	Middletown	5,608	6-21	1,800	643	615	1,258	180	167,940	933	1	5	18	22	5	3	1,300	70,000	10,155	14,000
17	Milton	6,175	6-21	1,500	604	715	1,319	180	174,000	970	1	6	17	24	5	3	1,400	60,000	7,532	9,995
18	Minersville	4,815	6-21	1,132	504	455	960	180	150,040	778	1	4	13	17	3	3	1,000	35,000	11,000	15,000
19	New Kensington	4,665	6-21	1,132	587	565	1,152	180	140,040	778	1	4	13	17	3	3	1,030	30,000	7,140	9,988
20	Pottstown	4,375	6-21	1,110	498	520	1,018	180	114,480	636	1	3	15	18	3	3	1,020	48,000	8,302	20,254
21	Renovo	4,082	6-21	1,350	415	406	821	180	116,900	688	1	3	8	11	2	3	398	18,000	2,900	5,420
22	St. Marys	4,205	6-16	822	320	168	488	170	220,400	1,102	1	3	15	18	5	5	1,200	90,000	8,500	10,500
23	Scottsdale	4,261	6-21	1,650	300	385	745	200	111,420	612	1	3	25	28	3	3	1,200	91,190	11,849	25,814
24	Tamaqua	4,267	6-21	2,000	773	810	1,583	180	183,560	1,015	1	1	20	21	3	3	875	25,000	10,375	17,000
25	Towanda	4,663	6-21	2,000	409	369	808	1,340	180,320	1,074	1	8	22	30	3	3	1,475	100,000	14,000	20,084
26	Tyrone	5,847	6-21	1,800	692	698	1,390	180	211,320	1,174	2	0	28	28	3	3	—	—	—	—
27	Uniontown	7,314	6-18	1,800	755	829	1,614	180	193,320	1,074	4	3	31	34	4	4	—	200,000	15,700	80,247
28	Washington	7,670	6-21	1,300	549	617	1,166	170	153,000	899	1	7	18	25	4	4	1,300	34,500	9,206	15,486
29	Waynesboro	5,536	6-21	1,300	549	617	1,166	170	153,000	899	1	7	18	25	4	4	1,300	34,500	9,206	15,486
RHODE ISLAND.																				
30	Bristol	6,901	5-15	1,402	569	516	1,085	200	162,200	811	3	2	24	26	6	6	1,093	80,000	12,408	17,509
31	Burrillville	6,317	5-15	1,181	821	880	1,651	195	152,490	782	1	1	24	25	13	13	1,240	36,000	10,588	15,080
32	Johnston	4,305	5-15	999	486	422	908	135	100,425	515	1	1	4	24	12	12	857	40,428	7,811	20,305
33	North Kingstown	4,194	5-15	862	359	280	740	200	270,000	1,350	2	6	40	46	16	16	1,600	80,000	10,000	28,500
34	Westerly	7,541	5-15	1,400	750	700	1,450	200	270,000	1,350	2	6	40	46	18	18	1,600	80,000	20,000	28,500
SOUTH CAROLINA.																				
35	Anderson	5,498	6-21	1,800	704	583	1,347	190	204,630	1,077	3	4	20	24	3	3	1,400	45,000	8,125	10,740
36	Chester	4,075	6-21	—	388	400	878	170	111,338	622	1	4	12	16	3	3	700	18,000	5,785	6,150
37	Greenwood	4,824	6-21	1,500	350	400	750	180	99,000	550	1	2	11	13	4	4	800	10,000	5,000	5,500
38	Orangeburg	4,455	6-21	—	483	500	983	180	137,160	762	1	1	13	14	3	3	1,000	25,000	6,752	6,752

TABLE 11.—School statistics of cities and villages containing between 4,000 and 8,000 inhabitants—Continued.

City.	Population, census of 1900.	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the schools were actually in session.	Aggregate number of day attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and superintending officers.	Total expenditure.
		School census age.	Children of school census age.		Male.	Female.	Total.					Male.	Female.	Total.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
WASHINGTON—continued.																			
371 Olympia	4,082	5-21	1,295	---	425	502	927	178	120,356	672	1	5	14	19	4	800	\$82,400	\$9,519	\$22,712
372 Vancouver	4,006	5-21	1,100	150	450	400	850	177	105,000	593	1	3	13	16	4	750	30,000	9,000	12,000
WEST VIRGINIA.																			
373 Benwood	4,511	6-21	710	290	200	195	395	190	48,510	257	1	0	7	7	2	---	10,000	3,250	6,000
374 Bluefield	4,644	6-21	1,015	---	322	319	641	150	55,800	372	1	3	11	14	3	410	25,000	4,200	---
375 Clarksburg	4,050	6-21	1,335	300	325	375	700	190	---	---	1	5	16	21	3	800	40,000	---	10,770
376 Martinsburg	7,564	6-21	2,330	150	614	648	1,262	188	100,552	854	1	11	19	30	6	1,544	43,240	11,573	18,814
WISCONSIN.																			
377 Baraboo	5,751	4-20	1,504	---	685	784	1,469	178	219,259	1,282	1	2	33	35	6	1,419	65,800	15,911	21,736
378 Beaver Dam	5,128	4-20	1,794	360	487	497	984	194	137,172	707	1	1	21	22	5	1,200	90,000	11,980	13,800
379 Berlin	4,489	4-20	1,696	412	---	---	771	188	116,560	620	2	2	19	21	3	900	45,000	9,394	12,795
380 Kaukauna	5,115	4-20	1,981	800	412	405	817	180	118,450	658	1	4	29	24	2	900	60,000	10,925	15,340
381 Menomonie	5,655	4-20	1,981	---	923	968	1,891	174	225,115	1,300	2	5	41	46	9	1,500	133,500	19,947	29,048
382 Menasha	5,589	4-20	2,311	825	923	885	1,808	186	195,700	515	2	1	19	20	3	1,500	75,000	8,208	10,823
383 Oconto	5,636	4-20	2,301	606	451	452	903	180	113,580	691	1	1	20	21	5	1,300	50,000	9,424	12,829
384 Portage	5,659	4-20	1,818	413	477	497	1,015	190	137,370	723	2	1	20	21	6	1,300	72,500	10,279	16,487
385 Rhinelander	4,998	4-20	1,650	0	611	607	1,218	176	100,863	913	1	2	22	21	6	1,300	47,500	10,262	10,635
386 Wausesa	7,419	4-20	2,087	---	769	741	1,510	190	220,739	1,162	1	4	28	32	6	1,300	100,000	18,258	23,570
WYOMING.																			
387 Rock Springs	4,363	6-20	1,000	20	376	411	787	293	101,704	501	1	0	13	13	3	622	---	---	---

CHAPTER XXXV.

INSTITUTIONS FOR HIGHER EDUCATION.

CHANGES IN INSTITUTIONS.

- Georgia Female Seminary, Gainesville, Ga.—Name changed to Brenau College.
Chaddock College, Quincy, Ill.—Changed to Boys' Industrial School.
Oswego College for Young Ladies, Oswego, Kans.—Closed.
Keatchie College, Keatchie, La.—Changed to Louisiana Female College.
Minden Female College, Minden, La.—Closed.
Hamilton College, Watervalley, Miss.—Closed.
Northwest Missouri College, Albany, Mo.—Changed to Central Academy.
College of Montana, Deerlodge, Mont.—Closed.
Lafayette Seminary, Lafayette, Oreg.—Removed to Dallas, Oreg., and name changed to Dallas College.
Portland University, University Park, Oreg.—Consolidated with Willamette University, Salem, Oreg.
Black Hills College, Hot Springs, S. Dak.—Closed.
Nashville College for Young Ladies, Nashville, Tenn.—Closed.
Norfolk College for Young Ladies, Norfolk, Va.—Closed.
Colfax College, Colfax, Wash.—Closed.

CHANGES IN COURSES OF STUDY.

- Athens (Ala.) Female College.*—The course has been raised at least one year.
Southern University, Greensboro, Ala.—Requirements for admission to college classes raised to the amount of nearly a year's work.
University of Alabama.—Pedagogy has been added and options have been extended so that now students in college courses have practically free choice above sophomore year.
Central Baptist College, Conway, Ark.—The courses in French and German have each been changed from a two years' to a three years' course.
Hendrix College, Conway, Ark.—Master's degree will no longer be conferred. The college will devote its energies solely to undergraduate work.
University of Arkansas.—Department of elocution and physical culture (for girls mainly) has been organized.
California College, Oakland, Cal.—Henceforth to be a college only and strictly. After next year it will confer degrees of associate of arts and associate of letters for two years' course, demanding very high entrance requirements.
Trinity College, Hartford, Conn.—Established a complete department of natural history and appointed a professor and assistants in natural history.
Yale University, New Haven, Conn.—The following statement, taken from the Yale Alumni Weekly for February 6, 1901, shows the changes recently made in the curriculum of the academical department:

As a result of long and careful discussion by the academic faculty, the following changes in the college curriculum have been sanctioned by the corporation at their

meeting on January 20, 1901. They are embodied in the following general rules, which will go into effect with the beginning of the next academic year:

I. A candidate for the degree of bachelor of arts must successfully complete courses aggregating 60 hours per week through a year, but under the following conditions:

II. Freshmen shall take 15 hours per week, sophomores and juniors from 15 to 18 hours, seniors at least 12 hours.

(a) A student will be enrolled in the freshman class until he has completed at least 12 hours of work; he will then be enrolled in the sophomore class until he has completed at least 26 hours, including all requirements of freshman year; then in the junior class until he has completed at least 41 hours; then in the senior class until he has completed 60 hours.

(b) A student who is enrolled as freshman a second year may, if he desires, take 18 hours.

(c) A student in any of the three upper classes who desires to anticipate a course of the class in which he is enrolled by passing a special examination in it at the beginning of the year must apply to the dean, in writing, not later than September 1, for such an examination. The privilege is not open to those who have deficiencies due to failure in courses previously taken.

A course thus anticipated may, with the consent of the faculty, be counted as part of the requisite 60 hours. In its place the student may take an equal number of hours from the courses open to his own or to the next higher class, if he is otherwise qualified to do so. The course or courses chosen in place of the one anticipated must be stated in the application for the special examination.

Members of the incoming class desiring to avail themselves of this privilege must apply to the freshman committee, which is given power to carry these provisions into effect.

III. Each student must complete or offer the equivalent of connected courses of Grades A, B, and C, aggregating at least 7 hours, in one of the following three departments of study, and connected courses of Grades A and B, aggregating at least 5 hours, in each of the two other departments:

1. Languages and literature.
2. Mathematics and natural science.
3. Mental, historical, and political science.

IV. Each student must, in his freshman year, complete or offer the equivalent of courses in English, Greek, Latin, and mathematics, and in either French or German, aggregating $3 \times 5 = 15$ hours per week.

V. English A, Greek A, Latin A, and mathematics A must be taken not later than freshman year.

French A and German A not later than sophomore year.

History A not later than junior year.

Mental science not earlier than sophomore year.

Political science not earlier than junior year.

These rules are necessarily expressed in concise and technical language, and call for a general explanation, which is furnished by a member of the faculty.

Hereafter, the requirements for the bachelor's degree are divided under three heads:

First. Requirement as to quality of work.

Second. Requirement as to quantity of work.

Third. Requirement as to specific courses to be taken.

First. Requirement as to quality of work. In view of the growing range of subjects of study open to students, the danger of their dissipating their energies among a number of elementary courses, and of their not following a consistent plan in the selection of their work, has led to the adoption of a general rule which requires a high attainment in the pursuit of one line of work, and a less attainment in the pursuit of two other different lines of work.

For this purpose most of the important studies have been grouped under three departments:

I. Languages and literature, which includes the ancient languages, the modern languages, and English.

II. Mathematics and the natural sciences, namely, physics, chemistry, physiology, botany, geology, and mineralogy.

III. The mental, historical, and political sciences.

Within each of these three departments the courses are arranged in successive grades, corresponding with the successive grade of advancement in the pursuit of that line; for instance, freshman mathematics is Grade A, sophomore mathematics is Grade B, and the present advanced elective courses in mathematics are Grade C. Sophomore mediæval history is Grade A; junior American history, Grade B, and senior European history is Grade C.

In the case of each course of study, the other course or courses which it presupposes are indicated. So, for instance, elementary physics presupposes freshman mathematics and itself is introductory to laboratory physics; elementary physiology presupposes the inorganic chemistry course, and is introductory to the course in biology; the large junior course in elementary economics must precede those in money, banking, and industrial history, and these open the way to more advanced courses. A student is required to have completed courses of the first, second, and third grade in one of these three general departments, and courses of the first and second grade in each of the other two, following the sequence of courses as far as that will be indicated. In the case of some courses, their sequence will not be laid down, and they will stand by themselves. Other courses will not be grouped under any of the three general departments, such as those in Biblical literature, art, and music.

On the one hand, this rule will call for a certain degree of specialization on the part of each student, he being compelled to acquire a considerable degree of proficiency along a connected line of study. On the other hand, too great specialization will be prevented by the requirement that he also devote considerable time to two other lines of study not directly connected with his major courses.

The rule is aimed, then, at correcting the tendency on the part of some men to spread their work too much and scatter their energies in a variety of elementary courses, and also at that small class of men who devote all their energies exclusively to one line of study. The first class of students are the ones who, under the present arrangement, are in danger of not getting enough out of their college course; the other class of getting, so to speak, too much, in that they become fully equipped in one line to the exclusion of sufficient knowledge of other subjects.

When the prospectus of courses for 1901-1902 appears, it will arrange all the courses of study under these three grades and indicate the years when the first grade may be begun. So, for instance, languages and literature will, as heretofore, form the bulk of the work of the freshman year. The natural sciences may be begun in the sophomore year. Historical and philosophical studies may also be begun by sophomores, and political science, as heretofore, by juniors. The above quality requirement puts the emphasis upon the progressive character of the work done, not upon the amount of information accumulated by the student. It aims to educate him by developing his powers of reasoning and observation, instead of filling his mind with a mass of unrelated, though perhaps valuable, facts.

Second. Requirement as to quantity of work. The unit of computation is an hour per week in the class room during one year. A candidate for the degree of bachelor of arts must have completed sixty of these hours, which he will naturally distribute among the four years of his college course.

He will take 15 hours in freshman year, which will be devoted to five courses of 3 hours each, in mathematics, Latin, Greek, English, and in either French or German. A sophomore will choose between 15 and 18 hours of class-room work, taking five or six courses of 3 hours each, from among twelve offered him, in continuation of his freshman courses, and in physics, chemistry, history, and mental science. A junior will take from 15 to 18 hours a week of class-room work, choosing from a wide range of courses, either in continuation of his freshman and sophomore studies, or in beginning political science, or in the minor subjects of study, such as art, music, Biblical literature, etc. A senior will choose from 12 to 19 hours from a still wider range of courses. * * *

Heretofore a number of men have been admitted to the freshman class who were especially well prepared in some subjects and quite able to omit the course in those subjects offered to their class, and pass on at once to the advanced course in the subjects offered to sophomores. Under the new plan, these men would be encouraged to at once anticipate that part of their freshman year's work by an examination, getting credit for so many hours toward the total of sixty, and be admitted at once to an advanced course, for instance, in one of the modern languages or in mathematics. Another small class of men come to college well prepared and able and willing to do more than the successive work of each class calls for, with a view of attaining their degree in less than four years. Under the new plan, these men are encouraged to anticipate a part of their freshman year work at once and enough of the work of later years, during subsequent summer vacations, to enable them to complete the 60 hours within three years. This class of men is necessarily small, but made up of mature and earnest students to whom it is a matter of serious importance to complete their course in less than the four years.

Heretofore the requirement as to specific courses to be taken has been the central one in the curriculum. In fact, as is well known, up to 1884 practically all the curriculum was made up of so-called "required" courses. In that year one-

third of the work of the college course was made elective, the choice being limited to a small range of subjects. The fraction has grown by the dropping of natural science in 1894, and of mental and moral science in this year, and by the changes in sophomore year made a few years ago, amounting to the introduction of a limited choice of courses. The required courses that remain under the new curriculum are, as said above, exclusively those of the freshman year, the requirement now covering only one-year courses in Greek, Latin, English, mathematics, and in either German or French.

In the Sheffield Scientific School a course in sanitary engineering and a course in studies preparatory to the study of forestry have been established.

The Yale Forest School was established during the year and has an endowment of \$150,000 given by Mr. James W. Pinchot and his family.

St. John's College, Washington, D. C.—Henceforth the classical course will be eliminated from the curriculum; modern languages will be substituted and the scientific and commercial courses will be enhanced. Our own language with its literature will receive very special attention. The aim is to make it an English science school with a good business course.

Florida Agricultural College, Lake City, Fla.—Provision has been made for a classical course of study.

St. Leo (Fla.) Military College.—Spanish has been made obligatory in the commercial course.

Seminary West of the Suwanee River, Tallahassee, Fla.—Two years of Spanish and two years of Italian introduced into the curriculum. Four years in Greek and six years in Latin required for A. B. degree. Electives in senior class. A department for teachers was inaugurated last year.

Atlanta (Ga.) University.—The former subnormal class has been dropped, leaving no regular work of grammar school type. An English high school course of three years has been added.

North Georgia Agricultural College, Dahlonega, Ga.—The entrance requirements have been made to conform to those of the College Association of Georgia.

La Grange (Ga.) Female College.—The course of study has been changed so as to conform to the course adopted by the New England Association of Colleges, to go into full effect in 1901-1902. This is by order of the board of education of the Methodist Episcopal Church South.

Mercer University, Macon, Ga.—Elective studies allowed in junior and senior years.

Emory College, Oxford, Ga.—Elective studies allowed in junior and senior years.

Ewing (Ill.) College.—The classical and scientific courses have been rearranged and strengthened. More attention will be given hereafter to political science.

Knox College, Galesburg, Ill.—The courses of study have been changed to the group system.

McKendree College, Lebanon, Ill.—The required mathematics ends with trigonometry at the close of freshman year.

Rockford (Ill.) College.—Introduction of courses in Spanish, hygiene, and domestic science. For the coming year new courses are offered in bacteriology, pedagogy, and geology.

Union Christian College, Merom, Ind.—The curriculum has been strengthened and electives added in the junior and senior years.

Henry Kendall College, Muscogee, Ind. T.—Normal and business courses have been added.

State University of Iowa, Iowa City, Iowa.—The following additions to courses are to take effect in 1900-1901: Greek art and archaeology and Sanskrit added to courses in Greek; several courses in Scandinavian languages and literature added to courses in German; lectures on journalism and bookmaking added to English; a full course in public speaking.

Graceland College, Lamoni, Iowa.—The scientific course has been displaced by a philosophical course, owing to insufficient scientific apparatus and equipment.

Tabor (Iowa) College.—A larger use of elective system.

University of Kansas, Lawrence, Kans.—A two-year medical course, including only the scientific branches, first offered.

Washburn College, Topeka, Kans.—Creation of department of philosophy, giving new courses in psychology, philosophy and logic. Drops degree and course leading to bachelor of letters.

Berea (Ky.) College.—Equipped domestic science building and employed a special teacher. Established courses in farm economy and home economy, two years each. Special teachers' normal course to fill six months of each year not occupied by public schools.

Georgetown (Ky.) College.—Added a new course, called the fine arts course, leading to the A. B. degree. In this course musical study plays an important part.

Millersburg (Ky.) Female College.—A Bible course has been added.

Centenary College, Jackson, La.—A course for the Ph. B. degree has been added.

Bates College, Lewiston, Me.—The study of French has been introduced during the freshman year and may be continued either as required work or electives throughout the course. German may be taken for three years. Chemistry has been strengthened by the addition of two courses and now has six courses. Botany has an additional course; also physics. Argumentation is represented by a course in English.

University of Maine, Orono, Me.—The classical course was established in the fall of 1899.

Colby College, Waterville, Me.—A course in books and libraries, one hour per week, one term, is given to all sophomore students.

Rock Hill College, Ellicott City, Md.—Greek was suppressed and eliminated from the course of study in sophomore and freshman classes, and the study of German was substituted in its stead.

Woman's College, Frederick, Md.—Requirements for admission raised with a view to uniformity with that of colleges generally.

Mount Holyoke College, South Hadley, Mass.—Established a department of pedagogy.

Wellesley (Mass.) College.—An enlargement of work in archaeology.

University of Michigan.—New courses established in marine engineering, in higher commercial education, and in administrative law.

Albert Lea (Minn.) College.—Established a chair of pedagogy.

Gustavus Adolphus College, St. Peter, Minn.—Established a literary course with degree of B. Lit., and raised the standard of admission into the academy course to be in full line with requirements for entrance into high schools.

East Mississippi Female College, Meridian, Miss.—The course of study has been raised one year, so as to correspond with that of the Association of Southern Colleges.

University of Mississippi.—Introduction of courses in electrical and civil engineering and provision for their instruction.

Central Christian College, Albany, Mo.—An English Bible course is provided for. The commercial course is extended to two years, making it a means of more thorough preparation for business life.

Central College, Fayette, Mo.—A large part of the work in Latin, Greek, and English, formerly classed as freshman, was put back into the academy and the courses broadened by putting in more electives. The German course was lengthened one year.

Missouri Valley College, Marshall, Mo.—Beginning May 31, 1900, this college follows the continuous sessions plan, dividing the year into four terms of twelve

weeks each, the summer term offering advantages to public-school teachers and irregular students.

Christian Brothers College, St. Louis, Mo.—French, German, and Spanish, six years' course, will be substituted in the future for Greek and Latin.

Drury College, Springfield, Mo.—Reduced requirements in mathematics in classical course, so that only trigonometry following advanced algebra and solid geometry are required for graduation.

Tarkio (Mo.) College.—The scientific course is being lengthened to four years.

Montana College of Agriculture and Mechanic Arts, Bozeman, Mont.—Established a course in civil engineering.

Dartmouth College, Hanover, N. H.—Established the Amos Tuck School of Administration and Finance, a graduate school of two years' course.

Newark (N. J.) Technical School.—A course in theoretical and applied electricity was opened at the beginning of the school year 1899-1900.

St. Stephen's College, Annandale, N. Y.—Abolished a three years' special course. Do away with preparatory course when those now taking it go into college. Extended the course in chemistry by 100 per cent, and require adequate laboratory work. Extended courses in philosophy. Established a four years' course in oratory.

Adelphi College, Brooklyn, N. Y.—Added a normal art course for students who wish to become teachers of drawing, and a school of musical art.

St. John's College, Brooklyn, N. Y.—Raised the requirements for admission to the preparatory department and added one year to the Greek course in that department.

Clarkson School of Technology, Potsdam, N. Y.—Established a civil engineering course.

Wake Forest (N. C.) College.—Laboratory work now required in physics. More English required for graduation.

Kenyon College, Gambier, Ohio.—A new course of study has been added in the collegiate department leading to the degree of bachelor of letters. The languages required for admission are three years of German and one year of Latin. The work emphasizes modern languages, English literature, and history.

Western College, Oxford, Ohio.—The literary course of three years leading to the English diploma has been dropped.

Lake Erie College, Painesville, Ohio.—New courses in Italian, history of music, and Anglo-Saxon.

Heidelberg University, Tiffin, Ohio.—Changed from group system during junior and senior years to an average of eight hours of elective work per week. The work of the lower classes is entirely required.

Beaver (Pa.) College.—Course of study changed from seminary to full college course.

Bryn Mawr (Pa.) College.—Solid geometry and trigonometry have been withdrawn from the subjects required for the A. B. degree. A graduate course in German literature is given for the first time. A course in law (law of contract) is given for the first time. A graduate course in constitutional law has been arranged. A department of applied mathematics has been organized, giving both graduate and undergraduate courses. Graduate work in archæology has been organized and added to the subjects which may be offered for the Ph. D. degree. Practice courses in connection with the graduate work in education have been organized.

Franklin and Marshall College, Lancaster, Pa.—The course of study was changed at the beginning of the year so as to make Greek elective or allow students to begin Greek in the freshman year. The list of electives was also enlarged. Students who take Greek receive the degree of A. B.; others receive Ph. B.

Lehigh University, South Bethlehem, Pa.—Added a course in marine engineering. *Swarthmore (Pa.) College.*—New courses offered in English, history, economics, and Biblical literature.

Waynesburg (Pa.) College.—Added a number of electives in junior and senior years.

Erskine College, Due West, S. C.—The doors of the literary and scientific departments will hereafter be open to women.

Converse College, Spartanburg, S. C.—Abolished the preparatory department.

University of South Dakota, Vermilion, S. Dak.—The B. L. degree has been dropped and the Ph. B. degree has been substituted.

Grant University, Athens, Tenn.—The standard of requirement in English has been raised as established by the joint conference of colleges and secondary schools.

Knoxville College, Knoxville, Tenn.—One year added to the normal course, making it equal to the preparatory course.

University of Tennessee, Knoxville, Tenn.—The regular course in agricultural science was rearranged and strengthened and the short course in agriculture of six weeks established, designed especially for farmers.

Milligan (Tenn.) College.—The tendency is toward fewer studies and longer time on a study, leaving chemistry, electricity, and more elaborate physical science to State schools and universities, and to make our own a fuller English, classical, political or economical, and philosophical course.

Fisk University, Nashville, Tenn.—One year has been added to the normal course.

Greenville and Tusculum (Tenn.) College.—More liberty for elective work in junior and senior years.

Trinity University, Tehuacana, Tex.—All students required to take courses in English Bible to be credited on work for A. B., B. S., or B. L. degrees.

Hampden-Sidney (Va.) College.—Added courses in physics and chemistry and doubled instruction in logic, history of philosophy, geology, German, and French.

Randolph-Macon Woman's College, Lynchburg, Va.—Students granted three hours of free electives in junior and five in senior year; other electives are by groups.

University of Washington, Seattle, Wash.—Added a school of pharmacy.

Gonzaga College, Spokane, Wash.—A commercial course of three years was added. A complete course of philosophy and theology established for divinity students.

Whitman College, Walla Walla, Wash.—A development of scientific work through increased facilities afforded by new building and equipment.

University of Wisconsin, Madison, Wis.—Established a school of commerce.

HIGHER COMMERCIAL EDUCATION.

The movement for the establishment of courses or departments of instruction in commerce in connection with the higher institutions of learning in this country, a description of which was published in the Report of the Commissioner of Education for 1897-98, page 2441 et seq., has continued during the past few years. In addition to the institutions mentioned in that report, courses in commerce have been established in New York University, New York City; Louisiana State University, Baton Rouge, La.; Dartmouth College, Hanover, N. H.; University of Vermont, Burlington, Vt.; University of Wisconsin, Madison, Wis.; Ohio State University, Columbus, Ohio; University of Michigan, Ann Arbor, Mich.

The purpose or aim of the courses in commerce is to prepare men for the modern forms of business and for the consular, diplomatic, or other service in which a knowledge of business is essential to a successful career. These courses in nearly all of the above mentioned institutions were established in 1900, and are therefore in the first year of their existence. This line of work being entirely new to the

institutions, the courses of instruction as outlined must be regarded as merely tentative, to be changed and enlarged as experience and the needs of students shall suggest. In order to show the nature of the work offered, the courses of instruction in commerce, so far as outlined by several of the institutions, are given in the following pages:

Louisiana State University.

FRESHMAN YEAR.

First term.	Hours per week.	Second term.	Hours per week.
English.....	5	English.....	5
Mathematics.....	5	Mathematics.....	5
Commercial geography.....	3	Commercial geography.....	3
Spanish.....	3	Spanish.....	3
Commercial arithmetic and penman- ship.....	8	Commercial arithmetic and accounts..	8

SOPHOMORE YEAR.

English.....	3	English.....	3
Mathematics.....	3	Surveying.....	3
Physics.....	3	Physics.....	3
Spanish.....	3	Spanish.....	3
Civics.....	3	Civics.....	3
Bookkeeping.....	6	Bookkeeping.....	6
Stenography and typewriting.....	4	Field work—surveying.....	4

JUNIOR YEAR.

English.....	3	English.....	3
French or German.....	3	French or German.....	3
Spanish.....	2	Spanish.....	2
Industrial history of the United States.....	3	Municipal and local institutions.....	3
Commercial law.....	5	Commercial law.....	5
Banking.....	4	Economics.....	3
Economic literature and essays.....	4	Economic literature and essays.....	4

SENIOR YEAR.

English.....	2	English.....	2
French or German.....	3	French or German.....	3
Psychology.....	3	Ethics.....	3
Economics.....	2	Economics.....	2
Constitutional law.....	3	International law.....	3
Spanish.....	2	Spanish.....	2
Military science.....	2	Military science.....	2
History.....	3	History.....	3

The degree of B. S. is granted on the completion of the above course.

AMOS TUCK SCHOOL OF ADMINISTRATION AND FINANCE OF DARTMOUTH COLLEGE,
HANOVER, N. H.

This school was established in 1900 on an endowment of \$300,000 given to Dartmouth College by Mr. Edward Tuck, a graduate of the college in the class of 1862. Candidates for admission who wish to obtain the certificate of the school must present a bachelor's degree or must have completed three years of an undergraduate course, including certain work in history, economics, political science, sociology, English composition and argumentation, and elementary courses in two of the three languages, German, French, and Spanish.

The aim of the school, as stated in the catalogue for 1900-1901, is to give:

First. A body of knowledge and principles applicable to any form of business organization and management—the training which is needed by the business man as such.

Second. A more special preparation for banking, insurance, and railroad service, as well as for domestic and foreign commerce, the diplomatic service, and public administration.

Third. Such further teaching and training as will prepare men for journalism or for participation in civic affairs.

The courses appropriate to the three interests are identical for the first year, and are as follows:

Modern history.—European political history, 1789-1878; United States political history, 1783-1877.

Economics.—American industrial development: Especial attention given to the period since the civil war, and a careful study made of modern industrial organization, including the development of the great manufacturing industries, the growth of corporations, trusts, and monopolies; the history and problem of transportation; stock and produce exchanges; relations of capital and labor, and the effect of modern methods of business on producer and consumer. History and theory of money; development of economic theory.

Political science.—American constitutional law.

Sociology.—Anthropological geography; social statistics and applied sociology.

Language.—Advanced study in two of the three languages, German, French, and Spanish.

English composition and speaking.—Business forms and commercial correspondence; discussion of current questions.

In the second year of the course the studies are assigned to students according to the career which they intend to adopt, and are selected from the following:

MODERN HISTORY AND DIPLOMACY.

3. *Modern history.*—Lectures on the political history of Canada, Mexico, and the South American States, Asia and Africa, with special emphasis on recent developments and particular reference to the phases of their history which might bear on their relations with this country. Under the direction of the instructor the students will do constructive work in the political history of Europe since 1878, each student covering a given period, and profiting from the results of the work of other students.

4. *Diplomacy.*—Origin and evolution of modern diplomacy; qualifications and methods of typical modern diplomats; the course of certain specially noteworthy negotiations from the Congress of Vienna to the Venezuela case, including the evolution and history of the Monroe doctrine, the organization of American and foreign diplomatic and consular services, principles of diplomatic procedure, the duties laid down by the United States Government for its agents in foreign countries. Constructive work in the history of Europe since 1878 will be done by the students.

BUSINESS ORGANIZATION AND MANAGEMENT.

1. *Corporation finance.*—Forms of investment securities, methods of corporation "financiering," consolidation, bankruptcy, receivership, reorganization, general principles of investment. See also course 1 (c) under "Transportation."

2. *Money markets and speculation.*—Movements of money and rates of domestic exchange. New York as a financial center and the influences affecting interest rates. Note and bill brokers. Foreign exchange movements, including a study of the English money market. Panics, signs of their approach and the methods of meeting them. Detailed study of stock and produce exchanges, including a comparison of the exchanges of England and the continental countries.

3. *Industrial resources and industrial organization.*—Detailed study of the important raw products of the United States from the standpoint of costs, markets, and transportation facilities. Consideration of the more important manufacturing industries of the country, especially iron and steel. A study of the methods of business organization devised for the conduct of these industries. See also course 1 (a) under "Transportation," and course 1 (b) under "Finance" for typical instances of the organization of great undertakings.

4. *Accounting and auditing.*—General principles of accounting; nature of the balance sheet and determination of what constitutes a profit. Accounting methods of corporations. General principles of auditing. Theory of depreciation or the writing off of diminishing value. Going concerns *vs.* those that have ceased operations. Economic value of location. See also course 1 under "Accounting."

5. *Investments.*—A series of lectures by an experienced financier on the practical handling of investments.

FINANCE.

1. *Banking*.—(a) *Law*: Detailed study of the bank laws of the United States and of typical States and of generally accepted banking practice. (b) *Organization*: The organization of a bank for business, with the duties and liabilities of its officers and employees. Comparative study of national, State, private, and savings banks, and loan and trust companies: clearing houses, their functions and administration. (c) *Operation*: Practical methods of operation. Forms of credit transactions, note issues, domestic exchange. Comparative study of English and continental banks.

2. *Public finance*.—Methods of public administration. Public expenditure and revenue. Relation of the Treasury Department to the money market in the issuance of bonds and the placing of deposits. National, State, and municipal debt and taxation. Typical States and municipalities will be carefully studied.

TRANSPORTATION.

1. *Railroad service*.—(a) *Organization*: The organization of a railroad for business, with a discussion of the duties of officers and employees. (b) *Operation*: Practical methods of operation, including a careful study of the regulations governing all forms of railroad service. A study of the traffic department, including systems of car accounting. Theories of rates and methods of forming classifications and rate schedules. Fast freight lines, joint rates, and various forms of railroad associations. (c) *Accounting and auditing*: See courses 1 and 2 under "Accounting" and course 4 under "Business organization and management." (d) *Mechanics*: Study of the elements of railroad construction and maintenance and their costs. Details of locomotives and cars, their use, construction, and repair. Modern mechanical and safety devices, including brakes, couplers, signaling systems, and the like. Purchasing department, with consideration of properties of materials and railroad supplies. See also course 3 under "Business organization and management" for railroad materials produced by iron and steel industries. (e) *Management*: Competition, discrimination, pooling, combination, consolidation, State ownership or control. See also course 1 under "Business organization and management."

2. *Water transportation (inland)*.—(a) *Lakes and rivers*: The service as a competitor of railroads. The development of lake traffic, with a study of modern facilities. The deep waterways projects. Decline of river commerce. (b) *Canals*: Their economic value and the extent of their use.

3. *Foreign trade*.—(a) *Economic geography*: A survey of the present economic condition of the different parts of the world, their products, resources, and routes of trade, and the influence of physical and social causes in determining that condition. Economic phases of colonial development. (b) *Foreign exchange*: Theory of foreign exchange and the causes that determine rates. Methods of international payment, movements of capital, monetary standards of foreign countries as they influence international settlements. (c) *Foreign commerce of the United States*: Development of ocean shipping. Export and import trade of the United States and its competitive relation to other countries. Tariff conditions of the various countries and other forms of commercial interference. Commercial conventions and treaties. See also course 3 under "Business organization and management" and course 2 under "Statistics."

4. *Legal conditions of international trade*.—A series of lectures which aim to present the practical legal aspects of international dealing.

ACCOUNTING.

1. *Principles of accounting*.—A series of lectures on the principles of railroad and industrial accounting as applied to financial and operating administration. Methods of corporation bookkeeping and forms of financial organization and management briefly considered.

2. *Theory and practice of railroad statistics*.—(a) Revenue and expenses; why railroads are operated, how organized and administered, and the relation of accounting, auditing, and statistics to operation: general plan and technique of railroad accounting. (b) Revenue accounting, freight and ticket; how the money is collected and covered into the treasury; the safeguards provided. (c) Disbursement accounting, stages and methods of authorization; checks provided; significance of the different certifications; possibilities of fraud. (d) Stores and car accounting, various systems; watching balances; use of the car record in car distribution, car mileage, clearing houses, the home record, the foreign record, the interchange record. (e) Statistics of operation, revenue disbursement, motive

power, transportation, and maintenance of way; use of statistics in handling a property. (f) General books, ledger, side ledgers, journal, journal entries, accounts current, general balance sheet, organization and methods of the accounting office, the division and general office, the shops, the storehouse, the station agency.

INSURANCE.

A series of lectures designed to illustrate the practical workings of insurance as conducted to-day in all its important forms, with special reference to the United States. After a brief discussion of the economic conception of insurance, its history, development, problems, and social service, attention will be given to fire and casualty insurance, to employers' liability and corporate suretyship, but special study will be devoted to its most highly developed form in life insurance. This will involve consideration of fundamental assumptions, rate making, policy construction, varied benefits, field management, advertisements, compensation, solicitation, medical selection, practical accounting, investments, office work, corporate management, State supervision, insurance law, insurance by the State. A critical estimate will be presented of the leading theories and different practices related to these questions, the object being to give a just estimate of the business and a comprehensive knowledge of its present-day workings.

STATISTICS.

1. *History, theory, and technique of statistics.*—A course in statistical methods and results, with practical work in investigation and tabulation. An attempt to determine the laws that govern group actions of men. Sources and reliability of statistical data. The methods of distinguishing true and false inferences.

2. *Studies in American statistics.*—Critical study of the contributions of statistics to our knowledge of production, banking, coinage, prices, wages, and particularly domestic and foreign commerce.

LAW AND POLITICAL SCIENCE.

5. *Commercial law.*—An outline of the law of real property, including deeds, mortgages, and wills; of the law of contracts (Anson on Contracts); of negotiable instruments (Bigelow on Bills, Notes, and Cheques); of personal property, including sales and bailments; of agency, carriers, insurance, and trustees.

6. *Industrial and commercial corporations.*—A course of lectures treating of legal persons, natural and artificial; causes of the increase of artificial persons (corporations) since 1763 and the consequent development of corporation law; distinction between partnerships and corporations; modes of forming corporations; inviolability of charters; powers of corporations and their officers and agents; fiduciary relations of their officers and agents; rights of stockholders; relation of stockholders to each other; issue of stock and rights of creditors; industrial trusts.

7. *International law.*—This course is historical and explanatory of present international relations. It treats of the origin and development of the rules that generally govern the intercourse of modern civilized States, and specified topics of present interest, such as the effects of annexation upon international obligations, recent cases of intervention, the Hague Conference, contraband of war, and continuous voyages.

8. *Politics and administration.*—A study of American political parties since 1873; their organization and increasingly centralized control; their policies, and methods chosen for executing them; existing electoral machinery, its practical working and defects; some proposed remedies.

ADMINISTRATION.

1. *Municipal administration.*—A series of lectures in which the development of municipal policy will be traced with regard both to the forms and the aims of municipal government. The town meetings, the town council, the city system, and metropolitan administration will be considered in their constitutional bearings and in their practical operation. A comparison of typical city charters, American and foreign, will be made. The proper sphere of the municipality will be considered, first, in its traditional function as protector of person and property; secondly, in the extension of its functions to include the control of public utilities, the education of the electorate, and the care of the dependent classes. The lecturer will discuss the causes of municipal corruption, especially as found in economic conditions, and will trace the relation between municipal reform and social reform in general.

2. *Public administration*.—See course 4 under “Modern history and diplomacy,” course 2 under “Finance,” and course 8 under “Law and political science.”

DEMOGRAPHY AND SOCIAL INSTITUTIONS.

5. *Demography*.—This is a study of population or the units of all forms of social life. It involves a consideration of the economic value of various nations and peoples as producers and consumers of commodities. This is followed by an investigation of the social groups or classes into which population tends to fall, both those involved in the social division of labor and those which have a more natural basis.

6. *Psychology of men in association*.—Social phenomena are here viewed from the subjective side and interpreted as modifications of the individual mind due to contact. Human institutions are treated as an expression of the spiritual life of men. Public opinion is analyzed and an attempt is made to interpret sympathetically trade unionism, mass and class feeling, and all important group aspirations and rivalries. Social problems raised by racial contact are taken up, and the adaptation of political and social life to the peculiar psychic condition of each people. This is the study of the social environment, as expressing the mind of the individual and in turn modifying it.

LANGUAGE.

The work in language will be a continuation of that of the first year. Students will be expected to pursue throughout the year the study of one of the three modern languages, German, French, and Spanish.

THESIS.

A thesis may be required embodying original research and representing work in the field of study which the student has been especially pursuing.

The subjects of the second year have been assigned or classified as furnishing technical training for careers in general mercantile and commercial business, banking, railroad service, foreign trade, insurance, administration, journalism, and civic affairs.

SCHOOL OF COMMERCE, ACCOUNTS, AND FINANCE OF NEW YORK UNIVERSITY.

The course of study extends over a period of two years. The following outline of the subjects embraced in the curriculum is announced, subject to changes:

A. ACCOUNTING.

1. *Theory of accounts*.—Principles of accounting; purpose of accounts; single and double entry; the different books of accounts.

2. *Practice in accounting*.—Description and illustration of accounts of individuals; accounts of partners; accounts of corporations—commercial, financial, manufacturing, transportation, etc.; municipal accounts; Federal accounts; receivership; trusteeship; executorship; liquidation, etc.; statement of affairs.

3. *Auditing*.—Methods of procedure in examination of accounts of individuals, partners, corporations, municipalities, etc.; verification of balance sheets and statements of profit and loss; special reports.

B. COMMERCE.

1. *Foreign commercial relations*.—Trade policies of foreign governments to one another and to colonial dependencies; foreign commerce of United States; theory of international trade; economic aspects of colonial development; foreign trade of America as affected by recent acquisitions of territory; consular service and regulations as affecting commerce.

2. *Domestic commerce and transportation*.—History of transportation and of railway policies; economic and social bearings of present transportation problems; railway construction—speculative management—stocks and bonds; railway failures, receiverships, reorganizations, negotiations, profits; theories of rates, classification, discrimination, competition, combination railway; employers' liabilities,

labor relief, insurance, State ownership and management; comparative study of interests of inventors, of employees, of public, of State.

C. FINANCE.

1. *Money*.—History of money; nature and functions; theories of money supply; stability of prices; commercial prosperity; debtors' and creditors' standard of deferred payments; Government paper money; bimetallism; monetary legislation of United States.

2. *Banking and credit*.—History and theory of banking and credit operations; banking systems of principal foreign States; proposed methods of banking reform in United States; instruments of credit; classes of securities; stock and produce exchanges; current legislation upon banking.

3. *Public finance*.—Revenues and expenditures of the various political units in America (local, State, national); chief features of public financial administration; history of financial development (Federal, State, and municipal); recent problems of State taxation.

D. LAW.

1. Contracts: 2 hours weekly.
2. Sales: 1 hour weekly.
3. Agency: 1 hour weekly.
4. Partnership: 2 hours weekly.
5. Bills and notes: 2 hours weekly.
6. Trusts (optional): 2 hours weekly.
7. International law (optional): 2 hours weekly.
8. Insurance (optional): 2 hours weekly.

E. ADMINISTRATION.

1. General principles of business organization and management.
2. Administration of public business.

WHARTON SCHOOL OF FINANCE AND ECONOMY OF THE UNIVERSITY OF PENNSYLVANIA.

FRESHMAN YEAR.

Subjects.	Hours per week.	
	First term.	Second term.
English composition	2	2
English language	1	1
American history	2	2
Solid geometry	2	2
Trigonometry	2	2
German or French	2	2
Accounting	2	2
Physical and economic geography	2	2
Practical economic problems*	2	2
Constitutional law	2	2

SOPHOMORE YEAR.

Modern novelists	2	2
Modern essayists	2	2
European history	2	2
German or French	2	2
Practical finance and foreign exchange	2	2
Business law and contracts	2	2
Theory and geography of commerce	2	2
Political economy	2	2
Legislative procedure and organization	2	2
Public speaking (optional)	1	1

* For students who present solid geometry and trigonometry on admission.

WHARTON SCHOOL OF FINANCE AND ECONOMY OF THE UNIVERSITY OF PENNSYLVANIA—Continued.

JUNIOR YEAR.

Subjects.	Hours per week.	
	First term.	Second term.
English literature *		
Logic *		
Ethics *		
Economics *		
Sociology *		
American history *		
Modern European history *		
English industrial development *		
Money and credit *		
Elementary common law *		
Roman law *		
Charities and correction *		
Race traits and distribution *		
Art and history of newspaper making *		
Current topics *		
Practical politics *		
Panics and depressions *		
American commerce		
Industrial development of the United States		

SENIOR YEAR.

Public finance *	2	2
Public administration *	2	2
American history *	2	2
English constitutional history *	2	2
Development of English civilization *	2	2
English legal institutions *	2	2
Court decisions on the Federal Constitution *	2	2
English industrial development *	2	2
Colonial government	2	2
Practical politics *	2	2
Panics and depressions *	2	2
American commerce *	2	2
Industrial development of the United States *	2	2
Corporation finance	2	2
Social reformers *	2	2
Principles of government *	2	2
International law *	2	
Local and municipal institutions *		2
Panics and speculation *	2	2
Commerce *	2	2
Transportation *	2	2
Newspaper law *	1	1
Current topics *	1	1

* Electives from which each student must choose 16 hours in each term.

CENTRAL HIGH SCHOOL, PHILADELPHIA, PA.

The department of commerce was inaugurated in September, 1898. It has a four years' course of study, as follows:

FRESHMAN YEAR.

English.—Composition writing with a study of classical literature in translation, and of American literature. 4 hours.

Latin.—Elements of Latin and easy readings, 4 hours.

Mathematics.—Algebra, 5 hours.

History.—Greek and Roman history and European history to 800 A. D., 3 hours.

Science.—Raw materials of commerce (animal, vegetable, and mineral products), 4 hours.

Economics.—Philadelphia history, government, and business interests (lectures and quizzes), 2 hours.

Business technique.—Business forms, with penmanship. Practice, 2 hours.

SOPHOMORE YEAR.

English.—History of English literature, with composition writing, 3 hours.
German.—Grammar, reading, and conversation, 5 hours.
Mathematics.—Advanced commercial arithmetic, including mensuration and the metric system, 2 hours. Elements of geometry and trigonometry, 3 hours.
History.—English and modern European history, 3 hours.
Science and economics.—Commercial geography, 2 hours. Trade centers of the world—lectures in connection with the course on commercial geography, 1 hour.
Business technique.—Bookkeeping, 3 hours. Stenography, 2 hours. Typewriting (optional).

JUNIOR YEAR.

English.—Readings from English literature with essay writing, 2 hours.
German.—Reading, composition, and conversation, 3 hours.
Romance languages.—Spanish or French, 4 hours.
History.—American history, 2 hours.
Science.—Physics and chemistry, 4 hours.
Economics.—Political economy, 2 hours.
Business technique.—Mechanical drawing, 2 hours. Observation of and report on office practice, business methods, etc., 3 hours. Stenography, 2 hours. Typewriting (optional).

SENIOR YEAR.

English.—Readings from literature and thesis writing, 3 hours.
German.—Advanced reading, conversation, and correspondence, 3 hours.
Romance languages.—Spanish or French, 3 hours.
History.—Modern industrial and commercial history (of the United States and England), 3 hours.
Science.—Industrial chemistry, 2 hours.
Economics and political science.—Transportation, banking, and finance, 4 hours. Statistics (in connection with thesis writing), 1 hour. Study of government (chiefly of cities), 3 hours.
Business technique.—Ethics of business and commercial law, 2 hours.

SCHOOL OF COMMERCE OF THE UNIVERSITY OF WISCONSIN.

This school was established in 1900 for the purpose of supplying facilities for the training of young men who desire to enter business careers, especially in such fields as domestic and foreign commerce and banking, or branches of the public service, like the consular, in which a knowledge of business is essential. The course of study extends through four years, and is as follows: (The figures indicate number of hours per week.)

FRESHMAN YEAR.

First semester.—Economic geography, 4, or American history, 4;¹ German, French, or Spanish, 4; English, 3; trigonometry, 2; chemistry, 3; drill and gymnastics, 2.

Second semester.—Economic geography, 4, or American history, 4; economic history of England, 2; language continued, 4; English, 3; chemistry, 3; drill and gymnastics, 2.

SOPHOMORE YEAR.

First semester.—History of commerce, 2; mediæval history, 3; business methods and accounts, 2; language continued, 2; English, 2; physics, 5; drill and gymnastics, 2.

Second semester.—Business organization and management, 2; elementary economics, 3; modern history, 3; language continued, 2; physics, 5; elective, 2; drill and gymnastics, 2.

JUNIOR YEAR.

First semester.—Money and banking, 3; transportation, 2; generation and transmission of power, 3; language continued, 2; technical elective, 3; free electives, 5.

¹ Students who take economic geography the first semester will take American history the second, and vice versa.

Second semester.—Commercial law, 3; transportation, 2; nineteenth century history, 3; language continued, 2; technical elective, 3; free electives, 5.

SENIOR YEAR.

First semester.—Commercial law, 2; materials of commerce, 3; language continued, 2; thesis, 2; technical elective, 3; free electives, 6.

Second semester.—Commercial law, 2; materials of commerce, 3; language continued, 2; thesis, 2; technical elective, 3; free electives, 6.

TECHNICAL ELECTIVES.

The technical electives have been arranged in two groups, one of which must be elected by each student. The group preparatory to the business of banking consists of the following courses: (a) Elements of money and banking; (b) history of the currencies of the chief modern nations; (c) corporation finance and securities; (d) commercial crises with especial reference to their influence upon the banking business.

The consular group consists of the following courses: (a) International law; (b) commercial geography of Europe; (c) history of diplomacy; (d) history and characteristic features of the consular services of the chief foreign countries; (e) consular service of the United States.

OUTLINE OF COURSES IN ECONOMIC HISTORY, GEOGRAPHY, AND COMMERCE.

Economic history of England.—Begins with a study of the economic life of England as depicted in the doomsday survey, and, with this as a basis, traces the most important changes in the agricultural, manufacturing, and commercial life of the country from that time to the present. Scott's Syllabus of Lectures, and Gibbon's *Industry in England*. Repeated each semester. Lectures twice a week; quiz once a week.

The history of commerce: (a) The development of the world's commerce from ancient times to the Napoleonic era.—Special attention is given to the materials and the machinery of commerce, to trade routes, and to the relations between commercial development and other branches of the history of civilization. Lectures and assigned readings, first semester, twice a week.

(b) *Commercial policies.*—Study of commercial treaties and tariff history since the Napoleonic era. A sketch of the histories of the commercial policies pursued by the chief modern nations previous to the present century will be given by way of introduction. Lectures, assigned readings, and topics, second semester, three times a week.

Currency history.—Systematic presentation of the currency history of England, France, Germany, and the United States. Second semester, three times a week.

Commercial geography—(a) Introductory course.—A study of the technique of productive industry. Topical reports and lectures. Repeated each semester, four times a week.

(b) *Extractive industries of the United States.*—A study of the natural and social resources of the United States and of the chief extractive industries for the purposes of determining their location, condition, and relations to each other. Lectures and required readings. First semester, three times a week.

(c) *Manufacturing industries of the United States.*—The evolution, present location, and condition of the chief manufacturing industries, their relations to one another, to the extractive industries, to transportation, credit, and market agencies, and foreign trade. Lectures and required readings. Second semester, three times a week.

(d) *Commercial geography of Europe.*—Natural resources and industries of the chief European countries, with special emphasis on their location, their present state of development, and their relations to the commercial interests of the United States. Second semester, twice a week.

Business forms and accounts.—Various methods of accounting and auditing actually employed by and suitable to great corporations. Also a study of business forms, such as invoices, sales, accounts, custom-house documents, ships' reports and papers, bills of lading, warehouse receipts, charters, insurance policies, etc. First semester, twice a week.

Transportation—(a) Railroad transportation.—History of its development in the chief modern nations, with a discussion of its economic and legal aspects. Lectures and assigned readings. First semester, twice a week.

(b) *Water transportation*.—Brief historical survey of the growth of inland and ocean navigation, followed by a description of the leading water routes of the world and the industrial forces and geographical and political conditions determining them. Lectures and assigned readings. Second semester, twice a week.

Materials of commerce—(a) *Vegetable*.—Throughout the year two lectures per week and two hours per week of laboratory work.

(b) *Chemical*.—One lecture per week and two laboratory periods.

Economic crises.—Organization of the market, causes and characteristics of economic crises from the point of view of the business manager and the banker, history of crises, concrete study of the more important crises. First semester, 3 hours a week.

Corporation finance and securities.—Methods of financing employed in great corporations, with especial reference to the various sorts of negotiable securities which they issue and the circumstances which affect their value. A technical study of stock and produce exchanges and of their relations to the business of banking. Lectures and assigned reading. Second semester, twice a week.

Business organization and management.—Lectures, assigned readings, and topical reports. Second semester, twice a week.

Consular service—(a) *Foreign consular service*.—Brief outline of the growth of foreign relations, history of the consular services of the chief countries of the world, methods and work of the consular officers of the chief foreign countries. First semester, three times a week.

(b) *Consular service of the United States*.—Detailed study of the work and duties of the consular officers of the United States, combined with practical work in the investigation of existing industrial conditions and the making of such reports as are required of consuls. Second semester, three times a week.

South American and West Indian commerce.—Courses of lectures by specialists on commercial geography of the chief South American States, their systems of banking, exchange, currency, credits, transportation, tariff commercial law, etc.

Seminaries.

New buildings.

Institution.	Purpose.	Cost.
Alabama Polytechnic Institute, Auburn, Ala.	Forge and foundry	\$2,403
	Chemistry	
	Greenhouse	
St. Bernard (Ala.) College	General	7,900
University of Arizona, Tucson, Ariz.	Gymnasium	1,500
University of Arizona, Tucson, Ariz.	Dormitory	12,000
Quachita College, Arkadelphia, Ark.	Music	15,000
	President's house	
University of Arkansas, Fayetteville, Ark.	Laboratory	2,100
	Residence	700
	Root cellar and granary	350
University of California, Berkeley, Cal.	Laboratory	5,167
	Observatory	1,575
Pomona College, Claremont, Cal.	Gymnasium	13,337
	Gymnasium	5,500
College of Notre Dame, San Jose, Cal.	Music	20,000
	Laboratory	1,800
	Memorial arch	75,000
Leland Stanford Junior University	Chapel	250,000
	Science	200,000
	Laboratory	150,000
Trinity College, Hartford, Conn.	Museum	70,000
Florida Agricultural College, Lake City, Fla.	Dormitory	8,000
Seminary West of the Suwanee River, Tallahassee, Fla.	Chapel	1,000
Lucy Cobb Institute, Athens, Ga.	General	2,000
Monroe Female College, Forsyth, Ga.	Dormitory	
Brenau College, Gainesville, Ga.	General	2,000
Young Harris (Ga.) College	General	10,000
	Main building	14,000
University of Idaho, Moscow, Idaho	Farm house	1,000
	Barn	1,300
St. Viator's College, Bourbonnais, Ill.	Gymnasium	15,000
University of Illinois	Agriculture	150,000
Illinois Woman's College, Jacksonville	General	15,000
Lake Forest (Ill.) University	Library and chapel	60,000
Monmouth (Ill.) College	Gymnasium	2,000
Moorhead (Ind.) College	Gymnasium	1,700
	Theology	80,000
	Gymnasium	40,000
University of Notre Dame (Ind.)	Dormitory	45,000
	Steam and water plant	60,000

a At Washington, D. C.

New buildings—Continued.

Institution.	Purpose.	Cost.
Iowa Agricultural College, Ames	Barn	\$13,500
	President's house	12,000
Drake University, Des Moines, Iowa	Engineering	154,800
State University of Iowa, Iowa City	Auditorium	20,000
Midland College, Atchison, Kans.	Hall of Liberal Arts	150,000
	Observatory	200
Baker University, Baldwin, Kans.	Gymnasium	10,000
	Library	25,000
University of Kansas, Lawrence	Chemistry	55,000
Bethany College, Lindsborg, Kans.	Ladies' Hall	7,000
	Agriculture	25,000
Kansas Agricultural College, Manhattan	Dairy barn	3,000
	Mechanics	9,000
	Heating plant	5,000
St. Mary's (Kans.) College	Observatory	2,000
Bethel Female College, Hopkinsville, Ky	Boiler house	3,000
	Music and art	2,500
Louisiana State University, Baton Rouge	Assembly hall	10,000
	Laboratory	2,500
	Engineering	3,200
New Orleans (La.) University		2,000
University of Maine, Orono	Drill hall	25,000
Westbrook Seminary, Woodfords, Me	Gymnasium	7,000
Maine Wesleyan Seminary and Female College, Kents Hill	Dormitory	10,000
Rock Hill College, Ellicott City, Md	Social hall	2,000
Lasell Seminary, Auburndale, Mass	Gymnasium	2,500
Smith College, Northampton, Mass	Library, etc	102,000
	Dormitory	36,000
Mount Holyoke College, South Hadley, Mass	Dormitory	
	Gymnasium	
Tufts College, Mass	Science	45,000
Wellesley (Mass.) College	Dormitory	50,000
	Observatory	40,000
Williams College, Williamstown, Mass	Social and religious	35,000
	Women's building	95,000
Michigan Agricultural College	Dairy	15,000
	Barn	
University of Michigan	Medicine	70,000
	Engineering	10,000
University of Minnesota	Medicine	15,000
	Medicine	15,000
Mississippi Agricultural and Mechanical College	Horticulture	30,000
	Dairy	2,200
Mississippi Industrial Institute and College	Dormitory	18,500
	Infirmary	7,500
	Heating and lighting	7,000
Alcorn Agricultural and Mechanical College, Westside, Miss.	Residence	4,000
Clarksburg (Mo.) College	General	10,000
St. Louis (Mo.) University	Theology	70,000
Montana College of Agriculture and Mechanic Arts, Bozeman	Gymnasium	1,100
University of Omaha, Bellevue, Nebr.	Dormitory	14,000
Dartmouth College, Hanover, N. H.	Dormitory	45,000
University of New Mexico, Albuquerque	Laboratory	17,500
New Mexico College of Agriculture and Mechanic Arts, Las Cruces	Corral	2,000
St. Bonaventure's College, Allegany, N. Y.	General	75,000
Hamilton College, Clinton, N. Y.	Philosophy	25,000
	Swimming pool	4,000
Colgate University, Hamilton, N. Y.	President's house	25,000
	Athletic field	5,000
St. John's College, New York City	Ice-making plant	7,000
University of Rochester (N. Y.)	Gymnasium	25,000
Syracuse (N. Y.) University	Dormitory	26,000
	Dormitory	18,000
University of North Carolina, Chapel Hill	Recitation	17,000
Kenyon College, Gambier, Ohio	Gymnasium	17,000
	Chemistry	65,000
Oberlin (Ohio) College	Gymnasium	50,000
	Music	2,500
Lake Erie College, Painesville, Ohio	Kitchen	4,000
Sciò (Ohio) College	President's house	3,000
University of Wooster (Ohio)	Library	35,000
Oklahoma Agricultural and Mechanical College, Stillwater	Library	20,000
	Chemistry	8,000
Oregon Agricultural College, Corvallis	Engineering	8,416
	Heating plant	18,877
Lebanon Valley College, Annville, Pa.		42,000
Blairsville (Pa.) College	Chapel	4,000
	Dormitory	15,000
Wilson Female College, Chambersburg, Pa.	Gymnasium	10,000

New buildings—Continued.

Institution.	Purpose.	Cost.
Lafayette College, Easton, Pa	Library	\$30,000
	Dormitories	40,000
Haverford (Pa.) College	Gymnasium	50,000
	Dormitory	16,000
Franklin and Marshall College, Lancaster, Pa	Science	55,000
Bucknell University, Lewisburg, Pa	Dormitory	50,000
	Museum	389,000
University of Pennsylvania, Philadelphia	Dormitory and tower	240,000
	Law	373,538
Swarthmore (Pa.) College	Gymnasium	16,000
Villanova (Pa.) College	General	300,000
Erskine College, Due West, S. C.	Dormitory	12,000
	Gymnasium	12,500
South Dakota Agricultural College, Brookings	Agriculture	7,500
	Barns	2,500
	Medicine	20,000
Grant University, Athens, Tenn	Science	7,000
Sullins College, Bristol, Tenn	General	20,000
Central Tennessee College, Nashville, Tenn	Chapel	6,000
Vanderbilt University, Nashville, Tenn	Dormitory	125,000
	Dormitory	50,000
University of the South, Sewanee, Tenn	Infirmary	25,000
	Store	5,000
Burritt College, Spencer, Tenn	Dormitory	2,000
Agricultural and Mechanical College of Texas, College Station	Dormitory	28,000
	Residences	6,500
Burleson College, Greenville, Tex	Agriculture	31,000
	Dormitory	7,000
Baylor University, Waco, Tex	Dining hall	17,000
Paul Quinn College, Waco, Tex	Heating plant	8,000
	Dining hall	800
Middlebury (Vt.) College	Library	54,000
	Science	70,000
Norwich University, Northfield, Vt	Drill hall	1,000
Virginia Agricultural and Mechanical College, Blacksburg	Y. M. C. A.	20,000
	Barn	8,000
Virginia Military Institute, Lexington	General	25,000
Washington Agricultural College, Pullman	Science	53,000
Gonzaga College, Spokane, Wash	Dormitory	40,000
Lewisburg (W. Va.) Female Institute	General	100,000
	Gymnasium	3,000
	Engineering	100,000
University of Wisconsin, Madison	Barn	10,000
	Heating plant	17,000
University of Wyoming, Laramie	Dairy	7,000
	Science	35,000

RATIO OF STUDENTS TO POPULATION, 1872-1900.

The following tabular statement, giving the number of students in higher education to each 1,000,000 persons in the United States from 1872 to 1900, shows a very substantial increase for each class of students represented:

Number of students in higher education to each 1,000,000 persons, from 1872 to 1900 (based on the number of students in the colleges of the United States).

Year.	Under-graduate colleges and technical students.	Graduate students.	Law students.	Medical students.	Theological students.	Total.
1872	573	5	49	142	83	852
1873	739	5	52	176	93	1,065
1874	749	7	61	182	102	1,101
1875	736	8	61	196	120	1,121
1876	706	9	59	194	95	1,063
1877	701	8	61	200	86	1,065
1878	781	9	64	210	91	1,155
1879	775	10	62	231	97	1,175
1880	770	8	62	238	105	1,183
1881	755	9	63	242	93	1,162
1882-83	731	10	57	237	92	1,127
1883-84	741	14	49	230	96	1,130
1884-85	742	15	49	197	103	1,103
1885-86	687	16	53	221	110	1,087
1886-87	690	21	54	208	107	1,080
1887-88	688	22	61	231	109	1,111
1888-89	729	22	64	245	114	1,174
1889-90	850	27	72	266	112	1,327
1890-91	901	33	82	284	115	1,415
1891-92	980	39	94	284	115	1,512
1892-93	1,037	43	105	298	118	1,601
1893-94	1,087	51	107	320	113	1,678
1894-95	1,128	58	130	331	116	1,763
1895-96	1,158	62	139	346	114	1,819
1896-97	1,142	69	146	342	115	1,814
1897-98	1,193	74	163	328	117	1,875
1898-99	1,196	74	163	327	114	1,874
1899-1900	1,233	75	166	333	106	1,913

STATISTICAL REVIEW.

Students.—The total number of undergraduate and resident graduate students in universities and colleges for men and for both sexes, colleges for women, Division A, and in schools of technology for the year 1899-1900 is reported as 98,923, an increase of 6,538 students over the number for the preceding year. The number of such students for each year from 1889-90 to 1899-1900 is as follows:

Number of undergraduate and resident graduate students in universities, colleges, and schools of technology, from 1889-90 to 1899-1900.

Year.	Universities and colleges for men and for both sexes.		Colleges for women, Division A.	Schools of technology.		Total number.	
	Men.	Women.	Women.	Men.	Women.	Men.	Women.
1889-90	33,056	8,075	1,979	6,870	707	44,956	19,761
1890-91	40,089	9,439	2,205	6,131	481	46,220	12,185
1891-92	45,032	10,380	2,633	6,131	481	51,163	13,537
1892-93	45,639	11,489	3,198	8,616	843	55,305	15,590
1893-94	50,297	13,144	3,578	9,517	1,375	59,814	18,038
1894-95	52,586	14,298	3,667	9,467	1,106	62,653	19,071
1895-96	56,556	16,746	3,910	8,587	1,065	65,143	21,721
1896-97	55,755	16,533	3,913	8,907	1,694	64,662	21,543
1897-98	58,407	17,765	4,416	8,611	1,239	67,018	23,470
1898-99	58,467	18,948	4,593	9,068	1,339	67,505	24,880
1899-1900	61,812	20,452	4,872	10,347	1,440	72,159	26,764
Increase (per cent.)	62.4	153.3	146.2	50.6	103.7	60.6	148.7

These figures show that while the men students have increased during the period 60.6 per cent, the women students have increased 148.7 per cent. The number of undergraduate students pursuing various courses, so far as reported, is as follows:

Classical courses	37,658
Other general culture courses	19,391
General science courses	10,925
Agriculture	2,352
Mechanical engineering	4,459
Civil engineering	3,140
Electrical engineering	2,555
Mining engineering	1,261
Architecture	459
Pedagogy	9,524
Business	7,953

The number of students receiving instruction in military drill was 18,535.

Degrees.—The number of degrees conferred during the year was as follows:

Degrees conferred for work done.

Degrees.	On men.	On women.	Degrees.	On men.	On women.
A. B.	5,129	2,146	A. M.	1,166	229
B. S.	2,473	591	M. S.	140	17
Ph. B.	824	521	C. E.	164	0
B. L.	318	814	M. E.	231	0
B. C. E.	27	0	E. E.	61	0
B. M. E.	19	0	M. L.	15	11
B. E. E.	3	0	E. M.	75	0
B. E. M.	18	0	Ped. M.	6	24
B. E.	9	1	Ph. M.	1	6
B. Arch.	43	5	Mus. M.	1	0
B. Agr.	9	197	M. Arch.	1	0
Mus. B.	94	127	M. C. E.	1	0
B. Ped.	1	6	M. M. E.	4	0
B. O.	1	0	Ped. D.	4	1
B. F. A.	3	20	Ph. D.	322	29
B. L. S.	1	0	Sc. D.	2	0
B. S. F.	0	40	Litt. D.	2	0
E. Paint.	0	1	S. T. D.	18	0
L. A.	0	2			
L. S.	9	0	Total	11,177	4,795
A. C.					

Honorary degrees conferred.

Degrees.	Number.	Degrees.	Number.
D. D.	273	M. S.	7
L.L. D.	161	M. E.	1
Ph. D.	23	C. E.	2
S. T. D.	6	A. B.	6
D. C. L.	2	Doc. Arch.	1
L. H. D.	9	Ped. D.	1
Litt. D.	9	L.L. M.	2
Sc. D.	16	L.L. B.	1
Doc. Eng.	2	B. L.	1
M. D.	4		
A. M.	180	Total	701

Institutions conferring Ph. D. degree in 1899-1900.

Institution.	On examination.		Honorary.
	On men.	On women.	
1. University of California.....	1	1	0
2. Leland Stanford Junior University.....	2	0	0
3. Yale University.....	21	5	0
4. Columbian University, Washington, D. C.....	4	1	0
5. Georgetown University.....	2	0	0
6. University of Chicago.....	39	4	0
7. Austin College, Edinburg, Ill.....	0	0	2
8. Ewing (Ill.) College.....	0	0	1
9. Knox College, Galesburg, Ill.....	0	0	1
10. Chaddock College, Quincy, Ill.....	0	0	2
11. Augustana College, Rock Island, Ill.....	5	1	0
12. Hanover (Ind.) College.....	0	0	1
13. Taylor University, Upland, Ind.....	51	1	0
14. Amity College, College Springs, Iowa.....	0	0	1
15. State University of Iowa.....	1	0	0
16. Kansas City (Kans.) University.....	3	0	0
17. Tulane University.....	0	1	0
18. Johns Hopkins University.....	35	0	0
19. New Windsor (Md.) College.....	2	0	0
20. Boston University.....	2	0	0
21. Harvard University.....	35	0	0
22. Clark University.....	8	0	0
23. University of Michigan.....	4	0	0
24. University of Minnesota.....	3	0	0
25. Southwest Baptist College, Bolivar, Mo.....	0	0	1
26. Westminster College, Fulton, Mo.....	1	0	0
27. Washington University, St. Louis, Mo.....	2	0	0
28. University of Nebraska.....	1	0	0
29. Princeton University.....	3	0	0
30. Cornell University.....	17	2	0
31. Columbia University.....	20	1	0
32. New York University.....	6	1	0
33. North Carolina College, Mt. Pleasant, N. C.....	0	0	1
34. Hiram (Ohio) College.....	0	0	2
35. Lima (Ohio) College.....	0	0	1
36. University of Wooster (Ohio).....	15	0	3
37. Western University of Pennsylvania.....	0	0	1
38. Moravian College, Bethlehem, Pa.....	1	0	0
39. Bryn Mawr College.....	0	1	0
40. Lafayette College, Easton, Pa.....	1	0	0
41. Pennsylvania College, Gettysburg, Pa.....	1	0	0
42. Haverford (Pa.) College.....	1	0	0
43. University of Pennsylvania.....	14	1	0
44. Villanova (Pa.) College.....	0	0	3
45. Washington (Pa.) and Jefferson College.....	0	0	1
46. Brown University.....	3	0	0
47. Huron (S. Dak.) College.....	0	0	1
48. American University of Harriman (Tenn.).....	10	0	0
49. Vanderbilt University.....	1	0	0
50. University of Virginia.....	2	0	0
51. Barboursville (W. Va.) College.....	0	0	1
52. University of Wisconsin.....	5	0	0
Total.....	322	20	23

Property.—The total value of property possessed by institutions for higher education, including all colleges for women, amounts to \$360,594,595, a gain of \$17,706,234 over the amount for the preceding year. The endowment funds amount to \$166,193,529, and the remainder represents the value of grounds, buildings, apparatus, machinery, libraries, etc., used for instruction and research.

Income.—The total income for the year, excluding benefactions, amounted to \$28,558,463, derived from the following sources:

Tuition and other fees.....	\$11,171,127
Endowment funds.....	7,045,479
State and municipal appropriations.....	4,464,405
United States Government.....	2,984,177
From other sources.....	2,893,275

These figures show that students pay about 39.1 per cent of the cost of their college education.

Benefactions.—The value of gifts and bequests reported as having been received by the institutions for higher education during the year amounts to \$11,995,463. The amounts reported by the institutions of the several geographical divisions of the country are as follows:

North Atlantic Division.....	\$6,246,676
South Atlantic Division.....	642,002
South Central Division.....	587,128
North Central Division.....	3,956,355
Western Division.....	563,302

The institutions that received benefactions during the year amounting to \$100,000 or over are as follows:

Colorado College, Colorado Springs.....	\$203,000
Wesleyan University, Middletown, Conn.....	100,000
Yale University.....	641,224
University of Chicago.....	1,563,695
Monmouth (Ill.) College.....	100,000
Drake University, Des Moines, Iowa.....	115,000
Berea (Ky.) College.....	112,720
Massachusetts Institute of Technology.....	462,978
Harvard University.....	835,102
Tufts College (Mass.).....	110,000
Alma (Mich.) College.....	180,000
Washington University, St. Louis, Mo.....	193,600
Dartmouth College, Hanover, N. H.....	350,000
Princeton University.....	235,753
Cornell University.....	139,350
Columbia University.....	973,915
New York University.....	352,363
University of Cincinnati.....	115,000
Ohio Wesleyan University.....	105,015
Oberlin (Ohio) College.....	159,000
University of Pennsylvania.....	530,654
Brown University, Providence, R. I.....	151,815
Converse College, Spartanburg, S. C.....	103,000
Vanderbilt University, Nashville, Tenn.....	150,000
Whitworth College, Tacoma, Wash.....	100,000

TABLE 1.—Number of undergraduate and graduate students in public universities, colleges, and schools of technology.

State or Territory.	Collegiate departments.			Graduate departments.						Total number of undergraduate and graduate students.		
				Resident.			Nonresident.					
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
United States.....	25,066	7,363	32,419	1,061	487	1,548	153	57	210	26,900	7,877	34,177
N. Atlantic Division.....	5,259	193	5,452	28	4	32	0	3	3	5,287	200	5,487
S. Atlantic Division.....	3,782	256	4,038	151	12	163	13	0	13	3,946	268	4,214
S. Central Division.....	2,820	567	3,387	67	32	99	20	4	24	2,907	693	3,510
N. Central Division.....	10,682	4,605	15,287	626	296	922	107	47	154	11,415	4,948	16,363
Western Division.....	2,543	1,712	4,255	189	143	332	13	3	16	2,745	1,858	4,603
N. Atlantic Division:												
Maine.....	299	16	315	8	0	8	0	0	0	307	16	323
New Hampshire.....	116	9	125	3	0	3	0	0	0	119	9	128
Vermont.....	230	48	278	4	1	5	0	0	0	234	49	283
Massachusetts.....	1,289	54	1,343	11	1	12	0	0	0	1,300	55	1,355
Rhode Island.....	58	21	79	0	2	2	0	3	3	58	24	84
Connecticut.....	48	27	75	0	0	0	0	0	0	48	27	75
New York.....	1,368	0	1,368	0	0	0	0	0	0	1,368	0	1,368
New Jersey.....	195	10	205	0	0	0	0	0	0	195	10	205
Pennsylvania.....	1,656	8	1,664	2	0	2	0	0	0	1,658	8	1,666
S. Atlantic Division:												
Delaware.....	94	8	102	4	0	4	0	0	0	98	8	106
Maryland.....	374	0	374	0	0	0	0	0	0	374	0	374
Dist. Columbia.....	80	37	117	4	2	6	0	0	0	84	39	123
Virginia.....	990	0	990	54	0	54	0	0	0	1,044	0	1,044
West Virginia.....	177	106	283	31	7	38	0	0	0	208	113	321
North Carolina.....	658	14	672	26	1	27	13	0	13	697	15	712
South Carolina.....	641	21	662	25	0	25	0	0	0	666	21	687
Georgia.....	693	18	711	5	0	5	0	0	0	698	18	716
Florida.....	75	52	127	2	2	4	0	0	0	77	54	131
S. Central Division:												
Kentucky.....	255	51	305	5	4	9	0	0	0	260	55	315
Tennessee.....	269	90	359	5	5	10	0	0	0	274	95	369
Alabama.....	506	30	536	19	3	22	0	0	0	525	33	558
Mississippi.....	442	40	482	7	2	9	18	4	22	467	46	513
Louisiana.....	231	0	231	3	0	3	0	0	0	234	0	234
Texas.....	749	167	916	24	17	41	0	0	0	773	184	957
Arkansas.....	204	87	291	0	0	0	1	0	1	205	87	292
Oklahoma.....	164	102	266	4	1	5	1	0	1	169	103	272
Indian Territory.....	0	0	0	0	0	0	0	0	0	0	0	0
N. Central Division:												
Ohio.....	1,241	587	1,828	52	48	100	11	17	28	1,304	652	1,956
Indiana.....	1,316	542	1,858	70	23	93	29	0	29	1,406	365	1,771
Illinois.....	615	283	898	33	3	36	32	4	36	680	290	970
Michigan.....	1,467	709	2,176	59	32	91	2	1	3	1,528	742	2,270
Wisconsin.....	1,410	390	1,800	72	24	96	0	1	1	1,482	415	1,897
Minnesota.....	718	532	1,250	124	53	177	0	0	0	842	585	1,427
Iowa.....	1,039	334	1,373	47	15	62	22	16	38	1,108	365	1,473
Missouri.....	694	192	886	29	6	35	0	0	0	723	198	921
North Dakota.....	223	46	274	3	3	6	4	0	4	235	49	284
South Dakota.....	302	125	427	10	5	15	0	1	1	312	131	443
Nebraska.....	573	498	1,071	87	53	140	4	4	8	664	555	1,219
Kansas.....	1,079	567	1,646	40	31	71	12	3	15	1,131	601	1,732
Western Division:												
Montana.....	67	54	121	0	2	2	0	0	0	67	56	123
Wyoming.....	33	35	68	3	1	4	1	0	1	37	36	73
Colorado.....	565	230	795	27	6	33	0	0	0	592	226	818
New Mexico.....	45	22	67	2	1	3	2	0	2	49	23	72
Arizona.....	31	22	53	3	1	4	0	0	0	34	23	57
Utah.....	104	74	178	2	5	7	0	0	0	106	79	185
Nevada.....	91	85	176	7	4	11	0	0	0	98	89	187
Idaho.....	59	47	106	0	0	0	0	0	0	59	47	106
Washington.....	307	162	469	17	8	25	4	2	6	328	172	500
Oregon.....	277	172	449	10	16	26	3	0	3	290	188	478
California.....	964	819	1,783	118	99	217	3	1	4	1,085	919	2,004

TABLE 2.—*Number of undergraduate and graduate students in private universities, colleges, and schools of technology.*

State or Territory.	Collegiate departments.			Graduate departments.						Total number of undergraduate and graduate students.		
				Resident.			Nonresident.					
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
United States	42,961	28,718	71,679	3,051	1,232	4,283	702	71	773	46,714	30,021	76,735
N. Atlantic Division	19,302	7,654	26,956	1,641	529	2,170	253	23	276	21,196	8,206	29,402
S. Atlantic Division	4,525	5,518	10,043	378	81	459	45	0	45	4,943	5,599	10,547
S. Central Division	4,954	6,335	11,289	72	93	165	57	6	63	5,083	6,434	11,517
N. Central Division	12,188	8,139	20,327	899	462	1,361	337	41	378	13,424	8,642	22,066
Western Division	1,992	1,072	3,064	61	67	128	10	1	11	2,063	1,140	3,203
N. Atlantic Division:												
Maine	540	211	751	0	5	5	0	0	0	540	216	756
New Hampshire	646	0	646	5	0	5	0	0	0	651	0	651
Vermont	146	56	202	0	0	0	0	0	0	146	76	202
Massachusetts	4,144	3,224	7,368	459	123	582	14	0	14	4,617	3,347	7,964
Rhode Island	631	152	783	26	22	48	28	9	37	685	183	868
Connecticut	2,115	53	2,173	209	48	257	48	0	48	2,372	106	2,478
New York	5,018	2,185	7,203	633	320	953	65	6	71	5,716	2,411	8,127
New Jersey	1,628	5	1,633	132	1	133	13	0	13	1,773	6	1,779
Pennsylvania	4,434	1,763	6,197	177	110	287	85	8	93	4,606	1,881	6,487
S. Atlantic Division:												
Delaware	0	0	0	0	0	0	0	0	0	0	0	0
Maryland	800	733	1,533	186	5	191	3	0	3	989	738	1,727
Dist. Columbia	418	107	525	163	13	176	6	0	6	587	120	707
Virginia	813	957	1,770	4	8	12	13	0	13	820	945	1,765
West Virginia	36	120	156	4	0	4	0	0	0	40	120	160
North Carolina	1,086	1,019	2,105	20	9	29	13	0	13	1,119	1,028	2,147
South Carolina	572	1,094	1,666	1	21	22	10	0	10	583	1,115	1,698
Georgia	735	1,472	2,207	0	32	32	0	0	0	735	1,994	2,729
Florida	65	36	101	0	3	3	0	0	0	65	39	104
S. Central Division:												
Kentucky	937	688	1,625	8	20	28	5	1	6	950	1,069	1,959
Tennessee	1,448	1,873	3,326	42	21	63	45	2	47	1,535	1,901	3,436
Alabama	643	823	1,466	6	32	38	0	0	0	649	845	1,494
Mississippi	326	1,262	1,588	3	3	6	0	0	0	329	1,265	1,594
Louisiana	506	362	868	7	17	24	0	0	0	513	379	892
Texas	825	720	1,545	6	10	16	7	3	10	838	723	1,571
Arkansas	253	285	538	0	0	0	0	0	0	253	285	538
Oklahoma	0	0	0	0	0	0	0	0	0	0	0	0
Indian Territory	16	17	33	0	0	0	0	0	0	16	17	33
N. Central Division:												
Ohio	2,386	1,593	3,979	56	32	88	33	1	34	2,475	1,623	4,101
Indiana	1,437	416	1,853	47	14	61	153	4	157	1,637	434	2,071
Illinois	3,015	2,249	5,265	697	365	1,062	37	5	42	3,749	2,610	6,359
Michigan	561	356	917	5	7	12	15	9	24	581	367	948
Wisconsin	600	223	823	10	17	27	32	1	33	642	231	873
Minnesota	553	267	820	0	0	0	13	4	17	556	271	827
Iowa	1,255	790	2,045	22	12	34	13	5	18	1,290	807	2,097
Missouri	1,232	1,512	2,744	60	17	77	24	0	24	1,366	1,529	2,895
North Dakota	18	16	34	0	0	0	0	0	0	18	16	34
South Dakota	85	45	130	0	0	0	0	0	0	85	45	130
Nebraska	313	214	527	0	3	3	0	0	0	313	217	530
Kansas	683	467	1,150	2	10	12	17	12	29	702	489	1,191
Western Division:												
Montana	8	2	10	0	0	0	0	0	0	8	2	10
Wyoming	0	0	0	0	0	0	0	0	0	0	0	0
Colorado	295	271	566	0	0	0	10	1	11	305	272	577
New Mexico	0	0	0	0	0	0	0	0	0	0	0	0
Arizona	0	0	0	0	0	0	0	0	0	0	0	0
Utah	15	5	20	0	0	0	0	0	0	15	5	20
Nevada	0	0	0	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0	0	0	0	0
Washington	179	20	199	1	0	1	0	0	0	180	20	200
Oregon	150	122	272	2	1	3	0	0	0	152	123	275
California	1,345	652	1,997	58	66	124	0	0	0	1,403	718	2,121

TABLE 3.—Number of undergraduate students in universities and colleges for men and for both sexes (Table 29).

State or Territory.	Colleges for men.		Coeducational colleges.		
	Institutions.	Undergraduate students.	Institutions.	Undergraduate students.	
				Men.	Women.
United States	136	23,738	344	34,148	19,199
North Atlantic Division	48	14,768	37	7,045	2,675
South Atlantic Division	31	3,485	43	2,924	978
South Central Division	19	1,828	66	4,825	2,535
North Central Division	22	3,071	163	16,236	10,630
Western Division	6	586	35	3,118	2,393
North Atlantic Division:					
Maine	1	241	3	598	205
New Hampshire	2	646	0	0	0
Vermont	1	79	2	297	104
Massachusetts	6	3,565	3	329	417
Rhode Island	0	0	1	631	152
Connecticut	2	1,850	1	265	58
New York	17	3,523	6	2,287	853
New Jersey	5	1,408	0	0	0
Pennsylvania	14	3,452	21	2,638	886
South Atlantic Division:					
Delaware	1	82	1	12	8
Maryland	7	747	4	146	127
District of Columbia	4	182	3	316	144
Virginia	7	923	4	319	36
West Virginia	0	0	3	213	135
North Carolina	5	623	10	800	173
South Carolina	2	147	7	631	77
Georgia	4	747	7	581	190
Florida	1	34	4	106	88
South Central Division:					
Kentucky	4	314	9	878	352
Tennessee	4	337	20	1,580	879
Alabama	5	321	6	501	223
Mississippi	1	190	3	315	33
Louisiana	3	482	5	255	187
Texas	4	184	12	1,000	491
Arkansas	0	0	8	457	332
Oklahoma	0	0	1	23	19
Indian Territory	0	0	2	16	17
North Central Division:					
Ohio	4	292	30	3,107	1,932
Indiana	4	688	9	1,219	685
Illinois	7	743	24	2,587	2,299
Michigan	1	83	8	1,411	956
Wisconsin	3	234	7	1,776	573
Minnesota	2	194	7	1,077	785
Iowa	3	212	22	1,476	1,005
Missouri	5	448	21	1,528	837
North Dakota	0	0	3	67	36
South Dakota	0	0	5	133	89
Nebraska	1	61	9	825	712
Kansas	2	116	18	1,630	711
Western Division:					
Montana	0	0	2	38	40
Wyoming	0	0	1	33	35
Colorado	1	30	3	446	406
New Mexico	0	0	1	12	2
Arizona	0	0	1	31	22
Utah	0	0	4	57	44
Nevada	0	0	1	91	85
Idaho	0	0	1	59	47
Washington	2	135	5	243	150
Oregon	0	0	7	220	157
California	3	421	9	1,888	1,405

TABLE 4.—*Classification of universities and colleges for men and for both sexes (Table 29) according to the number of undergraduate students.*

State or Territory.	Institutions having—													
	Less than 10 students.	10 to 24.	25 to 49.	50 to 74.	75 to 99.	100 to 149.	150 to 199.	200 to 249.	250 to 299.	300 to 399.	400 to 499.	500 to 599.	600 to 699.	700 to 799.
United States.....	22	57	73	72	51	80	43	16	15	13	3	5	3	3
North Atlantic Division.....	1	4	10	7	8	13	12	4	7	6	1	1	1	2
South Atlantic Division.....	2	12	12	9	8	14	8	3	4	2	1	1	1	2
South Central Division.....	7	8	12	14	10	12	12	3	2	3	1	1	1	1
North Central Division.....	6	23	23	25	23	36	8	6	2	4	2	3	1	1
Western Division.....	6	7	6	7	2	5	3			2				
North Atlantic Division:														
Maine.....							1	1	1	1				
New Hampshire.....		1										1		
Vermont.....					1	1			1					
Massachusetts.....	1	1					1	1	1	2	1			
Rhode Island.....													1	
Connecticut.....						1				1				
New York.....		4	1	5	4	4					1		1	
New Jersey.....			2	1		1							1	1
Pennsylvania.....		2	4	5	2	7	5	2	4	2				1
South Atlantic Division:														
Delaware.....		1			1									
Maryland.....	1		1	3	2	1	3							
District of Columbia.....	1		3	1		1			1					
Virginia.....		3				5	2		1					
West Virginia.....			1						1					
North Carolina.....		2	1	3	4	2	1		1	1				
South Carolina.....			2	1		3	2							
Georgia.....		3	1	1		2		3	1					
Florida.....		1	3		1									
South Central Division:														
Kentucky.....	1		3		1	3	4			1				
Tennessee.....		2	5	5	5	3	2			1		1		
Alabama.....	1			1	1	4	1	1						
Mississippi.....	1					1	1	1						
Louisiana.....	2	1		1	1	1	1		1					
Texas.....	1	1	3	5	2	1	1		1		1			
Arkansas.....	1	2		2			2		1					
Oklahoma.....			1											
Indian Territory.....		2												
North Central Division:														
Ohio.....	1	4	7	1	7	5	2			1	1	2		1
Indiana.....			2	2	1	4		1		1	1			
Illinois.....		5	4	5	2	11				1		1		1
Michigan.....				2	3	2			1					
Wisconsin.....			3	3	2			1						1
Minnesota.....		1	1	2	1	1		2						
Iowa.....	2	5	1	2	2	4	1		1	1		1		
Missouri.....		4	5	5	4	4	3						1	
North Dakota.....	1		1	1										
South Dakota.....	1	1	1	1	1									
Nebraska.....		2	3	2		2								1
Kansas.....	1	4	5	4	2	1	2						1	
Western Division:														
Montana.....		1			1									
Wyoming.....				1										
Colorado.....			1			1				2				
New Mexico.....		1												
Arizona.....				1										
Utah.....	3				1									
Nevada.....							1							
Idaho.....						1				1				
Washington.....	2	1	2			1								
Oregon.....		1	2	2	1	1								
California.....	1	3	1	2		1	2							1

TABLE 5.—*Classification of universities and colleges for men and for both sexes (Table 29) according to amount of endowment funds.*

State or Territory.	Institutions having—																								
	No endowment funds.	\$100 to \$4,999.	\$5,000 to \$9,999.	\$10,000 to \$24,999.	\$25,000 to \$49,999.	\$50,000 to \$99,999.	\$100,000 to \$199,999.	\$200,000 to \$299,999.	\$300,000 to \$399,999.	\$400,000 to \$499,999.	\$500,000 to \$599,999.	\$600,000 to \$699,999.	\$700,000 to \$799,999.	\$800,000 to \$899,999.	\$900,000 to \$999,999.	\$1,000,000 to \$1,249,999.	\$1,250,000 to \$1,499,999.	\$1,500,000 to \$1,999,999.	\$2,000,000 to \$2,999,999.	\$3,000,000 to \$3,999,999.	\$4,000,000 to \$4,999,999.	\$5,000,000 to \$7,499,999.	\$7,500,000 to \$10,000,000.	Over \$10,000,000.	
United States	171	14	19	10	15	40	41	56	38	13	14	7	4	5	2	1	2	3	3	4	4	1	2	3	
North Atlantic Division	23	2	2	2	1	4	3	5	7	4	9	3	1	3	2	1	2	3	3	3	1	1	1	2	
South Atlantic Division	23	2	2	2	3	6	10	12	6	2	1	1	1	1	1	1	1	1	1	1	1	1	1	2	
South Central Division	45	3	3	1	3	5	4	8	5	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
North Central Division	59	7	9	4	8	19	24	24	19	3	4	4	1	1	1	1	1	1	1	1	1	1	1	1	
Western Division	16	2	5	1	1	6	7	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
North Atlantic Division:																									
Maine									1	1	1		1												
New Hampshire		1																		1					
Vermont			1							1	1														
Massachusetts		2			1									1	1		1							1	
Rhode Island																1	1								
Connecticut															1										
New York		8	1			1	1	1	1		2	1			1		1		1		1		1	1	
New Jersey		3										1					1		1						
Pennsylvania		9			1	1	2	2	4	5	2	4	1			1			1	1					
South Atlantic Division:																									
Delaware		1					1																		
Maryland		7				1	1		1																
District of Columbia		3						1	1		1						1				1				
Virginia		1		1		1	2	3	1	1					1										
West Virginia		1					1	1	1																
North Carolina		5		1	1		2	2	2	2	2														
South Carolina		4					1	2	1	1															
Georgia		5			2	1		2	2	1	1														
Florida		1		1			1	1	1																
South Central Division:																									
Kentucky		3		1		1		4	3	1															
Tennessee		19	2	1	1	1	2	1	2		1							1							
Alabama		7								1															
Mississippi		1				1		1																	
Louisiana		4		1				1	1		1														
Texas		13				1	1							1											
Arkansas		5			2			1																	
Oklahoma		1																							
Indian Territory		1	1																						
North Central Division:																									
Ohio		6	1			1	4	7	6	2	1	1	1	1	1		2				1				
Indiana		4				1	1		2	2	2	2	1	1	1										
Illinois		7	2	2		1	3	4	5	2	1	1	1	1	1										
Michigan		1					1	1	1	5				1	1										
Wisconsin		3		1		1				2			1	1	1										
Minnesota		4		1				1	1																
Iowa		5	2	2		2	4	4	1	1								1							
Missouri		11	1	1	1	2	2	2	4										1						
North Dakota		2				1																			
South Dakota		4						1																	
Nebraska		3		1	1	1		1	1									1							
Kansas		9	2	1	2	1	2	2	1																
Western Division:																									
Montana		2																							
Wyoming			1																						
Colorado		1				1				1	1														
New Mexico		1																							
Arizona		1																							
Utah		1		1				2																	
Nevada		1																							
Idaho		1																							
Washington		5		1				1																	
Oregon			1	2		2																			
California		3	1		1	3		2												1				1	

TABLE 6.—*Professors and instructors in universities and colleges for men and for both sexes.*

State or Territory.	Number of institutions.	Preparatory departments.		Collegiate departments.		Professional departments.		Total number (excluding duplicates).	
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
United States	480	2,322	980	7,346	857	4,293	65	12,664	1,816
North Atlantic Division.....	85	374	97	2,443	76	1,419	6	4,044	124
South Atlantic Division.....	74	240	107	812	80	382	2	1,333	170
South Central Division.....	85	253	184	731	160	587	5	1,425	355
North Central Division.....	195	1,203	489	2,729	454	1,570	45	4,780	939
Western Division.....	41	232	103	631	87	330	7	1,082	169
North Atlantic Division:									
Maine.....	4	0	0	95	4	32	0	124	4
New Hampshire.....	2	8	0	56	0	16	0	80	0
Vermont.....	3	0	0	54	0	29	0	83	0
Massachusetts.....	9	35	2	440	4	388	5	816	14
Rhode Island.....	1	0	0	70	2	0	0	70	2
Connecticut.....	3	0	0	230	0	97	0	317	0
New York.....	23	182	50	797	23	538	1	1,441	61
New Jersey.....	5	23	5	131	0	5	0	156	5
Pennsylvania.....	35	123	40	570	43	314	0	957	73
South Atlantic Division:									
Delaware.....	2	2	1	22	0	0	0	24	1
Maryland.....	11	76	8	183	13	55	1	276	16
District of Columbia.....	7	34	4	140	7	223	1	405	15
Virginia.....	11	26	9	118	3	48	0	168	9
West Virginia.....	3	13	4	49	9	1	0	59	11
North Carolina.....	15	28	21	122	13	41	0	169	32
South Carolina.....	9	16	21	68	3	4	0	86	24
Georgia.....	11	20	23	71	20	17	0	95	40
Florida.....	5	25	16	36	12	3	0	51	31
South Central Division:									
Kentucky.....	13	34	32	93	14	111	1	250	52
Tennessee.....	24	65	53	230	55	204	1	514	114
Alabama.....	9	13	12	91	6	28	0	119	21
Mississippi.....	4	12	5	36	3	9	0	51	6
Louisiana.....	8	24	30	86	14	42	0	143	43
Texas.....	16	64	19	130	36	65	3	232	70
Arkansas.....	8	25	19	54	17	26	0	93	29
Oklahoma.....	1	11	1	10	1	4	0	15	1
Indian Territory.....	2	4	8	6	14	0	0	8	19
North Central Division:									
Ohio.....	34	261	76	463	71	322	1	692	154
Indiana.....	13	77	22	206	15	9	0	269	39
Illinois.....	31	198	70	576	74	429	27	1,167	187
Michigan.....	9	47	26	192	27	119	3	298	55
Wisconsin.....	10	64	16	207	32	43	0	272	42
Minnesota.....	9	73	17	183	28	212	4	381	45
Iowa.....	25	160	78	253	74	101	3	372	124
Missouri.....	26	135	80	237	32	106	0	444	110
North Dakota.....	3	21	9	22	9	17	0	44	10
South Dakota.....	5	38	21	38	16	0	0	48	26
Nebraska.....	10	60	31	140	35	118	1	290	54
Kansas.....	20	129	43	204	41	109	6	362	83
Western Division:									
Montana.....	2	13	10	12	9	0	0	16	13
Wyoming.....	1	13	3	13	3	0	0	13	3
Colorado.....	4	49	10	85	10	124	5	241	23
New Mexico.....	1	10	2	12	2	0	0	12	2
Arizona.....	1	6	7	12	4	0	0	15	7
Utah.....	4	39	11	32	5	0	0	52	12
Nevada.....	1	5	4	21	4	0	0	21	4
Idaho.....	1	3	2	12	4	0	0	15	6
Washington.....	7	43	11	68	10	8	0	83	13
Oregon.....	7	16	14	51	11	59	0	129	28
California.....	12	55	29	313	25	139	2	485	68

TABLE 7.—*Students in universities and colleges for men and for both sexes.*

State or Territory.	Preparatory departments.		Collegiate departments.		Graduate departments.				Professional departments.	
	Men.	Women.	Men.	Women.	Resident.		Nonresident.		Men.	Women.
United States.....	32,399	15,259	57,886	19,199	3,926	1,253	830	124	29,324	1,021
North Atlantic Division...	6,094	1,163	21,813	2,675	1,652	275	253	23	8,894	255
South Atlantic Division...	3,629	1,519	6,469	978	475	31	58	0	2,987	66
South Central Division...	5,757	3,580	6,653	2,533	117	59	75	10	4,617	126
North Central Division...	14,237	7,169	19,367	10,620	1,453	703	421	87	11,828	499
Western Division.....	2,682	1,837	3,764	2,393	229	185	23	4	968	75
North Atlantic Division:										
Maine.....	0	0	839	205	8	0	0	0	200	3
New Hampshire.....	41	0	643	0	5	0	0	0	126	0
Vermont.....	0	0	376	104	4	1	0	0	191	0
Massachusetts.....	447	22	3,894	417	456	24	11	0	2,412	114
Rhode Island.....	0	0	631	152	26	22	28	9	0	0
Connecticut.....	0	0	2,115	53	269	48	48	0	430	0
New York.....	3,662	476	5,816	853	633	118	65	6	2,982	126
New Jersey.....	313	45	1,406	0	132	0	13	0	32	0
Pennsylvania.....	1,631	623	6,090	886	179	52	85	8	2,527	12
South Atlantic Division:										
Delaware.....	16	15	94	8	4	0	0	0	0	0
Maryland.....	696	88	893	127	186	0	3	0	280	42
District of Columbia...	566	26	493	144	167	15	6	0	1,497	19
Virginia.....	302	110	1,242	36	36	0	13	0	519	0
West Virginia.....	243	54	213	135	35	7	0	0	154	5
North Carolina.....	676	338	1,423	173	32	4	26	0	388	0
South Carolina.....	552	399	778	77	8	0	10	0	62	0
Georgia.....	481	265	1,128	190	5	0	0	0	130	0
Florida.....	267	224	140	88	2	5	0	0	17	0
South Central Division:										
Kentucky.....	1,166	841	1,192	352	13	7	5	1	694	0
Tennessee.....	1,645	981	1,717	879	47	12	45	2	2,149	21
Alabama.....	323	255	822	223	16	1	0	0	256	0
Mississippi.....	195	134	505	53	5	2	17	4	68	0
Louisiana.....	516	378	737	187	10	17	0	0	542	8
Texas.....	1,169	487	1,184	491	24	20	7	3	708	93
Arkansas.....	581	365	457	232	0	0	1	0	156	0
Oklahoma.....	117	51	23	19	2	0	0	0	44	4
Indian Territory.....	165	85	16	17	0	0	0	0	0	0
North Central Division:										
Ohio.....	2,671	1,207	3,399	1,932	99	72	44	18	1,716	38
Indiana.....	737	234	1,907	685	98	24	153	4	260	12
Illinois.....	2,363	1,234	3,330	2,299	790	345	69	9	3,773	207
Michigan.....	545	220	1,494	956	59	34	17	10	1,697	84
Wisconsin.....	763	204	2,010	573	32	31	32	2	1,360	5
Minnesota.....	955	276	1,271	785	124	53	13	4	1,251	46
Iowa.....	1,537	1,034	1,698	1,005	59	22	35	21	1,116	50
Missouri.....	2,009	1,012	1,976	837	89	10	24	0	730	4
North Dakota.....	137	61	67	36	2	3	4	0	19	0
South Dakota.....	341	283	133	89	3	3	0	1	0	0
Nebraska.....	954	619	886	712	87	56	4	4	571	33
Kansas.....	1,285	776	1,146	711	30	30	26	14	395	20
Western Division:										
Montana.....	72	75	38	40	0	2	0	0	0	0
Wyoming.....	68	47	33	35	3	1	1	0	0	0
Colorado.....	432	288	476	406	17	5	10	1	241	18
New Mexico.....	28	104	12	2	2	0	2	0	0	0
Arizona.....	71	33	31	22	3	1	0	0	0	0
Utah.....	410	453	57	44	2	3	0	0	0	0
Nevada.....	67	70	91	85	7	4	0	0	0	0
Idaho.....	83	37	59	47	0	0	0	0	0	0
Washington.....	388	173	378	150	15	5	4	2	71	5
Oregon.....	403	282	220	157	4	6	3	0	116	8
California.....	657	275	2,309	1,405	176	158	3	1	570	44

TABLE 8.—*Students pursuing various courses of study in universities and colleges for men and for both sexes.*

State or Territory.	Classical course.	Other general culture courses.	General science courses.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Mining engineering.	Architecture.	Ped- agogy.		Commer- cial course.		Military drill.
										Men.	Women.	Men.	Women.	
United States.....	30,600	16,544	8,726	1,066	2,213	2,300	1,400	744	331	4,030	4,600	6,080	1,677	12,325
North Atlantic Division:														
Maine.....	698	91	46	11	37	77	84	—	—	9	1	—	—	253
New Hampshire.....	347	126	150	—	—	33	—	—	—	—	—	13	—	—
Vermont.....	144	131	—	23	23	95	23	—	—	14	16	—	—	275
Massachusetts.....	3,637	13	332	23	68	67	73	19	39	—	—	—	—	—
Rhode Island.....	234	295	5	—	15	23	—	—	—	17	25	—	—	—
Connecticut.....	1,438	113	568	—	—	—	—	—	—	—	—	—	—	—
New York.....	12,906	811	1,002	88	706	339	152	90	130	535	248	238	0	1,135
New Jersey.....	2,861	—	356	3	—	119	18	—	—	13	0	—	—	129
Pennsylvania.....	2,573	1,627	622	11	342	396	247	88	63	195	115	559	74	435
South Atlantic Division:														
Delaware.....	7	47	1	5	7	14	8	—	—	0	3	—	—	67
Maryland.....	649	149	129	12	38	8	—	—	—	4	40	41	0	255
District of Columbia.....	230	74	25	7	—	—	—	—	—	17	69	160	70	—
Virginia.....	623	37	—	—	—	27	—	—	—	158	8	21	6	—
West Virginia.....	323	6	4	32	15	36	—	—	—	22	21	35	18	144
North Carolina.....	823	322	162	—	—	—	—	—	—	196	160	102	6	107
South Carolina.....	503	213	95	—	—	—	—	—	—	111	55	8	0	92
Georgia.....	840	90	167	—	—	10	4	—	3	124	139	72	3	342
Florida.....	47	103	33	12	20	4	—	—	4	24	93	69	17	242
South Central Division:														
Kentucky.....	587	235	371	5	95	43	1	—	—	223	181	426	48	642
Tennessee.....	1,182	353	89	79	84	65	2	—	—	362	587	399	140	553
Alabama.....	446	83	124	—	—	13	—	1	16	110	87	69	3	265
Mississippi.....	252	104	169	—	—	—	—	—	—	35	5	—	—	65
Louisiana.....	284	185	114	35	116	35	—	—	5	12	40	116	0	304
Texas.....	813	400	201	—	—	33	—	—	—	67	41	263	74	313
Arkansas.....	189	18	36	12	11	29	25	—	—	35	30	8	9	430
Oklahoma.....	21	—	21	—	—	—	—	—	—	—	—	—	—	—
Indian Territory.....	7	26	—	—	—	—	—	—	—	2	10	8	4	70
North Central Division:														
Ohio.....	1,534	1,420	227	44	91	80	99	28	9	224	262	382	172	760
Indiana.....	576	339	131	—	19	40	40	—	2	47	45	132	9	304
Illinois.....	1,664	1,866	647	21	78	98	89	—	51	300	302	597	190	534
Michigan.....	804	863	290	—	71	40	28	—	—	73	60	67	24	—
Wisconsin.....	729	789	303	381	91	119	117	—	—	173	112	118	30	588
Minnesota.....	427	739	365	23	53	57	64	77	—	51	56	132	13	471
Iowa.....	1,127	797	473	—	—	70	—	—	—	182	416	461	158	648
Missouri.....	870	582	206	185	21	54	53	101	13	150	119	309	61	648
North Dakota.....	36	37	26	—	—	—	—	—	—	8	15	64	27	110
South Dakota.....	86	93	28	—	—	—	—	—	—	31	117	136	47	90
Nebraska.....	297	602	273	10	5	32	86	—	—	52	199	101	47	485
Kansas.....	944	466	149	—	10	70	80	7	—	244	288	765	329	487
Western Division:														
Montana.....	40	10	18	—	8	—	—	—	—	4	5	7	6	25
Wyoming.....	9	5	14	2	13	0	0	11	0	0	14	31	25	66
Colorado.....	258	76	89	—	—	28	36	—	—	16	31	—	—	—
New Mexico.....	—	—	—	—	—	—	—	—	—	0	19	10	16	—
Arizona.....	—	20	—	—	—	—	—	—	—	—	—	—	—	90
Utah.....	13	—	7	—	—	—	—	—	—	130	274	—	—	—
Nevada.....	60	—	43	—	7	6	—	58	—	—	—	—	—	156
Idaho.....	31	16	29	9	—	6	—	13	—	—	—	—	—	128
Washington.....	126	249	50	—	4	16	20	39	—	13	44	52	7	207
Oregon.....	120	73	43	—	—	7	—	17	—	10	57	64	27	—
California.....	725	1,759	501	31	165	86	58	195	2	89	209	87	17	587

TABLE 9.—Degrees conferred on men by universities and colleges for men and for both sexes.

State or Territory.	A. B.	B. S.	Ph. B.	B. L.	B. C. E.	B. M. E.	B. E. E.	B. E. M.	B. E.	B. Arch.	B. Agr.	Mus. B.	B. Ped.	B. O.	B. F. A.	B. L. S.	B. S. E.
United States	5,129	1,732	824	318	27	34	4	3	18	9	15	9	94	1	1	3	1
North Atlantic Division.....	2,428	719	539	27	18	23	—	—	5	9	8	2	—	—	1	—	1
South Atlantic Division.....	669	91	31	19	3	—	3	—	—	—	1	—	12	—	—	—	—
South Central Division.....	356	155	14	25	4	11	—	—	13	—	—	—	60	—	—	—	—
North Central Division.....	1,462	636	426	211	—	—	—	—	—	—	6	—	18	1	—	3	—
Western Division.....	214	131	14	36	2	—	—	3	—	—	—	3	4	—	—	—	—
North Atlantic Division:																	
Maine.....	125	15	3	—	18	23	—	—	—	—	—	—	—	—	—	—	—
New Hampshire.....	66	35	—	23	—	—	—	—	—	—	—	—	—	—	—	—	—
Vermont.....	28	25	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Massachusetts.....	689	110	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Rhode Island.....	64	1	41	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Connecticut.....	362	9	148	—	—	—	—	—	5	9	8	—	—	—	1	—	—
New York.....	444	181	81	—	—	—	—	—	—	—	—	—	—	—	—	—	1
New Jersey.....	180	67	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Pennsylvania.....	470	276	58	4	—	—	—	—	—	—	—	2	—	—	—	—	—
South Atlantic Division:																	
Delaware.....	8	1	—	—	3	—	3	—	—	—	—	—	—	—	—	—	—
Maryland.....	133	17	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
District of Columbia.....	31	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Virginia.....	111	5	—	3	—	—	—	—	—	—	—	—	10	—	—	—	—
West Virginia.....	35	—	2	—	—	—	—	—	—	—	1	—	—	—	—	—	—
North Carolina.....	145	17	17	3	—	—	—	—	—	—	—	—	—	—	—	—	—
South Carolina.....	95	12	—	12	—	—	—	—	—	—	—	—	—	—	—	—	—
Georgia.....	100	27	12	—	—	—	—	—	—	—	—	—	2	—	—	—	—
Florida.....	11	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—
South Central Division:																	
Kentucky.....	64	24	1	5	3	10	—	—	—	—	—	—	1	—	—	—	—
Tennessee.....	121	53	5	3	—	—	—	—	2	—	—	—	59	—	—	—	—
Alabama.....	43	20	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Mississippi.....	20	12	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Louisiana.....	35	18	1	—	—	—	—	—	11	—	—	—	—	—	—	—	—
Texas.....	40	24	—	17	—	—	—	—	—	—	—	—	—	—	—	—	—
Arkansas.....	31	3	1	—	1	1	1	—	—	—	—	—	—	—	—	—	—
Oklahoma.....	1	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Indian Territory.....	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
North Central Division:																	
Ohio.....	341	72	85	29	—	—	—	—	—	—	—	—	6	—	—	—	—
Indiana.....	160	24	92	9	—	—	—	—	—	—	—	—	—	—	—	—	—
Illinois.....	260	146	38	6	—	—	—	—	—	—	—	1	—	—	—	3	—
Michigan.....	101	81	40	25	—	—	—	—	—	—	—	—	2	—	—	—	—
Wisconsin.....	107	77	23	46	—	—	—	—	—	—	—	—	—	—	—	—	—
Minnesota.....	51	48	20	9	—	—	—	—	—	—	6	—	—	—	—	—	—
Iowa.....	114	69	101	—	—	—	—	—	—	—	—	3	7	1	—	—	—
Missouri.....	123	39	11	19	—	—	—	—	—	—	—	—	—	—	—	—	—
North Dakota.....	11	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
South Dakota.....	13	3	3	—	—	—	—	—	—	—	—	—	1	—	—	—	—
Nebraska.....	65	40	6	65	—	—	—	—	—	—	—	—	1	—	—	—	—
Kansas.....	116	36	7	3	—	—	—	—	—	—	—	—	1	—	—	—	—
Western Division:																	
Montana.....	4	1	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Wyoming.....	3	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Colorado.....	43	9	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Arizona.....	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Utah.....	1	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Nevada.....	3	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Idaho.....	1	2	—	—	2	—	—	3	—	—	—	—	—	—	—	—	—
Washington.....	13	8	—	1	—	—	—	—	—	—	—	—	4	—	—	—	—
Oregon.....	19	10	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—
California.....	127	86	7	33	—	—	—	—	—	—	—	3	—	—	—	—	—

TABLE 10.—Degrees conferred on men by universities and colleges for men and for both sexes—Continued.

State or Territory.	A. M.	M. S.	C. E.	M. E.	E. E.	M. L.	E. M.	Ped. M.	Ph. M.	Mus. M.	M. Arch.	M. C. E.	M. M. E.	Ped. D.	Ph. D.	Sc. D.	Litt. D.	S. T. D.	A. C.
United States	1,106	111	139	162	56	15	34	6	6	1	1	1	4	4	322	2	2	18	7
North Atlantic Division ..	599	38	110	126	43	2	14	5	2			1	4	4	133	1			7
South Atlantic Division ..	133	9	6	5	2				1						45				
South Central Division ..	78	12	8			4									11	1		14	
North Central Division ..	272	44	15	90	11		20		3	1	1				130		2	4	
Western Division	24	8		1		1		1							3				
North Atlantic Division:																			
Maine	2	1		2															
New Hampshire	3		2																
Vermont			1																
Massachusetts	151	1													45	1			
Rhode Island	27		2	1											3				
Connecticut	31	2	2												21				
New York	149	2	42	100	30	1	11	5	2			1	4	4	43				
New Jersey	72	6	18												3				
Pennsylvania	161	23	37	23	13	1	3								18				7
South Atlantic Division:																			
Maryland	28			3											37				
District of Columbia ..	25	8	6	2					1						6				
Virginia	30														2				
West Virginia	9																		
North Carolina	34																		
South Carolina	4	1																	
Georgia	3																		
South Central Division:																			
Kentucky	17	3																	
Tennessee	35	3													11	1		14	
Alabama	5	2	3																
Mississippi	4																		
Louisiana	7																		
Texas	9	4	4			4													
Arkansas			1																
Oklahoma	1																		
North Central Division:																			
Ohio	45	6	3	20		1	4								15				
Indiana	51	2	1												51		2	4	
Illinois	49	11	2	2	1	1			3		1				44				
Michigan	17	4	1												4				
Wisconsin	3	2		3		5									5				
Minnesota	6	1	4	4	9		8								3				
Iowa	18	6	1												1				
Missouri	39	9	1	1	1	1	8			1					3				
South Dakota	2																		
Nebraska	28																		
Kansas	14	3	2												1				
Western Division:																			
Wyoming	1							1											
Colorado	7	1																	
New Mexico	2																		
Nevada				1															
Washington	2																		
Oregon	3																		
California	11	5				1									3				

TABLE 11.—Degrees conferred on women by universities and colleges for both sexes.

State or Territory.	A. B.	B. S.	Ph. B.	B. L.	Mus. B.	B. Paint.	B. Ped.	B. L. S.	B. O.	B. Arch.	A. M.	M. S.	Ph. M.	M. L.	Mus. M.	Ped. M.	Ped. D.	Ph. D.
United States.....	1,054	349	507	359	62	8	123	20	3	1	150	14	6	11	2	8	1	18
North Atlantic Division.....	210	45	109	35	18	4	—	—	—	1	27	2	—	—	—	—	—	9
South Atlantic Division.....	46	17	3	7	4	—	—	—	—	—	10	—	—	—	—	—	—	1
South Central Division.....	65	57	14	12	4	1	73	—	1	—	10	3	2	1	—	—	—	1
North Central Division.....	600	195	364	253	25	3	22	20	1	—	91	8	4	7	—	—	—	6
Western Division.....	133	35	17	52	11	—	22	—	1	—	12	1	—	3	—	—	—	1
North Atlantic Division:																		
Maine.....	41	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Vermont.....	7	11	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Massachusetts.....	55	—	17	1	—	—	—	—	—	—	2	—	—	—	—	—	—	—
Rhode Island.....	18	—	19	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Connecticut.....	4	—	9	—	1	—	—	—	—	—	1	—	—	—	—	—	—	5
New York.....	46	22	45	8	9	4	—	—	1	19	1	—	—	—	—	8	1	3
Pennsylvania.....	33	12	15	26	8	—	—	—	—	6	—	—	—	—	—	—	—	1
South Atlantic Division:																		
Maryland.....	9	—	—	—	—	—	—	—	—	—	2	—	—	—	—	—	—	—
District of Columbia.....	4	3	—	2	—	—	—	—	—	—	6	—	—	—	—	—	—	1
Virginia.....	1	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
West Virginia.....	8	1	1	1	4	—	—	—	—	—	1	—	—	—	2	—	—	—
North Carolina.....	8	3	2	2	—	—	—	—	—	—	1	—	—	—	—	—	—	—
South Carolina.....	1	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Georgia.....	12	2	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—
Florida.....	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
South Central Division:																		
Kentucky.....	8	9	—	3	—	—	—	—	—	—	—	1	—	—	—	—	—	—
Tennessee.....	24	20	6	—	4	1	78	—	1	—	2	1	—	—	—	—	—	—
Alabama.....	2	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Mississippi.....	3	1	1	—	—	—	—	—	—	—	2	—	—	—	—	—	—	—
Louisiana.....	13	6	—	—	—	—	—	—	—	—	1	—	2	—	—	—	—	1
Texas.....	8	8	1	9	—	—	—	—	—	—	4	1	—	1	—	—	—	—
Arkansas.....	6	2	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Indian Territory.....	1	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
North Central Division:																		
Ohio.....	116	27	81	50	—	—	1	—	—	—	12	—	—	1	—	—	—	—
Indiana.....	57	3	35	8	2	—	—	—	—	—	8	—	—	—	—	—	—	1
Illinois.....	117	44	66	23	3	—	—	20	—	—	19	4	3	—	—	—	—	5
Michigan.....	45	23	55	44	—	—	9	—	—	—	14	—	—	—	—	—	—	—
Wisconsin.....	17	13	24	43	—	—	—	—	—	—	3	2	—	2	—	—	—	—
Minnesota.....	17	18	12	46	5	—	—	—	—	—	1	—	—	2	—	—	—	—
Iowa.....	50	30	71	1	10	—	6	—	1	—	12	—	1	—	—	—	—	—
Missouri.....	27	18	6	29	—	—	3	—	—	—	5	1	—	1	—	—	—	—
North Dakota.....	5	—	—	—	—	—	—	—	—	—	2	—	—	—	—	—	—	—
South Dakota.....	3	1	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Nebraska.....	68	14	3	6	—	—	—	—	—	—	9	—	—	—	—	—	—	—
Kansas.....	78	4	6	3	4	3	3	—	—	—	6	1	—	1	—	—	—	—
Western Division:																		
Montana.....	2	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Wyoming.....	2	—	—	—	—	—	7	—	—	—	—	—	—	—	—	—	—	—
Colorado.....	22	—	8	1	3	—	—	—	1	—	2	—	—	—	—	—	—	—
Arizona.....	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Utah.....	3	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Nevada.....	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Idaho.....	1	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Washington.....	11	2	—	—	—	—	14	—	—	—	2	—	—	—	—	—	—	—
Oregon.....	8	—	2	5	—	—	1	—	—	—	—	—	—	—	—	—	—	—
California.....	74	23	7	46	8	—	—	—	—	—	6	1	—	3	—	—	—	1

TABLE 12.—*Honorary degrees conferred by universities and colleges for men and for both sexes.*

State or Territory.	D. D.	LL. D.	Ph. D.	S. T. D.	D. C. L.	L. H. D.	Litt. D.	Sc. D.	Doc. Eng.	M. D.	A. M.	M. S.	A. B.	Doc. Arch.	Ped. D.	LL. M.	LL. B.	B. L.
United States	273	161	23	6	2	8	9	10	1	4	180	7	6	1	2	2	1	1
North Atlantic Division.....	78	84	5	6	2	6	5	8	1	---	84	3	---	---	---	2	---	---
South Atlantic Division.....	47	20	2	---	---	1	---	---	---	---	20	1	---	---	---	---	---	---
South Central Division.....	39	10	---	---	2	---	1	---	---	---	39	1	6	---	---	---	---	---
North Central Division.....	104	46	16	---	---	1	3	2	---	4	42	2	---	1	1	---	1	---
Western Division.....	5	1	---	---	---	---	---	---	---	---	5	---	---	---	---	---	---	---
North Atlantic Division:																		
Maine.....	5	7	---	---	---	---	---	1	---	---	6	---	---	---	---	---	---	---
New Hampshire.....	3	2	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---
Vermont.....	4	9	---	---	---	---	---	1	---	---	3	---	---	---	---	---	---	---
Massachusetts.....	7	11	---	2	---	---	4	1	---	---	13	---	---	---	---	---	---	---
Connecticut.....	8	6	---	---	---	---	---	---	---	---	3	---	---	---	---	---	---	---
New York.....	17	25	---	3	---	3	---	2	---	---	36	1	---	---	---	2	---	---
New Jersey.....	4	6	---	---	---	2	---	---	---	---	3	---	---	---	---	---	---	---
Pennsylvania.....	30	18	5	1	---	1	1	4	---	---	18	---	---	---	---	---	---	---
South Atlantic Division:																		
Delaware.....	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Maryland.....	4	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
District of Columbia.....	2	3	---	---	---	1	---	---	---	---	2	---	---	---	---	---	---	---
Virginia.....	7	6	---	---	---	---	---	---	---	---	3	---	---	---	---	---	---	---
West Virginia.....	2	---	1	---	---	---	---	---	---	---	---	1	---	---	---	---	---	---
North Carolina.....	16	1	1	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---
South Carolina.....	10	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Georgia.....	6	2	---	---	---	---	---	---	---	---	3	---	---	---	---	---	---	---
South Central Division:																		
Kentucky.....	4	1	---	---	---	---	---	---	---	---	6	1	---	---	---	---	---	---
Tennessee.....	15	6	---	---	2	---	1	---	---	---	17	---	4	---	---	---	---	---
Alabama.....	2	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Mississippi.....	5	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Louisiana.....	2	---	---	---	---	---	---	---	---	---	6	---	2	---	---	---	---	---
Texas.....	7	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Arkansas.....	3	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
North Central Division:																		
Ohio.....	27	17	6	---	---	---	---	2	---	---	8	---	---	---	---	---	1	1
Indiana.....	12	5	1	---	---	---	2	---	---	---	8	---	---	---	---	---	---	---
Illinois.....	18	9	6	---	---	1	1	---	---	4	11	---	---	1	1	---	---	---
Michigan.....	3	7	---	---	---	---	---	---	---	---	8	---	---	---	---	---	---	---
Wisconsin.....	7	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Minnesota.....	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Iowa.....	19	2	1	---	---	---	---	---	---	---	3	2	---	---	---	---	---	---
Missouri.....	10	4	1	---	---	---	---	---	---	---	2	---	---	---	---	---	---	---
South Dakota.....	1	---	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nebraska.....	1	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Kansas.....	11	---	---	---	---	---	---	---	---	---	2	---	---	---	---	---	---	---
Western Division:																		
Colorado.....	1	1	---	---	---	---	---	---	---	---	3	---	---	---	---	---	---	---
Washington.....	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
California.....	2	---	---	---	---	---	---	---	---	---	2	---	---	---	---	---	---	---

TABLE 13.—*Property of universities and colleges for men and for both sexes.*

State or Territory.	Number of fellowships.	Number of scholarships.	Libraries.			Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.
			Volumes.	Pamphlets.	Value.			
United States.....	476	7,619	7,876,073	1,878,922	\$10,688,398	\$15,136,181	\$136,336,871	\$147,385,821
North Atlantic Division.....	296	3,886	3,535,351	975,396	4,834,959	6,638,612	60,890,497	72,656,021
South Atlantic Division.....	50	1,132	869,920	239,713	1,212,860	909,377	13,925,033	9,643,033
South Central Division.....	37	848	623,437	139,671	745,050	1,005,247	11,026,718	8,322,104
North Central Division.....	174	1,451	2,418,578	394,623	3,357,024	5,110,118	41,093,926	34,071,360
Western Division.....	9	299	598,787	159,124	538,485	1,382,727	9,900,697	22,693,363
North Atlantic Division:								
Maine.....	8	314	142,964	27,500	194,600	120,500	1,220,900	1,709,253
New Hampshire.....	5	250	88,000	20,200	88,000	115,000	900,000	2,300,000
Vermont.....	0	190	88,693	36,500	131,000	77,500	785,000	825,500
Massachusetts.....	43	653	799,261	464,822	956,000	1,939,800	8,818,946	18,649,883
Rhode Island.....	1	100	100,000	25,000	240,000	90,650	1,177,567	1,297,223
Connecticut.....	25	111	407,236	26,335	490,000	667,935	6,731,300	7,071,349
New York.....	68	1,584	1,656,154	167,638	1,796,389	1,867,791	23,142,067	27,077,450
New Jersey.....	11	115	219,581	10,000	225,800	680,000	4,046,500	2,816,450
Pennsylvania.....	45	569	658,222	197,371	719,170	1,079,436	13,557,817	10,908,841
South Atlantic Division:								
Delaware.....	0	0	11,950	2,650	30,400	49,000	95,500	83,000
Maryland.....	29	299	201,000	165,080	265,840	207,262	2,004,226	3,405,036
District of Columbia.....	130	130	155,186	61,354	156,000	172,555	4,546,107	1,396,982
Virginia.....	8	127	178,550	16,575	243,640	175,000	2,491,200	1,800,925
West Virginia.....	10	0	18,850	2,960	33,450	31,000	495,000	169,750
North Carolina.....	3	348	120,932	31,454	228,209	103,700	1,422,000	884,988
South Carolina.....	0	189	80,550	9,000	125,101	54,900	819,000	688,000
Georgia.....	0	32	80,400	9,200	89,050	67,620	1,419,000	809,087
Florida.....	0	0	22,500	1,500	43,000	47,800	433,000	425,300
South Central Division:								
Kentucky.....	6	144	89,269	22,834	83,700	111,700	1,597,850	1,662,060
Tennessee.....	14	312	183,353	44,318	259,150	376,280	3,613,568	2,669,825
Alabama.....	5	21	115,650	4,650	123,400	117,600	1,197,500	350,000
Mississippi.....	2	10	28,000	5,000	29,500	80,300	525,000	901,250
Louisiana.....	0	322	81,000	12,000	98,500	171,650	1,823,300	1,919,310
Texas.....	10	9	85,065	22,840	109,000	158,050	1,694,000	719,716
Arkansas.....	0	22	32,500	13,599	33,250	72,017	530,500	165,000
Oklahoma.....	0	0	6,000	2,500	6,000	7,000	60,000	0
Indian Territory.....	0	8	2,600	500	950	1,350	65,000	1,000
North Central Division:								
Ohio.....	24	345	478,237	67,230	697,100	709,550	8,565,361	9,413,397
Indiana.....	1	12	218,166	6,840	296,000	373,000	3,667,000	2,155,405
Illinois.....	72	669	586,893	70,644	574,621	1,070,221	9,211,065	11,478,068
Michigan.....	8	97	242,137	47,120	307,452	987,819	2,008,630	1,872,897
Wisconsin.....	14	69	149,052	39,235	212,704	471,925	2,297,445	1,514,791
Minnesota.....	3	25	115,900	14,300	143,667	215,438	2,739,700	1,657,572
Iowa.....	12	84	178,208	35,057	289,350	269,810	2,574,225	1,504,181
Missouri.....	12	194	206,317	48,425	382,850	409,175	5,360,000	3,583,810
North Dakota.....	0	0	10,191	3,000	24,430	12,282	312,000	40,000
South Dakota.....	3	11	22,753	4,000	33,250	30,900	389,000	100,000
Nebraska.....	25	19	79,784	17,420	169,200	231,500	1,815,000	336,257
Kansas.....	0	19	131,600	46,104	177,000	239,500	2,355,000	410,000
Western Division:								
Montana.....	0	0	7,335	2,631	7,500	41,000	170,000	0
Wyoming.....	0	0	9,300	5,500	14,000	77,500	125,000	7,000
Colorado.....	2	48	68,800	30,450	86,000	124,982	1,535,300	620,000
New Mexico.....	0	0	4,000	0	4,000	3,500	75,000	0
Arizona.....	0	0	5,000	0	7,000	44,747	102,000	0
Utah.....	0	100	23,100	11,670	33,652	29,556	569,468	257,000
Nevada.....	0	0	7,649	6,221	12,560	68,542	170,975	0
Idaho.....	0	0	4,200	1,700	4,500	45,000	200,000	0
Washington.....	0	25	44,588	16,700	74,940	50,000	1,223,000	188,500
Oregon.....	0	28	30,086	6,953	52,200	35,850	536,000	444,900
California.....	7	98	192,738	57,289	240,233	862,000	5,222,854	21,175,954

TABLE 14.—*Income of universities and colleges for men and for both sexes.*

State or Territory.	Tuition and other fees.	From productive funds.	State or municipal appropriations.	From United States Government.	From other sources.	Total income.	Benefactions.
United States	\$8,375,793	\$6,110,653	\$3,401,631	\$985,009	\$1,964,002	\$20,836,488	\$10,840,684
North Atlantic Division	4,028,976	3,176,628	424,435	183,500	717,898	8,531,437	5,407,806
South Atlantic Division	690,408	428,867	300,700	247,267	197,046	1,864,288	433,597
South Central Division	698,603	459,778	246,525	136,664	278,563	1,818,133	566,828
North Central Division	2,692,161	1,567,920	1,895,320	217,578	720,728	7,093,707	3,868,551
Western Division	267,645	477,460	534,051	200,000	49,767	1,528,923	563,302
North Atlantic Division:							
Maine	78,337	78,479	20,060	40,600	14,808	231,624	56,537
New Hampshire	44,350	60,000	10,000	0	0	114,350	350,000
Vermont	17,754	15,246	15,600	25,000	7,727	111,327	143,329
Massachusetts	926,797	794,971	0	0	188,240	1,910,008	1,117,040
Rhode Island	97,266	78,393	0	0	1,265	176,924	151,815
Connecticut	534,456	348,648	0	0	29,460	911,573	782,182
New York	1,237,896	1,224,420	201,571	38,500	327,262	3,029,649	1,754,895
New Jersey	186,111	193,828	0	40,060	0	359,939	235,753
Pennsylvania	906,009	412,643	177,264	40,900	150,127	1,686,043	816,264
South Atlantic Division:							
Delaware	1,592	4,980	0	40,000	3,056	49,628	-----
Maryland	181,645	80,259	55,200	40,000	28,922	386,026	1,000
District of Columbia	171,321	73,401	0	103,100	73,655	421,477	72,802
Virginia	181,977	97,248	63,750	0	18,242	311,217	77,531
West Virginia	11,225	8,918	108,300	35,000	8,496	171,949	50,000
North Carolina	98,947	53,037	25,000	0	32,254	209,238	88,473
South Carolina	32,221	23,332	29,500	0	11,957	107,010	48,100
Georgia	38,811	50,675	8,950	16,667	20,464	135,567	78,383
Florida	22,659	27,017	10,000	12,500	0	72,176	17,208
South Central Division:							
Kentucky	88,838	85,123	30,780	36,375	37,503	278,679	135,534
Tennessee	227,030	132,766	23,525	40,000	136,877	569,267	281,706
Alabama	54,327	27,000	12,250	0	15,500	109,077	8,500
Mississippi	18,000	41,609	34,000	0	6,725	100,325	1,000
Louisiana	217,500	123,134	15,740	27,107	8,433	251,914	14,900
Texas	178,722	37,895	78,000	0	64,135	358,752	96,690
Arkansas	44,973	12,200	33,230	33,182	4,190	127,775	19,548
Oklahoma	1,200	0	19,600	0	0	20,200	-----
Indian Territory	5,944	0	0	0	5,200	11,144	8,990
North Central Division:							
Ohio	372,860	418,959	296,851	25,000	124,028	1,237,638	645,694
Indiana	154,392	115,066	87,395	0	25,865	382,748	61,475
Illinois	901,673	480,745	267,450	40,600	142,279	1,832,147	1,922,585
Michigan	249,902	96,448	293,583	0	52,757	692,690	284,087
Wisconsin	73,289	69,918	274,200	40,000	21,117	480,524	52,192
Minnesota	169,224	76,875	135,628	40,600	42,363	464,109	49,214
Iowa	241,950	94,676	75,000	0	157,890	569,456	258,649
Missouri	280,940	163,049	74,479	32,578	34,685	585,741	311,052
North Dakota	4,940	3,200	45,734	0	0	53,874	24,000
South Dakota	23,009	4,000	33,000	0	5,329	65,538	95,779
Nebraska	68,551	19,236	192,000	40,000	21,779	341,566	47,013
Kansas	149,481	25,748	120,000	0	92,656	387,885	117,111
Western Division:							
Montana	9,642	10,000	21,590	0	0	41,232	-----
Wyoming	491	0	14,845	40,000	467	55,773	0
Colorado	40,127	56,922	72,000	0	11,060	180,049	233,020
New Mexico	435	0	11,000	0	0	11,435	13,500
Arizona	-----	0	10,000	40,000	2,295	52,295	-----
Utah	14,555	6,374	61,318	0	14,507	96,754	4,184
Nevada	-----	-----	17,000	40,000	110	57,110	-----
Idaho	200	0	10,000	40,000	0	50,200	100
Washington	55,180	12,510	50,000	0	2,300	119,990	237,690
Oregon	25,975	22,219	30,000	0	4,684	82,878	28,208
California	121,070	389,435	236,298	40,600	14,404	801,267	56,000

TABLE 15.—*Professors and students in colleges for women, Division A.*

State.	Number of institutions.	Professors and instructors.						Students.						
		Preparatory departments.		Collegiate departments.		Total number (excluding duplicates).		Preparatory.	Collegiate.	Graduate.	Pursuing various courses of study.			
		Men.	Women.	Men.	Women.	Men.	Women.				Classical course.	Other general culture courses.	General science course.	Pedagog.
United States	13	6	23	298	306	298	319	257	4,624	248	3,478	764	295	331
North Atlantic Division	9	0	0	260	255	269	255	0	4,083	237	3,031	681	287	307
South Atlantic Division	2	0	3	23	23	23	26	49	472	6	401	68	287	22
North Central Division	1	0	5	0	12	0	15	43	47	2	39	8	287	22
Western Division	1	6	15	6	16	6	23	160	22	3	7	15	287	22
North Atlantic Division:														
Massachusetts	4	0	0	136	155	136	155	0	2,668	87	2,056	550	59	228
New York	4	0	0	107	84	107	84	0	1,081	97	846	56	122	74
Pennsylvania	1	0	0	26	16	26	16	0	334	53	129	75	106	5
South Atlantic Division:														
Maryland	1	0	0	11	16	11	16	0	302	0	302	68	287	22
Virginia	1	0	3	12	7	12	10	49	170	6	99	68	287	22
North Central Division:														
Illinois	1	0	5	0	12	0	15	48	47	2	39	8	287	22
Western Division:														
California	1	6	15	6	16	6	23	160	22	3	7	15	287	22

TABLE 16.—*Degrees conferred by colleges for women, Division A.*

State.	A. B.	B. S.	B. L.	Mus. B.	A. M.	Ph. D.	Honor-ary L. H. D.
United States	692	7	120	4	55	2	1
North Atlantic Division	618	7	117	4	51	2	1
South Atlantic Division	62	—	—	—	4	—	—
North Central Division	8	—	—	—	—	—	—
Western Division	4	—	3	—	—	—	—
North Atlantic Division:							
Massachusetts	385	2	117	4	21	—	1
New York	176	5	—	—	22	1	—
Pennsylvania	57	—	—	—	8	1	—
South Atlantic Division:							
Maryland	58	—	—	—	—	—	—
Virginia	4	—	—	—	4	—	—
North Central Division:							
Illinois	8	—	—	—	—	—	—
Western Division:							
California	4	—	3	—	—	—	—

TABLE 17.—*Property of colleges for women, Division A.*

State.	Number of fellowships.	Number of scholarships.	Libraries.			Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.
			Volumes.	Pamphlets.	Value.			
United States	18	447	197,419	15,800	\$375,098	\$646,540	\$6,578,532	\$4,636,630
North Atlantic Division.....	16	373	174,392	13,300	335,098	554,540	5,678,532	4,052,377
South Atlantic Division.....	2	51	10,700	2,000	13,000	65,000	815,000	439,000
North Central Division.....	0	5	6,327	-----	7,000	25,000	135,000	70,253
Western Division.....	0	16	6,000	500	20,000	2,000	250,000	75,000
North Atlantic Division:								
Massachusetts	0	244	92,500	3,400	199,800	366,441	2,997,857	1,764,698
New York	2	77	49,672	1,900	75,298	140,101	1,961,865	1,287,679
Pennsylvania	14	54	32,220	8,000	60,000	47,998	718,810	1,000,000
South Atlantic Division:								
Maryland	2	34	7,700	1,700	10,000	45,000	680,000	337,000
Virginia	0	17	3,900	300	3,000	20,000	135,000	102,000
North Central Division:								
Illinois	0	5	6,327	-----	7,000	25,000	135,000	70,253
Western Division:								
California	0	16	6,000	500	20,000	2,000	250,000	75,000

TABLE 18.—*Income of colleges for women, Division A.*

State.	Tuition and other fees.	From productive funds.	From other sources.	Total income.	Benefactions.
United States	\$836,388	\$252,817	\$252,178	\$1,341,383	\$824,352
North Atlantic Division.....	705,350	224,183	229,109	1,158,642	251,802
South Atlantic Division.....	56,457	22,280	21,900	100,637	63,400
North Central Division.....	20,281	3,249	1,169	24,699	9,150
Western Division	54,300	3,105	0	57,405	-----
North Atlantic Division:					
Massachusetts	520,552	101,681	2,000	624,233	170,180
New York	139,068	60,502	236,839	426,409	59,322
Pennsylvania	45,730	62,000	270	108,000	22,300
South Atlantic Division:					
Maryland	32,580	17,000	16,000	65,580	59,000
Virginia	23,877	5,280	5,900	35,057	4,400
North Central Division:					
Illinois	20,281	3,249	1,169	24,699	9,150
Western Division:					
California	54,300	3,105	0	57,405	-----

TABLE 19.—Professors and students in colleges for women, Division B.

State.	Number of institutions.		Pro- fessors and in- struct- ors.	Students.														
				Pursuing various courses of study.														
				Men.	Women.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1900.	A. B. course.	M. E. L. or B. L. course.	B. S. course.	Ph. B. course.	Other first-degree courses.	Pedagogy.	Musie.	Art.
United States.	128	399	1,425	1,920	5,316	10,843	163	18,804	1,397	3,580	1,885	1,128	30	107	542	9,002	2,107	
N. Atlantic Division	11	60	183	95	1,100	836	18	2,064	116	232	144	65	10	36	634	164		
S. Atlantic Division	45	164	446	581	1,166	4,318	56	6,292	539	1,654	420	462	11	74	189	3,527	732	
S. Central Division	50	104	505	1,061	1,897	4,265	63	7,462	498	1,410	940	543	12	23	286	3,236	855	
N. Central Division	21	70	271	200	1,127	1,380	32	2,905	239	278	370	53	...	...	16	1,625	326
Western Division	1	1	20	13	20	44	4	81	5	6	11	5	7	...	21	70	30	
N. Atlantic Division:																		
Maine	2	11	11	9	238	22	5	274	6	12	...	...	...	10	22	18	10
Massachusetts	1	8	23	0	12	139	2	153	15	0	0	0	0	0	0	98	10	
New York	1	4	49	46	459	119	5	629	...	0	0	0	0	0	0	0	...	
New Jersey	1	8	7	6	33	5	1	45	5	...	5	...	...	...	14	24	8
Pennsylvania	6	29	93	34	358	551	5	963	90	220	139	65	...	...	...	494	136
S. Atlantic Division:																		
Maryland	4	19	49	18	170	304	5	572	56	68	45	105	11	10	34	333	78	
Virginia	10	33	84	129	246	731	2	1,128	61	232	53	72	...	...	6	625	111
West Virginia	2	2	14	10	59	91	0	160	7	31	...	39	...	...	...	82	16
North Carolina	9	33	98	190	304	854	6	1,340	112	222	101	50	...	10	64	766	190	
South Carolina	9	32	79	115	138	1,038	21	1,312	119	570	90	56	...	31	20	609	144	
Georgia	11	45	122	209	249	1,300	22	1,780	184	531	131	140	...	23	59	1,109	193	
S. Central Division:																		
Kentucky	10	17	100	207	400	687	17	1,367	106	255	69	160	...	...	81	519	116
Tennessee	11	32	125	235	365	1,089	14	1,805	121	370	346	79	...	3	16	803	183	
Alabama	8	12	76	170	136	622	22	950	95	72	130	19	...	...	5	159	49
Mississippi	12	17	134	282	568	1,256	3	2,153	98	544	216	150	12	...	5	180	973	
Louisiana	3	5	16	45	41	175	6	261	21	46	35	60	...	...	...	74	5
Texas	5	13	46	92	327	396	7	625	52	113	144	75	...	...	4	615	132
Arkansas	1	2	8	0	60	40	0	100	5	10	...	...	...	15	...	84	10
N. Central Division:																		
Ohio	4	9	76	0	167	248	8	498	48	85	35	8	...	...	2	253	59
Illinois	3	8	30	43	244	177	1	465	33	50	...	...	...	...	14	220	40
Wisconsin	1	2	20	0	175	40	0	215	1	8	32	...	...	...	...	56	13
Minnesota	1	0	11	0	46	14	0	85	1	14	...	...	...	...	...	58	9
Missouri	11	48	119	131	431	867	13	1,518	146	87	303	45	...	...	...	920	176
Kansas	1	3	15	26	64	34	0	124	10	34	...	...	...	...	...	138	29
Western Division:																		
California	1	1	20	13	20	44	4	81	5	6	11	5	7	...	21	70	30	

TABLE 20.—Degrees conferred by colleges for women, Division B.

State.	A. B.	M. E. L. or B. L.	B. S.	A. M.	Mus. B.	B. Paint.	L. A.	L. S.	Mus. M.	E. Ped.	Ph. B.	M. Ped.	B. O.
United States	399	332	141	34	131	32	1	2	4	4	2	16	3
North Atlantic Division	33	18	17	4	20	11	1	2					
South Atlantic Division	190	74	49	13	49	13			4	4			
South Central Division	135	178	57	11	29	5					2	16	3
North Central Division	41	62	13	6	32	2							
Western Division			5		1	1							
North Atlantic Division:													
Maine	3			3	2		1	2					
New Jersey		5											
Pennsylvania	30	13	17	1	18	11							
South Atlantic Division:													
Maryland	21	8	9		2								
Virginia	26	2	7	5	11	5							
West Virginia	6		1										
North Carolina	20	13	2	3	8					4			
South Carolina	47	28	11	3	6	2			4				
Georgia	70	33	19		22	6							
South Central Division:													
Kentucky	25	23	27	2	2								
Tennessee	30	34	11	4	9	2							3
Alabama	19	36	1	5	4	2							
Mississippi	41	45	3		9						2	16	
Louisiana	9	5	6										
Texas	8	33	9		5	1							
Arkansas	2	2											
North Central Division:													
Ohio	16	11	4		3								
Illinois	5												
Wisconsin		1											
Minnesota	1												
Missouri	11	50	9	6	29	2							
Kansas	8												
Western Division:													
California			5		1	1							

TABLE 21.—*Property of colleges for women, Division B.*

State.	Libraries.		Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.
	Volumes.	Value.			
United States	259,605	\$285,705	\$139,720	\$8,763,971	\$810,050
North Atlantic Division	41,178	52,800	43,633	1,237,947	228,200
South Atlantic Division	81,750	94,465	33,702	3,192,500	164,000
South Central Division	76,249	71,240	17,935	1,994,000	51,100
North Central Division	53,928	57,200	29,450	2,085,424	365,750
Western Division	6,500	10,000	15,000	258,000	0
North Atlantic Division:					
Maine	11,000	11,500	3,500	195,000	180,000
Massachusetts	2,300	3,000	2,000	140,000	0
New York	7,878	13,500	13,033	222,047	48,200
New Jersey	3,000	4,000	200	25,000	0
Pennsylvania	17,000	20,800	24,900	655,000	0
South Atlantic Division:					
Maryland	14,300	18,300	4,350	685,000	30,000
Virginia	8,100	7,975	6,900	483,000	0
West Virginia	1,750	2,150	400	36,500	0
North Carolina	21,700	27,580	4,940	638,000	10,000
South Carolina	9,900	11,500	6,660	500,000	11,000
Georgia	26,000	26,960	10,452	850,000	113,000
South Central Division:					
Kentucky	15,400	11,800	5,500	375,000	100
Tennessee	20,449	21,400	4,400	485,000	31,000
Alabama	7,500	7,275	1,675	272,000	0
Mississippi	16,400	13,525	2,435	494,000	0
Louisiana	2,750	2,500	2,450	83,000	20,000
Texas	12,250	14,240	1,400	255,000	0
Arkansas	1,500	500	75	30,000	0
North Central Division:					
Ohio	23,800	28,000	15,000	589,424	94,000
Illinois	5,200	3,500	4,750	250,000	4,000
Wisconsin	4,228	2,500	2,000	150,000	155,000
Minnesota	2,000	1,200	400	35,000	6,000
Missouri	16,700	20,000	6,300	711,000	97,750
Kansas	2,000	2,000	1,000	350,000	10,000
Western Division:					
California	6,500	10,000	15,000	258,000	0

TABLE 22.—*Income of colleges for women, Division B.*

State.	Tuition and other fees.	From productive funds.	State or municipal appropriations.	From other sources.	Total income.	Benefactions.
United States.....	\$1,503,097	\$41,448	\$34,318	\$428,633	\$2,007,496	\$264,214
North Atlantic Division.....	238,120	11,192	2,318	83,400	335,030	30,255
South Atlantic Division.....	482,587	8,420	1,400	120,574	612,781	135,005
South Central Division.....	424,591	3,906	30,600	135,713	594,810	20,300
North Central Division.....	327,999	17,930	0	85,946	451,875	78,634
Western Division.....	30,000	0	0	3,000	33,000	0
North Atlantic Division:						
Maine.....	9,750	9,106	1,000	0	19,856	12,755
Massachusetts.....	15,000	0	0	69,000	75,000	1,000
New York.....	68,270	2,086	1,318	800	72,474	2,500
New Jersey.....	12,000	0	0	0	12,000	-----
Pennsylvania.....	133,100	0	0	22,600	155,700	14,000
South Atlantic Division:						
Maryland.....	59,600	1,000	0	13,000	73,600	5,200
Virginia.....	85,155	0	0	22,976	108,131	-----
West Virginia.....	9,100	0	0	9,700	18,800	800
North Carolina.....	91,505	500	0	25,499	117,465	-----
South Carolina.....	86,300	679	0	27,055	114,025	104,005
Georgia.....	150,667	6,250	1,400	22,443	180,760	25,000
South Central Division:						
Kentucky.....	79,500	6	0	11,300	90,806	1,800
Tennessee.....	123,750	1,900	0	31,400	157,050	12,100
Alabama.....	47,360	0	0	14,600	61,960	2,000
Mississippi.....	191,132	0	30,600	33,473	165,205	100
Louisiana.....	15,540	2,000	0	0	18,500	300
Texas.....	51,289	0	0	40,940	92,229	4,000
Arkansas.....	5,000	0	0	4,000	9,000	0
North Central Division:						
Ohio.....	83,000	4,557	0	7,471	95,028	22,100
Illinois.....	74,800	260	0	12,000	87,060	3,000
Wisconsin.....	38,354	6,485	0	1,403	46,242	-----
Minnesota.....	7,000	0	0	2,000	9,000	26,979
Missouri.....	104,839	5,988	0	63,072	173,899	26,075
Kansas.....	20,000	710	0	0	20,700	500
Western Division:						
California.....	30,000	0	0	3,000	33,000	0

TABLE 23.—*Professors and students in schools of technology.*

State or Territory.	Number of institutions.	Professors and instructors.						Students.							
		Preparatory department.		Collegiate department.		Total number (excluding duplicates).		Preparatory.		Collegiate.		Graduate.			
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
United States	43	111	28	1,104	92	1,185	114	2,415	645	10,161	1,385	186	55	25	4
North Atlantic Division	11	10	2	246	12	354	14	47	14	2,748	253	17	3	0	3
South Atlantic Division	8	16	2	208	1	222	2	364	62	1,898	6	54	0	0	0
South Central Division	5	20	1	96	2	115	3	585	34	1,121	104	22	3	2	0
North Central Division	11	38	11	323	55	348	63	727	203	3,563	697	72	31	23	1
Western Division	9	27	12	131	22	146	32	692	332	851	325	21	13	0	0
North Atlantic Division:															
New Hampshire	1	5	0	20	0	23	0	15	0	116	9	3	0	0	0
Massachusetts	3	0	0	185	2	185	2	0	0	1,539	54	14	1	0	0
Rhode Island	1	4	2	13	1	17	3	20	11	58	21	6	2	0	3
Connecticut	1	1	0	16	2	17	2	12	3	48	27	0	0	0	0
New York	2	0	0	80	1	80	1	0	0	570	132	0	0	0	0
New Jersey	2	0	0	32	0	32	0	0	0	417	10	0	0	0	0
South Atlantic Division:															
Maryland	1	0	0	63	0	63	0	0	0	281	0	0	0	0	0
Virginia	2	0	0	51	0	51	0	0	0	561	0	22	0	0	0
North Carolina	2	5	2	36	1	39	2	78	62	321	6	14	0	0	0
South Carolina	2	5	0	34	0	39	0	136	0	435	0	18	0	0	0
Georgia	1	6	0	24	0	30	0	150	0	300	0	0	0	0	0
South Central Division:															
Alabama	1	3	0	27	0	29	0	38	0	327	8	9	2	0	0
Mississippi	2	16	0	31	0	47	0	442	1	263	13	5	0	1	0
Texas	1	0	0	24	0	24	0	0	0	330	0	6	0	0	0
Oklahoma	1	1	1	14	2	15	3	105	33	141	83	2	1	1	0
North Central Division:															
Ohio	1	0	0	23	0	23	0	0	0	223	0	9	0	0	0
Indiana	2	0	0	25	7	32	7	0	0	846	73	19	13	20	0
Illinois	1	17	5	30	3	47	8	252	25	360	0	0	0	0	0
Michigan	2	0	0	51	5	57	5	0	0	534	109	5	0	0	0
Iowa	1	10	2	45	17	55	17	150	56	696	119	19	5	0	0
North Dakota	1	9	3	22	2	23	7	61	32	179	26	1	0	0	0
South Dakota	1	9	3	25	5	31	8	141	51	254	81	7	2	0	0
Kansas	1	2	1	36	16	38	17	123	39	616	259	12	11	3	1
Western Division:															
Montana	1	0	2	13	4	13	6	26	39	37	16	0	0	0	0
Colorado	2	3	4	40	3	49	3	74	34	384	85	10	1	0	0
New Mexico	1	10	1	19	3	22	8	117	43	33	20	0	1	0	0
Utah	1	10	1	14	2	24	4	272	117	62	35	0	2	0	0
Washington	1	10	1	24	4	25	5	170	70	108	32	3	3	0	0
Oregon	1	4	2	21	6	22	6	33	9	207	137	8	11	0	0

TABLE 24.—Students pursuing various courses of study in schools of technology.

State or Territory.	General culture courses.	General science courses.	Agriculture.	Mechanical engineering.	Civil engineering.	Electrical engineering.	Mining engineering.	Architecture.	Pedagogy.		Business.		Military drill.
									Men.	Women.	Men.	Women.	
United States.....	61	776	1,786	2,246	840	1,146	517	128	0	12	132	64	6,210
North Atlantic Division	50	241	276	495	309	159	61	53			1	9	910
South Atlantic Division		50	174	454	125	302		51					1,695
South Central Division		158	721	593	65	63							1,100
North Central Division		324	519	763	258	565	195	34			66	14	1,612
Western Division	11	43	106	192	53	34	261		0	12	65	41	893
North Atlantic Division:													
New Hampshire	22	5	40	13		2							85
Massachusetts		3	165	338	137	141	60	53					363
Rhode Island		41	25	20		7					1	9	78
Connecticut	18		36										48
New York		3			152		1						396
New Jersey	10	189		222		6							
South Atlantic Division:													
Maryland													251
Virginia		50	68	122	33	89							553
North Carolina			51	114	80	73		51					372
South Carolina			55	118	6	40							589
Georgia				100		100							
South Central Division:													
Alabama			123	57	12	61							314
Mississippi			367			2							366
Texas			190	242	83								390
Oklahoma		138	36	44		6							
North Central Division:													
Ohio		2		41	21	16	29	2					
Indiana	153		128	232	135	235		5					
Illinois				100	25	165		10					
Michigan			198	245			121						240
Iowa			154	81	71	164	21						544
North Dakota		24	3	7									101
South Dakota		145	26	56		5	24	7			66	14	164
Kansas													563
Western Division:													
Montana		21	14	11		5			0	12	19	13	
Colorado			16	66	34		221						214
New Mexico	11	22	1	7	3		6				11	8	
Utah			9	4	8								244
Washington			13	5	8	23	34				35	20	163
Oregon			48	99		6							210

TABLE 26.—*Degrees conferred on women by schools of technology.*

State or Territory.	A. B.	Ph. B.	B. S.	B. Agr.	M. S.	B. L.
United States.....	1	12	94	5	3	3
North Atlantic Division.....			12	5		
South Central Division.....			7		1	
North Central Division.....		12	49		2	
Western Division.....	1		26			3
North Atlantic Division:						
New Hampshire.....			4			
Massachusetts.....			4			
Rhode Island.....			4			
Connecticut.....				5		
South Central Division:						
Alabama.....			4		1	
Mississippi.....			2			
Oklahoma.....			1			
North Central Division:						
Indiana.....			5		1	
Michigan.....			4			
Iowa.....		12	9			
South Dakota.....			5			
Kansas.....			26		1	
Western Division:						
Montana.....			2			
Colorado.....			10			
Utah.....			2			
Washington.....	1					3
Oregon.....			12			

TABLE 27.—*Property of schools of technology.*

State or Territory.	Number of fellowships.	Number of scholarships.	Libraries.			Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.
			Volumes.	Pamphlets.	Value.			
United States.....	9	470	431,117	125,483	\$752,225	\$3,407,197	\$10,987,628	\$13,361,023
North Atlantic Division:	4	197	162,678	41,123	262,826	1,146,275	4,400,672	5,203,346
South Atlantic Division:	5	205	69,989	9,100	135,500	570,258	1,596,165	585,212
South Central Division:	0	1	37,267	19,368	48,327	288,226	887,258	659,650
North Central Division:	0	67	122,634	40,376	247,470	1,260,242	3,174,684	6,445,626
Western Division:	0	0	38,219	15,516	58,102	342,196	988,849	367,194
North Atlantic Division:								
New Hampshire.....	0	105	6,800	4,453	8,000	55,500	84,016	41,800
Massachusetts.....	3	65	77,724	17,672	139,000	415,337	1,461,817	4,159,781
Rhode Island.....			10,000	3,000	14,000	93,239	182,650	50,000
Connecticut.....	0	0	7,409	3,000	20,000	13,250	90,000	135,000
New York.....	1	3	50,278	12,998	62,226	501,649	2,257,189	441,765
New Jersey.....	0	24	10,467	-----	19,000	67,000	325,000	475,000
South Atlantic Division:								
Maryland.....			41,000	-----	85,000	21,432	377,550	0
Virginia.....	5	201	14,140	6,609	32,000	106,600	441,250	364,312
North Carolina.....	0	1	4,149	1,000	4,500	39,226	166,085	125,000
South Carolina.....			9,200	1,500	12,000	109,000	351,280	95,900
Georgia.....			1,500	-----	2,000	100,000	200,000	0
South Central Division:								
Alabama.....			13,957	800	15,000	75,000	145,000	253,500
Mississippi.....	0	1	12,733	19,568	15,596	104,705	244,405	197,150
Texas.....			5,000	4,000	5,500	43,521	437,853	209,000
Oklahoma.....	0	0	5,607	4,000	12,231	65,000	60,000	-----
North Central Division:								
Ohio.....	0	9	2,000	-----	5,000	75,000	500,000	2,000,000
Indiana.....			19,236	4,772	35,800	388,000	557,000	940,000
Illinois.....	0	4	18,000	-----	18,000	75,000	500,000	1,500,000
Michigan.....	0	3	35,228	6,354	73,270	323,258	508,541	818,944
Iowa.....			12,460	2,000	50,000	236,584	518,743	682,834
North Dakota.....	0	0	8,000	250	15,000	18,000	132,800	0
South Dakota.....	0	51	6,500	10,000	7,300	16,000	147,500	0
Kansas.....	0	0	21,450	17,000	43,100	128,400	310,100	503,848
Western Division:								
Montana.....	0	0	4,750	4,000	10,000	10,000	125,000	0
Colorado.....			14,420	1,650	21,492	157,327	272,849	226,500
New Mexico.....	0	0	4,049	2,200	8,000	48,560	100,000	0
Utah.....			6,481	6,161	8,000	42,869	167,000	0
Washington.....			5,519	1,505	6,700	65,000	215,000	-----
Oregon.....			3,000	-----	4,000	18,500	109,000	140,694

TABLE 28.—*Income of schools of technology.*

State or Territory.	Tuition and other fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total income.	Benefactions.
United States.....	\$455,849	\$640,561	\$1,029,056	\$1,999,168	\$248,462	\$4,373,096	\$566,813
North Atlantic Division:	307,684	204,233	111,500	728,274	35,552	1,387,243	556,813
South Atlantic Division.....	50,140	35,113	169,750	650,870	32,641	938,514	10,000
South Central Division.....	2,269	55,470	143,349	140,024	34,319	375,431	-----
North Central Division.....	89,097	322,509	494,977	249,000	118,854	1,266,437	-----
Western Division.....	6,659	23,236	169,480	249,000	27,096	466,471	-----
North Atlantic Division:							
New Hampshire.....	1,123	4,800	10,500	40,000	20,590	76,813	-----
Massachusetts.....	235,118	147,270	56,000	40,000	5,809	484,197	487,978
Rhode Island.....	0	2,500	15,000	40,000	0	57,500	-----
Connecticut.....	0	6,750	15,000	32,500	0	54,250	00
New York.....	38,323	21,500	0	575,774	141	635,741	-----
New Jersey.....	33,117	21,413	15,000	0	9,212	78,742	68,775
South Atlantic Division:							
Maryland.....	0	0	0	551,703	0	551,703	-----
Virginia.....	19,969	21,859	40,000	31,667	11,605	125,100	-----
North Carolina.....	7,525	7,500	17,500	40,000	10,397	82,922	-----
South Carolina.....	12,646	5,754	79,750	27,500	10,639	136,289	-----
Georgia.....	10,000	0	32,500	0	0	42,500	10,000
South Central Division:							
Alabama.....	-----	20,280	11,780	28,775	4,690	65,525	-----
Mississippi.....	1,300	12,730	83,269	40,000	26,772	164,171	-----
Texas.....	0	14,280	27,900	33,750	0	75,930	-----
Oklahoma.....	969	8,180	20,300	37,499	2,857	69,805	-----
North Central Division:							
Ohio.....	18,060	45,000	0	0	0	63,060	-----
Indiana.....	29,203	49,000	72,883	40,000	4,796	195,882	-----
Illinois.....	30,000	100,000	0	0	0	130,000	-----
Michigan.....	10,791	60,000	193,750	40,000	32,786	337,327	-----
Iowa.....	-----	41,019	25,244	40,000	62,872	169,135	-----
North Dakota.....	443	0	0	40,000	5,754	46,197	-----
South Dakota.....	660	330	51,400	40,000	12,646	105,026	-----
Kansas.....	0	27,160	91,700	40,000	0	158,860	-----
Western Division:							
Montana.....	-----	0	14,000	40,000	5,596	59,596	-----
Colorado.....	2,000	10,913	66,507	40,000	3,149	123,169	-----
New Mexico.....	1,825	0	15,170	40,000	2,135	59,120	-----
Utah.....	0	0	18,300	40,000	8,693	66,993	-----
Washington.....	2,234	0	23,210	40,000	5,007	70,451	-----
Oregon.....	0	12,823	32,293	40,000	2,576	87,192	-----

TABLE 29.—Statistics of universities and

Location.	Name.	Year of first opening.	Religious or nonsectarian control.	Professors and instructors.			
				Preparatory department.		Collegiate department.	
				Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8
ALABAMA.							
1 East Lake	Howard College	1841	Bapt	—	—	10	0
2 Greensboro	Southern University	1859	M. E. So	3	0	9	0
3 Hartselle	Hartselle College	1882	Nonsect	0	2	3	2
4 Lafayette	Lafayette College	1885	Nonsect	0	4	0	0
5 Lineville	Lineville College	1890	Nonsect	0	1	3	2
6 St. Bernard	St. Bernard College	1892	R. C	5	0	14	0
7 Selma	Alabama Baptist Colored University	1878	Bapt	3	5	4	2
8 Spring Hill	Spring Hill College	1830	R. C	2	0	24	0
9 University	University of Alabama	1831	State	0	0	22	0
ARIZONA.							
10 Tucson	University of Arizona	1891	Territory	6	7	12	4
ARKANSAS.							
11 Arkadelphia	Arkadelphia Methodist College	1890	M. E.	0	1	5	5
12 do	Ouachita Baptist College	1886	Bapt	2	1	6	1
13 Batesville	Arkansas College	1872	Presb	5	1	6	0
14 Clarksville	Arkansas Cumberland College	1891	Cumb. Pres	3	2	3	2
15 Conway	Hendrix College	1884	M. E. So	5	0	7	0
16 Fayetteville	University of Arkansas	1872	State	9	11	21	6
17 Little Rock	Philander Smith College	1877	M. E.	3	2	5	2
18 Mountain Home	Mountain Home College	1883	Bapt	0	1	1	1
CALIFORNIA.							
19 Berkeley	University of California	1869	State	0	0	108	0
20 Claremont	Pomona College	1888	Cong	2	2	7	1
21 College Park	University of the Pacific*	1851	M. E.	6	2	8	3
22 Los Angeles	Occidental College	1887	Presb	6	7	6	6
23 do	St. Vincent's College	1865	R. C	11	0	9	0
24 do	University of Southern California	1880	M. E.	10	6	6	3
25 Oakland	California College	1870	Bapt	2	2	2	1
26 Pasadena	Throop Polytechnic Institute	1891	Nonsect	12	6	7	1
27 San Francisco	St. Ignatius College	1855	R. C	4	0	19	0
28 Santa Clara	Santa Clara College	1851	R. C	2	0	16	0
29 Santa Rosa	Pacific Methodist College	1861	M. E. So	0	4	4	0
30 Stanford University	Leland Stanford Junior University	1891	Nonsect	0	0	121	10
COLORADO.							
31 Boulder	University of Colorado	1877	State	10	3	37	4
32 Colorado Springs	Colorado College	1874	Nonsect	14	4	32	4
33 Denver	College of the Sacred Heart	1876	R. C	16	0	6	0
34 University Park	University of Denver	1881	M. E.	9	3	19	2
CONNECTICUT.							
35 Hartford	Trinity College	1824	P. E.	0	0	23	0
36 Middletown	Wesleyan University	1851	M. E.	0	0	36	0
37 New Haven	Yale University	1701	Cong	0	0	171	0
DELAWARE.							
38 Dover	State College for Colored Students	1892	State	2	1	3	0
39 Newark	Delaware College	1834	State	0	0	19	0
DISTRICT OF COLUMBIA.							
40 Washington	Catholic University of America	1889	R. C.	0	0	17	0
41 do	Columbian University	1821	Bapt	0	0	60	0
42 do	Gallaudet College	1864	Nation	6	3	14	6

* Statistics of 1898-99.

colleges for men and for both sexes.

Professors and instructors.				Students.									
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.	
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Resident.	Nonresident.	Men.	Women.	Men.	Women.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
0	0	10	0	25	0	115	0	0	0	0	0	0	0
0	0	12	0	20	6	124	10	0	0	0	0	0	1
0	0	3	4	40	60	60	80	0	0	0	0	0	2
0	0	3	7	70	80	40	30	0	0	0	0	0	3
0	0	3	3	72	56	93	80	0	0	0	0	0	4
4	0	15	0	17	0	76	0	6	0	0	0	0	5
1	0	5	7	64	53	5	1	0	0	0	0	57	6
0	0	26	0	15	0	130	0	0	0	0	0	0	8
21	0	43	0	0	0	179	32	10	1	0	0	199	9
0	0	15	7	71	32	31	22	3	1	0	0	0	10
0	0	5	6	15	28	50	125	0	0	0	0	0	11
0	0	8	2	100	100	100	80	0	0	0	0	0	12
0	0	6	1	18	29	37	32	0	0	0	0	0	13
0	0	5	4	50	40	3	3	0	0	0	0	0	14
0	0	12	0	69	3	47	6	0	0	0	0	0	15
25	0	51	12	260	104	204	87	0	0	1	0	137	16
0	0	5	2	32	23	13	12	0	0	0	0	19	17
0	0	1	2	37	38	3	7	0	0	0	0	0	18
82	0	186	1	0	0	964	819	118	99	3	1	453	34
0	0	11	5	64	44	58	47	0	3	0	0	0	19
0	0	13	6	77	63	35	21	0	0	0	0	0	20
0	0	6	7	28	21	10	9	0	0	0	0	0	21
0	0	15	0	75	0	32	0	0	0	0	0	0	22
57	2	71	13	106	60	50	21	0	0	0	0	104	23
0	0	4	2	22	23	5	2	0	0	0	0	0	24
0	0	13	10	126	52	12	4	0	0	0	0	0	25
0	0	23	0	114	0	191	0	0	0	0	0	0	26
0	0	18	0	22	0	198	0	0	0	0	0	0	27
0	0	4	4	23	12	10	9	0	0	0	0	0	28
0	0	121	10	0	0	744	473	58	56	6	0	0	29
47	2	94	9	154	201	181	135	17	5	0	0	98	30
0	0	32	4	92	60	204	191	0	0	0	0	0	31
0	0	18	0	133	0	30	0	0	0	0	0	0	32
77	3	97	10	43	27	61	80	0	0	10	1	143	33
0	0	23	0	0	0	131	0	4	0	2	0	0	34
0	0	36	0	0	0	265	58	11	5	0	0	0	35
97	0	258	0	0	0	1,719	0	194	43	46	0	430	36
0	0	5	1	16	15	12	8	0	0	0	0	0	37
0	0	19	0	0	0	12	0	4	0	0	0	0	38
16	0	33	0	0	0	0	0	58	0	0	0	122	39
95	0	148	0	0	0	236	107	86	13	0	0	651	40
0	0	14	6	20	6	44	30	4	2	0	0	0	41
0	0	0	0	0	0	0	0	0	0	0	0	0	42

TABLE 29.—Statistics of universities and

	Location.	Name.	Year of first opening.	Religious or nonsectarian control.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8
	DISTRICT OF COLUMBIA—cont'd.							
43	Washington	Georgetown University	1791	R. C.	11	0	28	0
44	do	Gonzaga College	1821	R. C.	8	0	7	0
45	do	Howard University	1867	Nation ..	3	1	28	1
46	do	St. John's College	1866	R. C.	6	0	6	0
	FLORIDA.							
47	De Land	John B. Stetson University	1887	Bapt.	17	13	9	4
48	Lake City	Florida State Agricultural College	1884	State	1	1	12	4
49	St. Leo	St. Leo Military College	1890	R. C.	2	0	4	0
50	Tallahassee	Seminary West of the Suwanee River	1857	State	5	1	5	1
51	Winter Park	Rollins College	1885	Nonsect ..	0	1	6	3
	GEORGIA.							
52	Athens	University of Georgia	1801	State	0	0	21	0
53	Atlanta	Atlanta Baptist College	1897	Bapt.	4	4	3	3
54	do	Atlanta University	1889	Nonsect ..	4	6	4	4
55	do	Morris Brown College	1885	A. M. E. ..	4	4	5	1
56	Bowdon	Bowdon College	1857	Nonsect ..	1	3	2	1
57	Dahlonega	North Georgia Agricultural College	1873	State			7	2
58	Macon	Mercer University	1837	Bapt.	1	0	10	0
59	Oxford	Emory College	1837	M. E. So ..	3	0	10	0
60	South Atlanta	Clark University	1870	M. E.	2	3	4	3
61	Wrightsville	Nannie Lou Warthen Institute	1888	M. E.	0	2	1	3
62	Young Harris	Young Harris College	1885	M. E. So ..	1	1	4	3
	IDAHO.							
63	Moscow	University of Idaho	1892	State	3	2	12	4
	ILLINOIS.							
64	Abingdon	Hedding College	1853	M. E.	4	5	5	3
65	Bloomington	Illinois Wesleyan University	1850	M. E.	1	2	9	0
66	Bourbonnais	St. Viator's College	1858	R. C.	4	0	16	0
67	Carlinville	Blackburn University	1859	Presb.	4	3	6	2
68	Carthage	Carthage College	1872	Luth.	4	2	7	0
69	Champaign (or Urbana)	University of Illinois	1858	State	4	3	103	15
70	Chicago	St. Ignatius College	1869	R. C.	24	0	14	0
71	do	University of Chicago	1892	Bapt.	8	1	179	8
72	Elmhurst	Austin College	1891	Nonsect ..	2	1	8	3
73	Elmhurst	Evangelical Proseminary	1871	Ger. Evang. ..	2	0	6	0
74	Eureka	Eureka College	1855	Christian ..	5	2	8	0
75	Evanston	Northwestern University	1853	M. E.	13	6	50	2
76	Ewing	Ewing College	1867	Bapt.	6	6	7	0
77	Fulton	Northern Illinois College	1865	Nonsect ..	2	2	3	1
78	Galesburg	Knox College	1837	Nonsect ..	9	7	18	5
79	do	Lombard College	1852	Univ.	6	1	11	2
80	Greenville	Greenville College	1892	Free Meth. ..	6	3	4	1
81	Jacksonville	Illinois College	1829	Nonsect ..	15	0	15	0
82	Lake Forest	Lake Forest University	1876	Presb.	18	11	18	12
83	Lebanon	McKendree College	1828	M. E.	8	0	7	0
84	Lincoln	Lincoln University	1866	Cumb. Pres ..	2	1	4	1
85	Monmouth	Monmouth College	1856	Un. Presb. ..	5	3	10	8
86	Naperville	Northwestern College	1861	Ev. Ass'n ..	9	1	7	1
87	Peru	St. Bede College	1891	R. C.	3	0	10	0
88	Quincy	Chaddock College	1857	M. E.	1	1	2	2
89	do	St. Francis Solanus College	1860	R. C.	4	0	7	0
90	Rock Island	Augustana College	1860	Luth.	11	0	12	0
91	Teutopolis	St. Joseph's College	1862	R. C.	0	0	10	0
92	Upper Alton	Shurtleff College	1837	Bapt.	4	2	6	1

a Changed to Boys' Industrial School in June, 1900.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.									
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.	
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Resident.		Nonresident.		Men.	Women.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
65	0	125	0	179	0	121	0	19	0	6	0	357	0
0	0	12	0	134	0	35	0	0	0	0	0	0	0
47	1	61	9	125	20	36	7	0	0	0	0	307	19
0	0	12	0	108	0	36	0	0	0	0	0	0	0
0	0	18	17	82	127	18	31	0	0	0	0	8	0
0	0	13	5	43	11	60	21	2	2	0	0	0	0
3	0	6	0	8	0	34	0	0	0	0	0	9	0
0	0	5	1	40	63	15	31	0	0	0	0	0	0
0	0	9	8	37	23	13	5	0	3	0	0	0	0
5	0	26	0	0	0	230	0	5	0	0	0	52	0
2	0	6	8	24	0	17	0	0	0	0	0	23	0
0	0	5	7	66	25	21	9	0	0	0	0	0	0
5	0	10	8	16	4	12	1	0	0	0	0	23	0
0	0	2	3	80	70	55	45	0	0	0	0	0	0
0	0	7	2	44	12	113	18	0	0	0	0	0	0
4	0	15	0	32	0	205	0	0	0	0	0	24	0
1	0	14	0	44	0	245	0	0	0	0	0	3	0
0	0	4	3	44	11	12	6	0	0	0	0	0	0
0	0	1	5	71	78	43	31	0	0	0	0	0	0
0	0	5	4	60	65	125	80	0	0	0	0	0	0
0	0	15	6	83	37	59	47	0	0	0	0	0	0
0	0	7	8	61	50	25	25	0	0	7	1	0	0
11	0	25	12	99	60	80	45	0	0	0	0	68	1
4	0	24	0	40	0	130	0	0	0	0	0	30	0
0	0	7	3	29	32	12	12	0	0	0	0	0	0
0	0	9	2	30	18	31	23	0	0	0	0	0	0
97	3	203	21	163	64	615	233	33	3	32	4	773	49
0	0	31	0	339	0	104	0	0	0	0	0	0	0
15	0	202	9	113	52	723	1,078	647	343	0	0	355	28
0	0	8	3	125	109	75	50	0	0	0	0	0	0
0	0	8	0	4	0	85	0	0	0	0	0	0	0
2	0	12	4	39	60	18	37	0	0	3	0	22	0
204	21	263	33	308	199	290	282	26	11	3	2	1,479	123
0	0	8	7	58	24	13	4	0	0	0	0	0	0
0	0	5	3	63	62	15	5	0	0	0	0	0	0
0	0	21	15	104	43	168	137	2	4	0	0	0	0
6	2	11	2	23	11	40	26	0	0	0	0	7	0
2	0	8	7	16	9	5	9	0	0	0	0	7	1
6	0	15	0	79	0	100	0	0	0	0	0	0	0
79	1	105	18	129	142	72	71	1	2	1	0	925	0
2	0	13	2	77	25	29	13	0	0	2	0	5	0
0	0	6	4	29	24	29	17	0	0	1	0	0	0
0	0	10	8	62	46	82	65	0	1	0	0	0	0
3	0	14	5	97	28	79	24	0	0	0	0	39	0
0	0	13	0	15	0	90	0	0	0	0	0	0	0
0	0	3	3	15	17	17	13	0	0	0	0	0	0
0	0	14	0	10	0	104	0	18	0	0	0	0	0
4	0	25	6	54	18	102	8	0	0	15	2	63	0
0	0	10	0	0	0	130	0	0	0	0	0	0	0
0	0	10	3	59	51	23	25	3	1	5	0	0	0

TABLE 29.—Statistics of universities and

	Location.	Name.	Year of first opening.	Religious or nonsectarian control.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8
ILLINOIS—cont'd.								
93	Westfield	Westfield College	1865	U. B.	5	1	5	1
94	Wheaton	Wheaton College	1860	Cong.	9	6	9	6
INDIANA.								
95	Bloomington	Indiana University	1824	State.	0	0	65	2
96	Crawfordsville	Wabash College	1832	Nonsect.	3	0	12	0
97	Fort Wayne	Concordia College	1839	Luth.	7	0	8	0
98	Franklin	Franklin College	1834	Bapt.	5	2	7	2
99	Greencastle	De Pauw University	1837	M. E.	6	4	14	2
100	Hanover	Hanover College	1833	Presb.	6	2	10	1
101	Irvington	Butler College	1855	Christian	8	3	15	2
102	Merom	Union Christian College	1859	Christian	4	5	6	2
103	Moore's Hill	Moore's Hill College	1856	M. E.	6	1	5	0
104	Notre Dame	University of Notre Dame	1842	R. C.	24	0	34	0
105	Richmond	Earlham College	1847	Friends	0	1	13	1
106	St. Meinrad	St. Meinrad College	1857	R. C.	0	0	11	0
107	Upland	Taylor University	1846	M. E.	8	4	6	3
INDIAN TERRITORY.								
108	Bacone	Indian University	1880	Bapt.	0	1	3	5
109	Muscogee	Henry Kendall College	1894	Presb.	4	7	3	9
IOWA.								
110	Cedar Rapids	Coe College	1881	Presb.	7	3	12	4
111	Charles City	Charles City College	1891	Ger. M. E.	4	2	5	1
112	Clinton	Wartburg College	1868	Luth.	9	0	9	0
113	College Springs	Amity College	1855	Nonsect.	6	5	6	5
114	Decorah	Luther College	1861	Luth.	13	0	13	0
115	Des Moines	Des Moines College	1865	Bapt.	5	5	5	5
116	do	Drake University	1881	Christian	23	8	22	3
117	Dubuque	St. Joseph's College	1873	R. C.	6	0	6	0
118	Fairfield	Parsons College	1875	Presb.	6	1	14	2
119	Fayette	Upper Iowa University	1857	M. E.	15	11	15	11
120	Grinnell	Iowa College	1848	Cong.	5	9	22	6
121	Hopkinton	Lenox College	1859	Presb.	2	2	4	4
122	Indianola	Simpson College	1867	M. E.	7	8	6	6
123	Iowa City	State University of Iowa	1855	State.	0	0	43	4
124	Lamoni	Graceland College	1895	L. D. S.	3	2	3	2
125	LeGrand	Palmer College	1889	Christian	2	0	3	1
126	Mount Pleasant	German College	1873	M. E.	3	0	8	1
127	do	Iowa Wesleyan University	1844	M. E.	5	2	8	2
128	Mount Vernon	Cornell College	1857	M. E.	12	5	14	1
129	Oskaloosa	Penn College	1873	Friends	5	2	7	2
130	Pella	Central University of Iowa	1853	Bapt.	5	2	5	2
131	Sioux City	Morningside College	1890	M. E.	7	4	10	4
132	Storm Lake	Buena Vista College	1891	Presb.	5	3	5	3
133	Tabor	Tabor College	1866	Cong.	3	3	8	4
134	Toledo	Western College	1856	U. B.	2	1	5	1
KANSAS.								
135	Atchison	Midland College	1887	Luth.	2	2	6	0
136	do	St. Benedict's College	1858	R. C.	13	0	12	0
137	Baldwin	Baker University	1858	M. E.	7	4	11	5
138	Dodge City	Soule College	1894	M. E.	4	3	2	1
139	Emporia	College of Emporia	1883	Presb.	4	2	6	1
140	Highland	Highland University	1857	Presb.	1	2	3	2
141	Holton	Campbell University *	1882	Nonsect.	12	5	12	5
142	Kansas City	Kansas City University	1896	Meth. Prot.	2	2	10	1
143	Lawrence	University of Kansas	1866	State.	0	0	53	7
144	Lecompton	Lane University	1865	U. B.	5	1	7	0
145	Lincoln	Kansas Christian College	1882	Presb.	5	3	5	3
146	Lindsborg	Bethany College	1881	Luth.	10	2	10	2
147	Ottawa	Ottawa University	1865	Bapt.	9	2	8	1

* Statistics of 1898-99.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.				
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Resident.		Nonresident.		Men.	Women.			
9	10	11	12	13	14	15	16	17	18	19	20	21	22			
0	0	5	1	50	43	8	9	0	0	0	0	0	0	93		
0	0	12	8	73	58	36	38	0	0	0	0	0	0	94		
3	0	68	2	0	0	592	239	51	10	0	0	95	0	95		
0	0	15	0	65	0	105	0	3	0	0	0	0	0	96		
0	0	8	0	61	0	115	0	0	0	0	0	0	0	97		
0	0	2	3	35	10	83	60	1	3	0	0	0	0	98		
0	0	21	13	118	44	200	132	5	4	1	1	0	0	99		
0	0	10	2	22	38	59	19	0	0	0	0	0	0	100		
0	0	18	5	61	29	81	66	11	0	0	0	0	0	101		
0	0	8	5	85	68	36	18	5	0	0	1	17	8	102		
0	0	7	2	63	29	24	12	0	0	0	0	0	0	103		
0	0	58	0	180	0	408	0	0	0	0	0	75	0	104		
0	0	13	2	5	7	120	108	0	6	0	0	0	0	105		
4	0	15	0	0	0	60	0	0	0	0	0	50	0	106		
2	0	11	5	42	9	24	1	22	1	152	2	23	4	107		
0	0	3	6	44	33	9	7	0	0	0	0	0	0	108		
0	0	5	13	61	52	7	10	0	0	0	0	0	0	109		
0	0	12	4	53	37	56	60	0	5	0	0	0	0	110		
0	0	7	3	55	12	5	8	0	0	0	0	8	0	111		
0	0	9	0	32	0	33	0	0	0	0	0	0	0	112		
0	0	6	5	78	60	12	7	0	0	0	0	0	0	113		
0	0	13	0	85	0	109	0	0	0	0	0	0	0	114		
0	0	5	5	42	17	41	32	1	0	0	0	0	0	115		
43	1	53	19	100	85	106	70	5	1	0	0	355	16	116		
0	0	6	0	30	0	70	0	0	0	0	0	0	0	117		
0	0	14	2	35	28	28	31	0	0	4	1	0	0	118		
0	0	15	11	62	38	55	31	5	0	0	0	0	0	119		
0	0	25	13	65	63	142	134	4	4	4	2	0	0	120		
0	0	4	6	32	44	35	32	0	0	0	0	0	0	121		
0	0	12	9	228	156	72	40	0	0	0	0	0	0	122		
51	2	84	6	0	0	433	215	28	10	22	16	716	34	123		
0	0	4	2	13	7	2	1	0	0	0	0	0	0	124		
2	0	6	1	15	10	7	2	0	0	0	0	7	0	125		
3	0	14	2	28	14	14	10	0	0	0	0	16	0	126		
0	0	14	6	53	22	38	25	0	0	0	0	0	0	127		
0	0	22	12	158	149	207	155	2	1	0	0	0	0	128		
0	0	9	3	94	66	84	53	2	0	5	2	0	0	129		
2	0	7	5	32	30	15	6	1	1	0	0	14	0	130		
0	0	11	8	109	73	32	20	1	0	0	0	0	0	131		
0	0	5	3	45	40	7	6	0	0	0	0	0	0	132		
0	0	8	7	40	30	50	40	1	0	0	0	0	0	133		
0	0	7	1	53	53	35	27	0	0	0	0	0	0	134		
0	0	8	3	33	34	12	12	0	0	0	0	0	0	135		
2	0	27	0	63	0	48	0	0	0	0	0	4	0	136		
0	0	18	9	120	82	91	60	2	4	15	3	0	0	137		
0	0	6	4	43	37	5	1	0	0	0	0	0	0	138		
0	0	9	2	18	14	48	23	0	3	0	0	0	0	139		
0	0	3	2	12	13	5	9	0	0	0	0	0	0	140		
0	0	12	5	220	211	51	41	0	0	0	0	0	0	141		
63	3	75	6	49	21	19	6	0	0	0	0	110	8	142		
44	3	71	7	0	0	463	278	28	20	9	2	281	12	143		
0	0	8	1	48	14	13	7	0	0	0	0	0	0	144		
0	0	5	3	30	35	32	30	0	0	0	0	0	0	145		
0	0	22	8	43	9	53	40	0	0	0	0	0	0	146		
0	0	11	8	69	33	51	57	0	1	2	9	0	0	147		

TABLE 23.—Statistics of universities and

Location.	Name.	Year of first opening.	Religious or nonsectarian control.	Professors and instructors.			
				Preparatory department.		Collegiate department.	
				Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8
KANSAS—cont'd.							
148 St. Marys	St. Mary's College	1869	R. C.	23	0	16	0
149 Salina	Kansas Wesleyan University*	1886	M. E.	4	2	4	2
150 Sterling	Cooper Memorial College	1887	Un. Presb.	12	3	5	2
151 Topeka	Washburn College	1865	Cong.	12	1	13	6
152 Wichita	Fairmount College	1892	Cong.	6	3	9	2
153 Winfield	St. John's Lutheran College	1893	Luth.	5	3	4	0
154 ..do	Southwest Kansas College	1883	M. E.	13	4	8	1
KENTUCKY.							
155 Barbourville	Union College	1886	M. E.	3	0	3	0
156 Berea	Berea College	1855	Nonsect.	3	10	7	2
157 Bowling Green	Ogden College	1877	Nonsect.	4	0	4	0
158 Danville	Centre College	1822	Presb.	2	0	12	0
159 Georgetown	Georgetown College	1829	Bapt.	2	3	10	5
160 Glasgow	Liberty College	1875	Bapt.	0	3	4	4
161 Hopkinsville	South Kentucky College*	1849	Christian ..	0	2	5	1
162 Lexington	Agricultural and Mechanical College of Kentucky	1866	State.	4	0	14	0
163 ..do	Kentucky University	1836	Christian ..	0	0	8	1
164 Richmond	Central University	1874	Presb.	10	11	10	0
165 Russellville	Bethel College	1854	Bapt.	0	0	6	0
166 St. Marys	St. Mary's College	1821	R. C.	3	0	5	0
167 Winchester	Kentucky Wesleyan College*	1866	M. E. So.	3	3	10	1
LOUISIANA.							
168 Baton Rouge	Louisiana State University	1860	State.	3	0	18	0
169 Convent	Jefferson College	1864	R. C.	3	0	11	0
170 Jackson	Centenary College of Louisiana	1835	M. E. So.	2	0	7	0
171 New Orleans	College of the Immaculate Conception	1847	R. C.	4	0	14	0
172 ..do	Leland University	1870	Bapt.	3	3	3	1
173 ..do	New Orleans University	1873	M. E.	6	2	5	0
174 ..do	Straight University	1869	Cong.	3	19	2	3
175 ..do	Tulane University	1834	Nonsect.	0	6	26	10
MAINE.							
176 Brunswick	Bowdoin College	1802	Cong.	0	0	20	0
177 Lewiston	Bates College	1863	Free Bapt.	0	0	14	2
178 Orono	University of Maine	1867	State.	0	0	43	0
179 Waterville	Colby College	1818	Bapt.	0	0	18	2
MARYLAND.							
180 Annapolis	St. John's College	1789	Nonsect.	2	0	9	0
181 Baltimore	Johns Hopkins University	1876	Nonsect.	0	0	84	0
182 ..do	Loyola College	1852	R. C.	12	0	10	0
183 ..do	Morgan College	1876	M. E.	3	2	2	2
184 Chestertown	Washington College	1783	Nonsect.	6	3	6	3
185 College Park	Maryland Agricultural College	1859	State.	1	0	15	0
186 Ellicott City	Rock Hill College	1857	R. C.	10	0	16	0
187 ..do	St. Charles College	1848	R. C.	13	0	16	0
188 Mount St. Marys	Mount St. Mary's College	1808	R. C.	25	0	15	0
189 New Windsor	New Windsor College	1843	Presb.	2	2	2	2
190 Westminster	Western Maryland College	1868	Meth. Prot.	2	1	11	6
MASSACHUSETTS.							
191 Amherst	Amherst College	1821	Nonsect.	0	0	37	0
192 Boston	Boston College	1864	R. C.	19	0	21	0
193 ..do	Boston University	1873	M. E.	0	0	26	2
194 Cambridge	Harvard University	1638	Nonsect.	0	0	261	0
195 Springfield	French-American College	1885	Nonsect.	1	2	4	2
196 Tufts College	Tufts College	1854	Univ.	4	0	31	0

* Statistics of 1898-99.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.											
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Resident.		Nonresident.		Men.	Women.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22		
0	0	29	0	181	0	68	0	0	0	0	0	0	0	148	
0	0	5	12	31	11	22	15	0	0	0	0	0	0	149	
0	0	7	4	60	63	27	12	0	0	0	0	0	0	150	
0	0	13	69	69	33	86	65	0	2	0	0	0	0	151	
0	0	15	33	33	46	19	42	0	0	0	0	0	0	152	
0	0	5	3	33	21	11	0	0	0	0	0	0	0	153	
0	0	13	4	135	91	22	13	0	0	0	0	0	0	154	
0	0	3	0	17	6	6	3	0	0	0	0	0	0	155	
0	0	13	15	311	233	21	13	0	1	0	0	0	0	156	
0	0	4	0	36	0	32	0	0	0	0	0	0	0	157	
4	0	17	0	80	0	164	0	5	0	4	0	21	0	158	
0	0	12	8	102	65	99	86	0	0	0	0	0	0	159	
0	0	4	7	23	42	40	67	0	0	0	1	0	0	160	
0	0	6	16	16	11	80	55	0	0	0	0	0	0	161	
0	0	20	0	95	7	255	51	5	4	0	0	0	0	162	
50	1	69	2	0	0	126	47	3	2	1	0	286	0	163	
57	0	77	11	239	277	150	12	0	0	0	0	387	0	164	
0	0	6	0	0	0	93	0	0	0	0	0	0	0	165	
0	0	8	0	64	0	25	0	6	0	0	0	0	0	166	
0	0	11	4	97	194	191	18	0	0	0	0	0	0	167	
0	0	21	0	137	0	231	0	3	0	0	0	0	0	168	
0	0	14	0	40	0	76	0	0	0	0	0	0	0	169	
0	0	9	0	86	6	59	5	0	0	0	0	0	0	170	
0	0	18	0	88	0	175	0	0	0	0	0	0	0	171	
0	0	3	3	47	62	5	1	6	0	0	0	0	0	172	
7	0	11	2	17	3	8	5	0	0	0	0	38	2	173	
3	0	8	22	101	218	3	0	0	0	0	0	6	3	174	
32	0	59	16	0	89	180	176	7	17	0	0	498	3	175	
18	0	23	0	0	0	241	0	0	0	0	0	131	0	176	
5	0	19	2	0	0	175	113	0	0	0	0	28	2	177	
9	0	51	0	0	0	299	16	8	0	0	0	41	1	178	
0	0	18	2	0	0	124	71	0	0	0	0	0	0	179	
0	0	11	0	40	0	109	0	1	0	0	0	0	0	180	
46	1	130	1	0	0	175	0	185	0	0	0	242	42	181	
0	0	15	0	140	0	70	0	0	0	0	0	0	0	182	
2	0	4	3	42	18	7	1	0	0	3	0	12	0	184	
0	0	6	3	25	40	32	24	0	0	0	0	0	0	185	
0	0	16	0	30	0	93	0	0	0	0	0	0	0	186	
0	0	26	0	96	0	52	0	0	0	0	0	0	0	187	
0	0	18	0	80	0	173	0	0	0	0	0	0	0	188	
7	0	35	0	97	0	83	0	0	0	0	0	26	0	183	
0	0	2	12	10	6	16	17	0	0	0	0	0	0	189	
0	0	13	7	46	24	91	85	0	0	0	0	0	0	190	
0	0	37	0	0	0	364	0	4	0	0	0	0	0	191	
0	0	35	0	277	0	229	0	0	0	0	0	0	0	192	
98	0	117	5	0	0	135	317	75	29	0	0	692	48	193	
193	0	448	0	0	0	424	0	313	0	13	0	1,353	0	194	
9	0	5	4	43	22	15	1	0	0	0	0	0	0	195	
97	5	103	5	4	0	179	99	3	5	1	0	367	66	196	

TABLE 29.—Statistics of universities and

	Location.	Name.	Year of first opening.	Religious or nonsectarian control.	Professors and instructors.			
					Preparatory department.	Collegiate department.		
					Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8
	MASSACHUSETTS—continued.							
197	Williamstown	Williams College	1793	Nonsect.	0	0	30	0
198	Worcester	Clark University	1889	Nonsect.	0	0	11	0
199	do	College of the Holy Cross	1843	R. C.	11	0	19	0
	MICHIGAN.							
200	Adrian	Adrian College	1859	Meth. Prot.	3	2	7	5
201	Albion	Albion College	1843	M. E.	7	5	11	1
202	Alma	Alma College	1887	Presb.	7	4	8	4
203	Ann Arbor	University of Michigan	1837	State	0	0	118	8
204	Detroit	Detroit College	1877	R. C.	8	0	10	0
205	Hillsdale	Hillsdale College	1855	Free Bapt.	2	2	7	1
206	Holland	Hope College	1865	Reformed	12	1	12	1
207	Kalamazoo	Kalamazoo College	1855	Bapt.	4	4	9	4
208	Olivet	Olivet College	1859	Cong.	4	8	10	3
	MINNESOTA.							
209	Collegeville	St. John's University	1857	R. C.	10	0	20	0
210	Minneapolis	Augsburg Seminary	1869	Luth.	5	0	5	0
211	do	University of Minnesota	1868	State	23	24	163	16
212	Northfield	Carleton College	1870	Cong.	2	4	10	3
213	do	St. Olaf College	1874	Luth.	12	2	8	6
214	St. Paul	Hamline University	1854	M. E.	7	2	17	4
215	do	Macalester College	1885	Pres.	5	8	8	2
216	St. Peter	Gustavus Adolphus College	1862	Luth.	8	3	9	1
217	Winnebago City	Parker College	1888	Free Bapt.	1	3	3	2
	MISSISSIPPI.							
218	Clinton	Mississippi College	1852	Bapt.	1	0	7	0
219	Holly Springs	Rust University	1868	M. E.	9	5	6	2
220	Jackson	Missaps College	1892	M. E. So.	2	0	9	0
221	University	University of Mississippi	1848	State	0	0	14	1
	MISSOURI.							
222	Albany	Central Christian College	1892	Christian	0	1	4	0
223	Bolivar	Southwest Baptist College	1878	Bapt.	2	1	5	1
224	Bowling Green	Pike College	1882	Nonsect.	0	2	1	3
225	Cameron	Missouri Wesleyan College	1887	M. E.	5	6	4	3
226	Canton	Christian University	1853	Christian			17	3
227	Cape Girardeau	St. Vincent College	1843	R. C.	4	0	4	0
228	Clarksburg	Clarksburg Baptist College	1876	Bapt.	4	2	4	1
229	Columbia	University of the State of Missouri	1841	State	0	0	58	3
230	Edinburg	Grand River Christian Union College.*	1850	Christian	2	2	4	0
231	Fayette	Central College	1857	M. E. So.	6	1	8	0
232	Fulton	Westminster College	1853	Presb.	1	0	8	0
233	Glasgow	Pritchett College	1866	Nonsect.	0	4	5	0
234	La Grange	La Grange College	1858	Bapt.	9	3	9	3
235	Liberty	William Jewell College	1849	Bapt.	18	0	10	0
236	Marshall	Missouri Valley College	1889	Cumb. Pres.	8	3	8	3
237	Morrisville	Morrisville College*	1872	M. E. So.	2	1	4	3
238	Neosho	Scarritt Collegiate Institute	1888	M. E. So.	2	1	3	0
239	Odesa	Odesa College	1883	Nonsect.	0	1	2	2
240	Parkville	Park College	1875	Presb.	5	7	10	0
241	St. Louis	Christian Brothers College	1851	R. C.	6	0	8	0
242	do	St. Louis University	1829	R. C.	10	0	14	0
243	do	Washington University	1859	Nonsect.	30	34	23	0
244	Springfield	Drury College	1873	Nonsect.	7	4	9	3
245	Tarkio	Tarkio College	1883	Un. Presb.	5	4	4	3
246	Trenton	Avalon College	1869	U. B.	5	2	5	2
247	Warrenton	Central Wesleyan College	1864	M. E.	4	1	6	0

* Statistics of 1898-99.

a In school of agriculture.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.										
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		
								Resident.		Nonresident.				
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	
0	0	30	0	0	0	361	0	25	0	0	0	0	0	197
0	0	11	0	0	0	0	0	36	0	0	0	0	0	198
0	0	10	0	120	0	196	0	0	0	0	0	0	0	199
2	0	9	7	24	4	44	30	0	0	0	0	36	0	200
0	0	16	10	129	54	138	126	4	0	15	9	0	0	201
0	0	11	8	27	23	34	22	0	0	0	0	0	0	202
110	3	196	11	0	0	933	600	54	32	2	1	1,606	81	203
0	0	15	0	137	0	83	0	0	0	0	0	0	0	204
3	0	12	3	59	66	46	47	1	2	0	0	27	3	205
4	0	15	1	73	8	66	15	0	0	0	0	28	0	206
0	0	10	4	55	27	87	61	0	0	0	0	0	0	207
0	0	14	11	41	38	63	55	9	0	0	0	0	0	208
6	0	36	0	99	0	90	0	0	0	0	0	37	0	209
3	0	8	0	64	0	104	0	0	0	0	0	33	0	210
151	4	215	20	400	80	718	532	124	53	0	0	1,044	40	211
0	0	14	9	60	63	103	129	0	0	2	0	0	0	212
0	0	12	2	111	21	42	4	0	0	0	0	0	0	213
52	0	69	4	63	50	117	85	0	0	11	4	137	6	214
0	0	9	3	53	20	48	15	0	0	0	0	0	0	215
0	0	14	3	77	24	46	11	0	0	0	0	0	0	216
0	0	4	4	28	18	3	9	0	0	0	0	0	0	217
0	0	8	0	41	0	190	0	0	0	0	0	0	0	218
0	0	9	5	94	134	6	2	0	0	0	0	0	0	219
3	0	14	0	60	0	130	4	3	0	0	0	10	0	220
6	0	20	1	0	0	179	27	2	2	17	4	58	0	221
2	0	5	5	11	7	19	24	0	0	0	0	9	2	222
0	0	7	2	36	24	37	20	0	0	0	0	5	0	223
0	0	1	5	14	16	48	42	0	0	0	0	0	0	224
0	0	5	6	68	73	15	9	0	0	0	0	0	0	225
0	0	17	3	108	75	108	75	0	0	0	0	0	0	226
0	0	4	0	15	0	10	0	0	0	0	0	0	0	227
0	0	4	0	66	28	31	12	0	0	0	0	0	0	228
19	0	77	3	0	0	694	192	29	6	0	0	162	2	229
0	0	6	2	25	42	16	10	0	0	0	0	0	0	230
0	0	13	1	98	13	79	21	1	0	0	0	0	0	231
0	0	9	0	35	0	64	0	0	0	1	0	0	0	232
0	0	5	4	29	30	5	10	0	0	1	0	0	0	233
0	0	9	3	21	20	56	64	0	0	0	0	0	0	234
0	0	28	0	160	0	161	0	0	0	21	0	0	0	235
0	0	9	5	68	46	58	39	0	0	0	0	0	0	236
0	0	5	3	30	25	18	22	0	0	0	0	0	0	237
0	0	4	3	12	16	32	39	0	0	0	0	0	0	238
0	0	2	3	1	3	28	26	0	0	0	0	0	0	239
0	0	15	7	98	89	75	72	0	0	0	0	0	0	240
0	0	22	0	128	0	82	0	0	0	0	0	0	0	241
6	0	30	0	259	0	131	0	51	0	0	0	50	0	242
76	0	129	34	590	411	102	67	8	4	1	0	463	0	243
0	0	12	8	120	78	38	56	0	0	0	0	0	0	244
0	0	9	7	63	30	30	23	0	0	0	0	0	0	245
0	0	5	12	12	9	9	5	0	0	0	0	0	0	246
3	0	12	12	50	25	30	9	0	0	0	0	41	0	247

TABLE 29.—*Statistics of universities and*

	Location.	Name.	Year of first opening.	Religious or nonsectarian control.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8
MONTANA.								
248	Helena.....	Montana Wesleyan University *	1890	M. E.....	5	4	4	3
249	Missoula.....	University of Montana.....	1895	State.....	8	6	8	6
NEBRASKA.								
250	Bellevue.....	University of Omaha.....	1883	Presb.....	5	4	6	4
251	Bethany.....	Cotner University.....	1889	Christian.....	4	4	4	4
252	College View.....	Union College.....	1891	7 Day Adv.....	2	2	13	3
253	Crete.....	Doane College.....	1872	Cong.....	7	6	6	1
254	Grand Island.....	Grand Island College.....	1892	Bapt.....	5	4	5	2
255	Hastings.....	Hastings College.....	1882	Presb.....	6	5	6	3
256	Lincoln.....	University of Nebraska.....	1871	State.....	6	0	78	15
257	Omaha.....	Creighton University.....	1879	R. C.....	6	0	6	0
258	University Place.....	Nebraska Wesleyan University.....	1888	M. E.....	13	6	11	9
259	York.....	York College.....	1890	U. B.....	6	4	3	3
NEVADA.								
260	Reno.....	Nevada State University.....	1886	State.....	5	4	21	4
NEW HAMPSHIRE.								
261	Hanover.....	Dartmouth College.....	1769	Nonsect.....	0	0	46	0
262	Manchester.....	St. Anselm's College.....	1893	R. C.....	8	0	10	0
NEW JERSEY.								
263	Jersey City.....	St. Peter's College.....	1878	R. C.....	6	0	6	0
264	Newark.....	St. Benedict's College.....	1868	R. C.....	6	0	8	0
265	New Brunswick.....	Rutgers College.....	1706	Reformed.....	6	5	28	0
266	Princeton.....	Princeton University.....	1746	Nonsect.....	0	0	80	0
267	South Orange.....	Seton Hall College.....	1856	R. C.....	8	0	9	0
NEW MEXICO.								
268	Albuquerque.....	University of New Mexico.....	1892	Territory.....	10	2	12	2
NEW YORK.								
269	Alfred.....	Alfred University.....	1836	7 Day Bapt.....	5	3	15	4
270	Allegany.....	St. Bonaventure's College.....	1859	R. C.....	4	0	12	0
271	Annandale.....	St. Stephen's College.....	1860	P. E.....	2	0	7	0
272	Brooklyn.....	Adelphi College.....	1896	Nonsect.....	22	43	18	9
273	do.....	Polytechnic Institute of Brooklyn.....	1855	Nonsect.....	29	4	19	0
274	do.....	St. Francis College.....	1859	R. C.....	13	0	14	0
275	do.....	St. John's College.....	1870	R. C.....	10	0	9	0
276	Buffalo.....	Canisius College.....	1870	R. C.....	18	0	10	0
277	Canton.....	St. Lawrence University.....	1853	Univ.....	0	0	9	0
278	Clinton.....	Hamilton College.....	1812	Nonsect.....	0	0	19	0
279	Geneva.....	Hobart College.....	1822	P. E.....	0	0	16	0
280	Hamilton.....	Colgate University.....	1819	Bapt.....	7	0	17	7
281	Ithaca.....	Cornell University.....	1868	Nonsect.....	0	0	22	0
282	New York.....	College of St. Francis Xavier.....	1847	R. C.....	17	0	22	0
283	do.....	College of the City of New York.....	1849	City.....	18	0	42	0
284	do.....	Columbia University.....	1754	Nonsect.....	0	0	168	0
285	do.....	Manhattan College.....	1863	R. C.....	7	0	19	0
286	do.....	New York University.....	1831	Nonsect.....	0	0	54	0
287	do.....	St. John's College.....	1846	R. C.....	18	0	16	0
288	Niagara University.....	Niagara University.....	1856	R. C.....	12	0	15	0
289	Rochester.....	University of Rochester.....	1850	Bapt.....	0	0	16	0
290	Schenectady.....	Union College.....	1795	Nonsect.....	0	0	21	0
291	Syracuse.....	Syracuse University.....	1871	M. E.....	0	0	35	3

* Statistics of 1898-99.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.											
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22		
0	0	8	7	37	30	8	2	0	0	0	0	0	0		
0	0	8	6	35	45	30	38	0	2	0	0	0	0		
46	0	57	4	26	30	24	20	0	0	0	0	215	11		
23	0	27	5	28	14	11	7	0	0	0	0	68	7		
0	0	21	2	214	199	57	56	0	0	0	0	0	0		
0	0	9	3	40	21	37	37	0	0	0	0	0	0		
0	0	6	5	44	13	15	12	0	0	0	0	0	0		
0	0	8	4	46	32	24	23	0	0	0	0	0	0		
7	0	85	15	252	93	573	498	87	53	4	4	161	0		
42	1	56	1	103	0	61	0	0	0	0	0	127	15		
0	0	15	7	145	137	71	55	0	2	0	0	0	0		
0	0	6	4	56	80	13	4	0	1	0	0	0	0		
0	0	21	4	67	70	91	85	7	4	0	0	0	0		
16	0	62	0	0	0	631	0	5	0	0	0	118	0		
0	0	18	0	41	0	15	0	0	0	0	0	2	0		
0	0	12	0	110	0	47	0	0	0	4	0	0	0		
0	0	10	0	24	0	45	0	0	0	0	0	0	0		
0	0	32	5	127	45	184	0	0	0	0	0	0	0		
0	0	80	0	0	0	1,053	0	132	0	9	0	0	0		
5	0	32	0	52	0	77	0	0	0	0	0	32	0		
0	0	12	2	28	104	12	2	2	0	2	0	0	0		
3	0	20	6	59	59	50	25	1	0	0	0	2	0		
6	0	16	0	20	0	75	0	12	0	0	0	64	0		
0	0	9	0	22	0	32	0	0	0	0	0	0	0		
0	0	24	52	371	411	13	123	0	1	0	0	0	0		
0	0	48	4	522	0	80	0	0	0	0	0	0	0		
0	0	27	0	243	0	33	0	0	0	0	0	0	0		
8	0	18	0	97	0	48	0	0	0	0	0	51	0		
0	0	28	0	223	0	49	0	0	0	0	0	0	0		
5	0	14	0	0	0	65	33	0	0	6	6	13	3		
0	0	19	0	0	0	155	0	0	0	0	0	0	0		
0	0	16	0	0	0	91	0	0	0	0	0	0	0		
7	0	31	0	140	0	153	0	0	0	0	0	46	0		
123	0	314	7	0	0	1,318	266	142	32	0	0	470	71		
0	0	39	0	346	0	149	0	0	0	51	0	0	0		
0	0	60	0	776	0	1,032	0	0	0	0	0	0	0		
182	0	350	0	0	0	956	0	329	0	0	0	1,167	0		
0	0	26	0	553	0	133	0	0	0	0	0	0	0		
129	0	183	0	0	0	396	141	134	67	0	0	918	28		
0	0	27	0	156	0	102	0	1	0	0	0	0	0		
8	0	17	0	74	0	71	0	0	0	0	0	47	0		
0	0	16	0	0	0	188	0	3	0	8	0	0	0		
0	0	21	0	0	0	182	0	0	0	0	0	0	0		
67	1	118	12	0	0	445	265	11	18	0	0	204	14		

TABLE 29.—Statistics of universities and

Location.	Name.	Year of first opening.	Religious or nonsectarian control.	Professors and instructors.			
				Preparatory department.		Collegiate department.	
				Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8
NORTH CAROLINA.							
292 Belmont	St. Mary's College	1878	R. C	3	0	9	0
293 Chapelhill	University of North Carolina	1795	State	0	0	22	0
294 Charlotte	Biddle University	1867	Presb	6	0	9	0
295 Davidson	Davidson College	1837	Presb	0	0	10	0
296 Durham	Trinity College	1851	M. E. So	7	0	17	0
297 Elon College	Elon College	1890	Christian	0	3	7	3
298 Guilford College	Guilford College	1857	Friends	0	3	6	3
299 Hickory	Lenoir College	1891	Luth	0	1	4	0
300 Mount Pleasant	North Carolina College	1859	Luth	0	0	3	0
301 Newton	Catawba College	1851	Reformed	2	3	6	3
302 Raleigh	Shaw University	1865	Bapt	2	5	4	2
303 Rutherford College	Rutherford College*	1853	Nonsect	0	3	5	0
304 Salisbury	Livingstone College	1882	A. M. E.	0	4	5	0
305 Wake Forest	Wake Forest College	1831	Zion.	0	0	13	0
306 Weaverville	Weaverville College	1873	Bapt	2	2	2	3
NORTH DAKOTA.							
307 Fargo	Fargo College	1887	Cong	5	4	5	4
308 University	University of North Dakota	1884	State	13	3	13	3
309 Wahpeton	Red River Valley University	1892	M. E.	3	2	4	2
OHIO.							
310 Akron	Buchtel College	1872	Univ	3	1	8	2
311 Alliance	Mount Union College	1846	M. E.	5	4	9	2
312 Athens	Ohio University	1869	State	13	5	15	8
313 Berea	Baldwin University	1846	M. E.	1	1	7	1
314 do	German Wallace College	1864	M. E.	3	0	8	0
315 Cedarville	Cedarville College	1894	Ref. Presb	3	1	5	3
316 Cincinnati	St. Xavier College	1840	R. C.	14	0	9	0
317 do	University of Cincinnati	1874	City	0	0	28	1
318 Cleveland	St. Ignatius College	1886	R. C.	8	0	7	0
319 do	Western Reserve University	1826	Nonsect	5	6	45	5
320 Columbus	Capital University	1850	Luth	7	0	9	0
321 do	Ohio State University	1870	State	0	0	103	5
322 Defiance	Defiance College	1885	Christian	2	2	5	2
323 Delaware	Ohio Wesleyan University	1844	M. E.	19	15	22	5
324 Findlay	Findlay College	1886	Church of God	4	0	4	0
325 Gambier	Kenyon College	1825	P. E.	10	0	10	0
326 Granville	Denison University	1831	Bapt	8	0	13	0
327 Hiram	Hiram College	1859	Christian	13	2	12	0
328 Lima	Lima College	1893	Luth	3	3	3	2
329 Marietta	Marietta College	1835	Nonsect	3	3	12	1
330 New Athens	Franklin College*	1825	Nonsect	3	3	4	3
331 New Concord	Muskingum College	1837	Un. Presb	7	1	8	1
332 Oberlin	Oberlin College	1833	Nonsect	8	9	23	10
333 Oxford	Miami University	1824	State	8	0	13	0
334 Richmond	Richmond College*	1835	Nonsect	5	2	5	2
335 Rio Grande	Rio Grande College	1876	Free Bapt	3	3	3	3
336 Scio	Scio College	1857	M. E.	2	1	7	1
337 Springfield	Wittenberg College	1845	Luth	6	1	11	1
338 Tiffin	Heidelberg University	1850	Reformed	8	2	12	2
339 Westerville	Otterbein University	1847	U. B.	5	1	11	1
340 Wilberforce	Wilberforce University*	1856	A. M. E.	4	4	6	4
341 Wilmington	Wilmington College	1870	Friends	2	2	4	3
342 Wooster	University of Wooster	1870	Presb	11	2	17	3
343 Yellow Springs	Antioch College	1853	Nonsect	4	4	7	3
OKLAHOMA.							
344 Norman	University of Oklahoma	1892	Territory	11	1	10	1

* Statistics of 1893-99.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.											
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Resident.		Nonresident.		Men.	Women.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22		
4	0	16	0	35	0	75	0	3	0	0	0	14	0	292	
15	0	55	0	0	0	337	8	12	1	13	0	144	0	293	
4	0	13	0	107	0	114	0	0	0	0	0	15	0	294	
2	0	10	0	0	0	160	0	4	0	13	0	38	0	295	
0	0	34	0	84	5	130	19	13	3	0	0	0	0	296	
0	0	7	3	30	30	60	29	0	0	0	0	0	0	297	
0	0	6	3	48	30	69	30	0	0	0	0	0	0	298	
1	0	4	3	30	30	50	6	0	0	0	0	29	0	299	
0	0	4	0	34	0	23	0	0	0	0	0	0	0	300	
0	0	6	3	0	59	17	6	0	0	0	0	0	0	301	
14	0	18	3	28	38	17	10	0	0	0	0	0	0	302	
1	0	6	3	20	20	50	30	0	0	0	0	125	0	303	
0	0	5	4	70	60	35	15	0	0	0	0	0	0	304	
0	0	13	0	0	0	251	0	0	0	0	0	26	0	305	
0	0	2	3	90	56	35	20	0	0	0	0	0	0	306	
0	0	6	4	28	35	12	15	0	0	0	0	0	0	307	
17	0	33	3	94	16	49	20	2	3	4	0	19	0	308	
0	0	5	3	15	10	6	1	0	0	0	0	0	0	309	
0	0	11	5	47	49	34	54	0	0	0	0	0	0	310	
0	0	15	9	119	70	55	45	0	0	0	0	0	0	311	
0	0	15	8	202	104	77	58	0	0	0	0	0	0	312	
11	0	22	2	22	19	31	17	1	1	1	0	107	0	313	
4	0	15	3	71	26	36	12	0	0	0	0	30	0	314	
0	0	5	0	18	12	21	20	0	0	0	0	0	0	315	
0	0	23	0	320	0	120	0	27	0	0	0	0	0	316	
114	0	142	1	0	0	250	336	20	35	11	17	784	30	317	
0	0	15	0	174	0	37	0	1	0	0	0	0	0	318	
92	0	137	11	77	33	193	171	8	9	0	0	336	0	319	
4	0	9	0	18	0	39	0	0	0	0	0	38	0	320	
7	0	110	5	0	0	845	177	32	13	3	0	199	2	321	
3	0	8	4	32	50	10	7	1	2	2	0	4	0	322	
43	1	81	18	276	102	306	233	2	2	24	1	83	2	323	
1	0	4	0	14	5	9	2	0	0	0	0	15	1	324	
4	0	24	0	89	0	96	0	0	0	0	0	17	0	325	
0	0	21	0	133	44	136	68	0	0	0	0	0	0	326	
0	0	20	6	110	94	112	48	3	1	3	0	0	0	327	
0	0	5	3	19	18	12	9	0	0	0	0	0	0	328	
0	0	14	2	47	41	62	23	0	2	1	0	0	0	329	
0	0	7	3	19	16	55	23	0	0	0	0	0	0	330	
0	0	9	6	47	23	54	35	0	0	0	0	0	0	331	
7	0	55	28	198	139	187	221	3	6	0	0	38	2	332	
0	0	16	0	45	11	69	16	0	0	0	0	0	0	333	
0	0	5	2	20	14	3	1	0	0	0	0	0	0	334	
0	0	4	2	22	18	10	4	0	0	0	0	0	0	335	
0	0	9	3	18	17	35	17	0	0	0	0	0	0	336	
4	0	19	6	90	25	100	43	0	0	0	0	0	0	337	
4	0	24	4	190	46	70	46	0	0	0	0	17	0	338	
0	0	11	7	67	41	55	45	0	1	1	0	0	0	339	
4	0	13	1	28	31	76	82	0	0	0	0	23	1	340	
0	0	6	2	28	50	31	17	0	0	0	0	0	0	341	
0	0	19	8	84	65	141	86	0	0	0	0	0	0	342	
0	0	9	5	27	41	32	16	1	0	0	0	0	0	343	
4	0	15	1	117	54	23	19	2	0	0	0	44	4	344	

TABLE 29.—Statistics of universities and

Location.	Name.	Year of first opening.	Religious or nonsectarian control.	Professors and instructors.			
				Preparatory department.		Collegiate department.	
				Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8
OREGON.							
345 Albany	Albany College	1866	Presb	4	4	7	1
346 Eugene	University of Oregon	1876	State	3	2	21	2
347 Forestgrove	Pacific University	1854	Cong	1	1	3	3
348 McMinnville	McMinnville College	1858	Bapt	1	1	5	5
349 Newberg	Pacific College	1891	Friends	2	3	3	3
350 Philomath	Philomath College	1867	U. B.	1	1	3	0
351 Salem	Willamette University	1844	M. E.	3	3	5	1
PENNSYLVANIA.							
352 Allegheny	Western University of Pennsylvania	1819	Nonsect	0	0	16	0
353 Allentown	Muhlenberg College	1867	Luth	2	0	10	0
354 Annville	Lebanon Valley College	1866	U. B.	5	3	13	1
355 Beatty	St. Vincent College	1846	R. C.	10	0	9	0
356 Beaver	Beaver College	1853	M. E.	1	7	2	5
357 Beaverfalls	Geneva College	1849	Ref. Presb.	1	1	9	5
358 Bethlehem	Moravian College	1807	Moravian	0	0	6	0
359 Carlisle	Dickinson College	1783	M. E.	6	0	18	1
360 Chester	Pennsylvania Military College	1832	Nonsect	1	1	15	0
361 Collegeville	Ursinus College	1870	Reformed	10	4	10	3
362 Easton	Lafayette College	1832	Presb	0	0	50	0
363 Gettysburg	Pennsylvania College	1832	Luth	3	1	11	0
364 Greenville	Thiel College	1870	Luth	5	1	7	0
365 Grove City	Grove City College	1884	Nonsect	8	7	9	0
366 Haverford	Haverford College	1833	Friends	0	0	18	0
367 Huntingdon	Juniata College	1876	U. B.	4	0	6	0
368 Lancaster	Franklin and Marshall College	1836	Reformed	9	0	15	0
369 Lewisburg	Bucknell University	1846	Bapt	5	8	29	0
370 Lincoln University	Lincoln University	1854	Presb	0	0	7	0
371 Meadville	Allegheny College	1815	M. E.	4	1	13	2
372 Myerstown	Albright College	1881	Un. Evang.	3	1	9	5
373 New Berlin	Central Pennsylvania College	1855	Un. Evang.	1	2	5	1
374 New Wilmington	Westminster College	1852	Un. Presb.	0	0	6	6
375 Philadelphia	Central High School	1837	City	0	0	49	0
376 do	La Salle College	1867	R. C.	5	0	6	0
377 do	University of Pennsylvania	1740	Nonsect	0	0	104	0
378 Pittsburg	Holy Ghost College	1873	R. C.	10	0	10	0
379 Selinsgrove	Susquehanna University	1858	Luth	6	0	8	0
380 South Bethlehem	Lehigh University	1866	Nonsect	0	0	40	0
381 State College	Pennsylvania State College	1859	State	3	1	35	3
382 Swarthmore	Swarthmore College	1869	Friends	0	0	18	8
383 Villanova	Villanova College	1842	R. C.	6	0	13	0
384 Volant	Volant College	1889	Nonsect	6	2	3	0
385 Washington	Washington and Jefferson College	1862	Presb.	6	0	14	0
386 Waynesburg	Waynesburg College	1851	Cum. Presb	4	1	8	3
RHODE ISLAND.							
387 Providence	Brown University	1764	Bapt	0	0	70	2
SOUTH CAROLINA.							
388 Charleston	College of Charleston	1791	City	0	0	7	0
389 Clinton	Presbyterian College of South Carolina	1880	Presb	1	0	5	0
390 Columbia	Allen University	1881	A. M. E.	0	6	5	0
391 do	South Carolina College	1805	State	0	0	14	0
392 Due west	Erskine College	1839	A. R. Presb.	1	0	7	0
393 Greenville	Furman University	1852	Bapt	4	0	11	0
394 Newberry	Newberry College	1858	Luth	1	0	7	0
395 Orangeburg	Clafin University	1869	M. E.	7	15	4	3
396 Spartanburg	Wofford College	1854	M. E. So	2	0	8	0
SOUTH DAKOTA.							
397 Huron	Huron College	1883	Presb	5	3	5	3
398 Mitchell	Dakota University	1885	M. E.	6	1	7	0

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.											
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
9	10	11	12	13	14	15	16	17	18	19	20	21	22		
0	0	10	4	78	36	21	21	0	0	0	0	0	0		
32	0	54	4	50	25	70	35	32	5	3	0	62	6		
0	0	10	4	121	72	34	16	32	0	0	0	0	0		
0	0	5	3	5	4	39	38	0	0	0	0	0	0		
0	0	5	6	35	30	26	25	0	0	0	0	0	0		
0	0	4	1	38	48	19	11	0	0	0	0	0	0		
27	0	41	6	79	67	11	11	0	1	0	0	54	2		
93	0	112	0	0	0	156	8	0	0	0	0	651	5		
0	0	12	0	34	0	98	0	0	0	0	0	0	0		
0	0	18	3	51	27	99	20	25	3	0	0	0	0		
5	0	24	0	115	0	112	0	0	0	0	0	42	0		
0	0	7	11	16	49	3	15	0	1	0	0	0	0		
0	0	9	5	78	36	23	12	0	0	0	0	0	0		
4	0	6	0	0	0	23	0	0	0	8	0	14	0		
9	0	32	1	74	16	232	30	0	0	3	1	111	1		
0	0	15	0	24	0	116	0	0	0	0	0	0	0		
7	0	24	5	63	10	73	7	1	0	0	0	31	0		
0	0	30	0	0	0	305	0	8	0	28	0	0	0		
0	0	14	1	48	16	173	9	0	1	2	0	0	0		
0	0	8	1	31	18	41	24	0	0	0	0	0	0		
0	0	12	7	161	99	150	58	1	0	0	0	0	0		
0	0	18	0	0	0	122	0	2	0	0	0	0	0		
2	0	18	2	13	2	16	3	0	0	0	0	2	2		
5	0	29	0	170	0	169	0	2	0	0	0	52	0		
0	0	25	8	89	55	209	64	0	2	33	7	0	0		
8	0	11	0	0	0	142	0	0	0	0	0	44	0		
0	0	17	3	98	30	124	70	2	2	0	0	0	0		
0	0	9	5	46	47	25	12	0	0	0	0	0	0		
0	0	6	3	34	20	38	12	0	1	0	0	0	0		
0	0	6	6	51	32	122	65	0	0	0	0	0	0		
0	0	49	0	0	0	1,383	0	0	0	0	0	0	0		
0	0	11	0	100	0	60	6	0	0	0	0	0	0		
170	0	260	0	0	0	661	307	127	42	3	0	1,539	4		
0	0	20	0	56	0	124	0	0	0	0	0	0	0		
3	0	14	0	48	19	55	14	0	0	0	0	18	0		
0	0	40	0	0	0	598	0	9	0	8	0	0	0		
0	0	35	3	45	0	273	8	2	0	0	0	0	0		
0	0	16	8	0	0	95	113	0	0	0	0	0	0		
5	0	17	0	39	0	126	0	0	0	0	0	2	0		
0	0	6	2	32	68	23	12	0	0	0	0	0	0		
0	0	16	0	72	0	269	0	0	0	0	0	0	0		
0	9	11	4	111	82	47	23	0	0	0	0	0	0		
0	0	70	2	0	0	631	152	26	22	28	9	0	0		
0	0	7	0	0	0	47	0	0	0	0	0	0	0		
0	0	5	0	8	3	45	14	0	0	0	0	0	0		
1	0	5	6	77	58	10	6	0	0	0	0	24	0		
3	0	14	0	0	0	159	21	7	0	0	0	28	0		
0	0	11	0	20	0	100	0	0	0	0	0	10	0		
0	0	15	0	25	0	149	5	0	0	0	0	0	0		
0	0	8	0	37	0	111	15	1	0	10	0	0	0		
0	0	11	18	340	338	20	10	0	0	0	0	0	0		
0	0	10	0	45	0	137	6	0	0	0	0	0	0		
0	0	5	3	40	31	6	2	0	0	0	0	0	0		
0	0	10	4	113	65	34	15	0	0	0	0	0	0		

TABLE 29.—Statistics of universities and

	Location.	Name.	Year of first opening.	Religious or nonsectarian control.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Men.	Women.	Men.	Women.
	1	2	3	4	5	6	7	8
	SOUTH DAKOTA—continued.							
399	Redfield	Redfield College	1887	Cong.	5	2	6	2
400	Bristol	University of South Dakota	1882	State	16	8	14	4
401	Yankton	Yankton College	1882	Cong.	6	7	6	7
	TENNESSEE.							
402	Athens	U. S. Grant University	1867	M. E.	3	6	4	1
403	Bristol	King College	1869	Presb.	5	0	5	0
404	Clarksville	Southwestern Presbyterian University	1855	Presb.	0	0	9	0
405	Harriman	American University of Harriman	1893	Nonsect.	1	2	18	5
406	Hiwassee College	Hiwassee College	1849	Nonsect.	0	0	3	1
407	Jackson	Southwestern Baptist University	1847	Bapt.	1	1	6	0
408	Knoxville	Knoxville College	1875	Un. Presb.	3	7	5	2
409	do	University of Tennessee	1794	State	0	0	29	4
410	Lebanon	Cumberland University	1842	Cum. Presb.	2	0	5	0
411	McKenzie	Bethel College	1850	Cum. Presb.	3	3	3	2
412	Maryville	Maryville College	1819	Presb.	4	4	7	3
413	Memphis	Christian Brothers College	1871	R. C.	11	0	12	0
414	Milligan	Milligan College	1882	Christian	4	2	4	2
415	Mossy Creek	Carson and Newman College	1851	M. E.	8	0	7	1
416	Nashville	Central Tennessee College <i>a</i>	1866	Bapt.	1	3	5	3
417	do	Fisk University	1866	Cong.	5	7	7	4
418	do	Roger Williams University	1865	Bapt.	4	5	5	3
419	do	University of Nashville	1785	Nonsect.	0	11	18	11
420	do	Vanderbilt University	1875	M. E. So.	0	0	39	0
421	Sewanee	University of the South	1868	P. E.	6	0	16	0
422	Spencer	Burritt College	1848	Christian	1	2	3	4
423	Sweetwater	Sweetwater College *	1874	Nonsect.	1	1	2	6
424	Tusculum	Greeneville and Tusculum College	1794	Presb.	2	3	4	1
425	Washington College	Washington College	1795	Presb.	2	1	4	2
	TEXAS.							
426	Austin	St. Edward's College	1881	R. C.	16	0	7	0
427	do	University of Texas	1883	State	0	0	36	10
428	Brownwood	Howard Payne College	1890	Bapt.	0	2	3	0
429	Campbell	Henry College	1892	Nonsect.	2	1	9	3
430	Fort Worth	Fort Worth University	1881	M. E.	4	3	5	3
431	do	Polytechnic College *	1891	M. E. So.	6	2	5	0
432	Galveston	St. Mary's University	1854	R. C.	2	0	6	0
433	Georgetown	Southwestern University	1873	M. E. So.	3	2	9	7
434	Greenville	Burleson College	1893	Bapt.	1	1	5	2
435	Hermoson	Add Ran Christian University	1873	Christian	1	1	10	3
436	Marshall	Wiley University	1873	M. E.	4	2	4	2
437	San Antonio	St. Louis College	1894	R. C.	10	0	5	0
438	Sherman	Austin College	1850	Presb.	1	0	5	0
439	Tehuacana	Trinity University	1869	Cum. Presb.	6	0	5	0
440	Waco	Baylor University	1845	Bapt.	1	2	12	4
441	do	Paul Quinn College	1881	A. M. E.	7	3	3	2
	UTAH.							
442	Logan	Brigham Young College	1878	L. D. S.	18	2	10	0
443	Salt Lake City	Salt Lake College	1895	Cong.	2	4	2	4
444	do	Sheldon Jackson College *	1897	Presb.	1	4	2	0
445	do	University of Utah	1850	State	18	1	18	1
	VERMONT.							
446	Burlington	University of Vermont	1800	State	0	0	24	0
447	Middlebury	Middlebury College	1800	Nonsect.	0	0	11	0
448	Northfield	Norwich University	1834	Nonsect.	0	0	9	0

* Statistics of 1893-99.

a Name changed to Walden University.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.											
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
0	0	8	3	27	19	14	5	0	0	0	0	0	0	0	399
0	0	19	9	103	112	48	44	3	3	0	1	0	0	0	400
0	0	6	7	58	56	31	23	0	0	0	0	0	0	0	401
49	0	58	7	87	97	14	7	0	1	1	0	259	0	0	402
0	0	5	0	20	0	60	0	0	0	0	0	0	0	0	403
6	0	12	0	0	0	93	0	1	0	0	0	28	0	0	404
5	1	23	8	61	29	43	19	2	0	44	2	30	0	0	405
0	0	3	1	0	0	59	30	0	0	0	0	0	0	0	406
9	0	17	2	10	5	132	52	0	0	0	0	50	0	0	407
8	0	15	9	137	143	5	7	0	0	0	0	12	0	0	408
53	0	71	4	0	0	269	90	5	5	0	0	390	0	0	409
9	0	15	0	47	9	48	2	6	0	0	0	123	4	0	410
0	0	3	3	30	31	29	18	0	0	0	0	0	0	0	411
0	0	12	4	175	134	73	20	0	0	0	0	0	0	0	412
0	0	13	0	150	0	70	0	0	0	0	0	0	0	0	413
0	0	4	2	65	48	60	40	0	0	0	0	0	0	0	414
0	0	8	1	150	75	50	25	0	0	0	0	0	0	0	415
17	0	23	5	26	7	17	10	0	0	0	0	256	8	0	416
3	0	9	9	74	14	50	9	0	0	0	0	4	3	0	417
3	0	5	8	83	77	24	2	0	0	0	0	16	0	0	418
24	0	46	32	162	184	295	398	1	2	0	0	191	3	0	419
78	0	100	0	0	0	163	34	4	0	0	0	586	3	0	420
42	0	53	0	144	0	114	0	28	0	0	0	204	0	0	421
0	0	4	6	98	46	54	33	0	0	0	0	0	0	0	422
0	0	3	4	11	51	50	0	0	0	0	0	0	0	0	423
0	0	6	4	75	47	24	10	0	0	0	0	0	0	0	424
0	0	6	3	47	24	16	18	0	0	0	0	0	0	0	425
0	0	17	0	127	0	30	0	0	0	0	0	0	0	0	426
25	1	60	11	0	0	359	167	18	17	0	0	360	31	0	427
0	0	6	5	37	36	39	30	0	0	0	0	0	0	0	428
0	0	9	3	82	37	60	21	0	0	0	0	0	0	0	429
20	0	29	13	116	72	13	12	3	1	0	0	137	4	0	430
0	0	7	7	160	80	50	18	0	0	0	0	0	0	0	431
0	0	8	0	40	0	70	0	0	0	0	0	0	0	0	432
0	0	12	9	96	31	174	87	2	0	0	0	0	0	0	433
0	0	16	3	32	16	41	36	0	2	0	0	0	0	0	434
2	0	11	4	23	10	88	40	0	0	0	0	10	0	0	435
0	0	4	2	24	2	0	0	0	0	0	0	0	0	0	436
0	0	15	0	108	0	12	0	0	0	0	0	0	0	0	437
0	0	7	0	20	0	72	0	0	0	0	0	0	0	0	438
0	0	4	2	41	16	45	12	0	0	0	0	0	0	0	439
18	2	28	3	200	150	100	50	1	7	3	180	53	0	0	440
-----	-----	7	8	53	47	23	18	0	0	0	21	0	0	0	441
0	0	21	2	243	349	8	1	0	0	0	0	0	0	0	442
0	0	2	4	13	27	2	1	0	0	0	0	0	0	0	443
0	0	3	4	35	41	5	3	0	0	0	0	0	0	0	444
0	0	26	2	117	36	42	39	2	3	0	0	0	0	0	445
29	0	63	0	0	0	230	48	4	1	0	0	191	0	0	446
0	0	11	0	0	0	67	56	0	0	0	0	0	0	0	447
0	0	9	0	0	0	79	0	0	0	0	0	0	0	0	448

TABLE 29.—Statistics of universities and

Location.	Name.	Year of first opening.	Religious or nonsectarian control.	Professors and instructors.			
				Preparatory department.		Collegiate department.	
				Men.	Women.	Men.	Women.
1	2	3	4	5	6	7	8
VIRGINIA.							
449 Ashland	Randolph-Macon College	1832	M. E. So	0	0	11	0
450 Bridgewater	Bridgewater College	1884	Ger. Bapt	6	3	5	0
451 Charlottesville	University of Virginia	1825	State	0	0	25	0
452 Emory	Emory and Henry College	1838	M. E. So	1	0	6	0
453 Fredericksburg	Fredericksburg College	1893	Presb	5	3	5	3
454 Hampden-Sidney	Hampden-Sidney College	1776	Nonsect	2	0	7	0
455 Lexington	Washington and Lee University	1749	Nonsect	0	0	19	0
456 Richmond	Richmond College	1832	Bapt	0	0	14	0
457 do	Virginia Union University	1899	Bapt	7	2	5	0
458 Salem	Roanoke College	1853	Luth	1	0	10	0
459 Williamsburg	College of William and Mary	1693	State	4	1	11	0
WASHINGTON.							
460 Burton	Vashon College*	1892	Nonsect	4	4	8	3
461 Seattle	University of Washington	1862	State	16	2	30	2
462 Spokane	Gonzaga College	1887	R. C	4	0	10	0
463 Tacoma	Puget Sound University	1890	M. E	5	2	5	2
464 do	Whitworth College	1890	Presb	3	1	3	1
465 Vancouver	St. James College	1856	R. C	3	0	3	0
466 Wallawalla	Whitman College	1866	Cong	8	2	9	2
WEST VIRGINIA.							
467 Barboursville	Barboursville College	1888	M. E. So	0	1	3	3
468 Bethany	Bethany College	1841	Christian	6	2	6	2
469 Morgantown	West Virginia University	1868	State	7	1	40	4
WISCONSIN.							
470 Appleton	Lawrence University	1849	M. E	6	3	10	2
471 Beloit	Beloit College	1847	Nonsect	6	0	20	2
472 Franklin	Mission House	1859	Reformed	9	0	10	0
473 Galesville	Gale College*	1828	Presb	5	3	12	4
474 Madison	University of Wisconsin	1849	State	0	0	120	14
475 Milton	Milton College	1844	7th D. Bapt	7	3	6	3
476 Milwaukee	Concordia College	1881	Luth	7	0	7	0
477 do	Marquette College	1881	R. C	14	0	7	0
478 Ripon	Ripon College	1853	Cong	9	7	9	7
479 Watertown	Northwestern University	1865	Luth	3	0	6	0
WYOMING.							
480 Laramie	University of Wyoming	1887	State	13	3	13	3

* Statistics of 1898-99.

colleges for men and for both sexes—Continued.

Professors and instructors.				Students.									
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.	
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women ²	Men.	Women.	Men.	Women.	Men.	Women.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
0	0	11	0	0	0	131	0	0	0	13	0	0	0
0	0	7	3	68	58	13	5	0	0	0	0	0	0
32	0	50	0	0	0	265	0	32	0	0	0	358	0
0	0	7	0	14	0	105	0	0	0	0	0	0	0
0	0	5	3	41	39	13	10	0	0	0	0	0	0
0	0	9	0	7	0	116	0	0	0	0	0	0	0
8	0	26	0	0	0	131	0	0	0	0	0	58	0
3	0	17	0	0	0	183	7	0	0	0	0	46	0
5	0	11	2	130	0	11	0	0	0	0	0	57	0
0	0	11	0	24	0	110	14	0	0	0	0	0	0
0	0	14	1	18	13	164	0	0	0	0	0	0	0
0	0	8	5	53	18	13	4	0	0	0	0	0	0
4	0	32	2	65	50	199	130	14	5	4	2	39	5
4	0	18	0	89	0	190	0	0	0	0	0	32	0
0	0	5	2	47	36	3	1	0	0	0	0	0	0
0	0	3	1	7	9	1	2	1	0	0	0	0	0
0	0	6	0	70	0	35	0	0	0	0	0	0	0
0	0	11	3	57	60	27	13	0	0	0	0	0	0
1	0	3	3	22	15	20	21	0	0	0	0	5	0
0	0	9	3	13	5	16	8	4	0	0	0	24	3
		47	5	208	34	177	106	31	7	0	0	125	2
0	0	18	5	80	66	73	57	7	4	2	0	0	0
0	0	26	2	173	0	156	70	1	1	0	0	0	0
4	0	18	0	17	3	43	0	0	0	0	0	23	0
0	0	17	6	20	15	30	20	0	0	30	0	0	0
44	0	142	19	0	0	1,410	390	72	24	0	1	277	5
0	0	8	3	49	77	23	14	2	1	0	0	0	0
0	0	7	0	54	0	131	0	0	0	0	0	0	0
0	0	18	0	190	0	60	0	0	0	0	0	0	0
0	0	9	7	35	31	29	20	0	1	0	1	0	0
0	0	9	0	85	12	55	2	0	0	0	0	0	0
0	0	13	3	68	47	33	35	3	1	1	0	0	0

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TABLE 30.—*Statistics of universities and*

	Name.	Expenses in collegiate department.		Annual living ex- penses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Vol- umes.	Pam- phlets.	Value.
	1	2	3	4	5	6	7	8	9	10
ALABAMA.										
1	Howard College.....	\$60	\$15	-----	\$100	0	1	4,000	550	-----
2	Southern University.....	50	8	\$90	112	0	20	7,000	2,000	\$8,000
3	Hartselle College.....	24	1	65	80	-----	-----	100	-----	100
4	Lafayette College.....	13	-----	50	90	-----	-----	250	500	300
5	Lineville College.....	12	-----	80	100	0	0	400	200	500
6	St. Bernard College.....	40	-----	140	-----	-----	-----	3,400	800	10,000
7	Alabama Baptist Colored Uni- versity.....	9	-----	70	-----	-----	-----	500	-----	500
8	Spring Hill College.....	60	10	200	240	-----	-----	75,000	-----	-----
9	University of Alabama.....	(a)	25	130	130	5	0	25,000	-----	25,000
ARIZONA.										
10	University of Arizona.....	0	5	150	200	-----	-----	5,000	-----	-----
ARKANSAS.										
11	Arkadelphia Methodist College.....	50	-----	100	120	0	10	1,000	-----	750
12	Onachita Baptist College.....	50	8	75	135	0	3	3,500	500	7,000
13	Arkansas College.....	50	5	87	105	0	3	3,900	1,800	6,000
14	Arkansas Cumberland College.....	30	5	135	160	-----	-----	9,000	500	5,000
15	Hendrix College.....	60	4	90	110	0	5	5,800	5,000	5,500
16	University of Arkansas.....	(b)	5	100	125	0	0	8,000	7,499	8,000
17	Philander Smith College.....	12	0	50	72	-----	-----	1,000	200	500
18	Mountain Home College.....	50	2	55	75	0	1	300	100	500
CALIFORNIA.										
19	University of California.....	0	-----	150	250	7	76	79,000	20,000	-----
20	Pomona College.....	60	3	120	225	-----	-----	3,141	250	4,000
21	University of the Pacific [*]	25	-----	100	0	0	0	4,000	2,000	6,000
22	Occidental College.....	60	-----	100	150	0	8	2,000	500	1,500
23	St. Vincent's College.....	50	-----	200	-----	0	0	3,000	500	3,000
24	University of Southern Cali- fornia.....	60	2	186	230	0	2	4,000	3,000	5,000
25	California College.....	70	-----	200	200	-----	-----	2,500	800	2,000
26	Throop Polytechnic Institute.....	75	3	140	220	0	12	1,850	1,300	2,200
27	St. Ignatius College.....	80	-----	-----	-----	-----	-----	29,247	7,789	71,250
28	Santa Clara College.....	-----	-----	c 350	-----	-----	-----	17,000	650	12,783
29	Pacific Methodist College.....	60	10	153	170	-----	-----	2,000	500	2,500
30	Leland Stanford Junior Univer- sity.....	20	-----	180	225	0	0	45,000	29,000	-----
COLORADO.										
31	University of Colorado.....	0	15	100	200	0	0	22,000	3,000	35,000
32	Colorado College.....	35	3	133	170	2	36	25,000	24,000	32,000
33	College of the Sacred Heart.....	30	5	150	220	0	7	10,000	1,000	7,000
34	University of Denver.....	30	3	175	250	0	5	11,800	2,450	-----
CONNECTICUT.										
35	Trinity College.....	100	72	330	450	1	59	40,736	26,335	-----
36	Wesleyan University.....	75	33	100	250	0	3	57,000	-----	-----
37	Yale University.....	155	-----	350	545	24	49	309,500	-----	-----
DELAWARE.										
38	State College for Colored Stu- dents.....	-----	-----	64	-----	0	0	350	150	-----
39	Delaware College.....	(d)	-----	140	160	0	0	11,600	2,500	30,000

* Statistics of 1898-99.

a Free to residents; \$40 to nonresidents.

b Free to residents; \$30 to nonresidents.

c Including tuition.

d Free to residents; \$60 to nonresidents.

colleges for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			From tuition and other fees.	From productive funds.	From State or municipal appropriations.	From United States Government appropriations.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
	\$80,000	0	\$12,000	0	0	0	0	\$12,000	0	1
\$10,000	100,000	\$50,000	4,000	\$3,000	0	0	\$3,000	10,000	\$6,000	2
	4,000	0	1,500	0	\$400	0	0	1,900		3
1,000	10,000	0	2,000	0	1,500	0	0	3,500		4
500	3,500	0	1,800	0	350	0	0	2,150		5
15,000	80,000	0	17,000	0	0	0	1,600	18,000		6
500	30,000	0								7
40,000	500,000									8
50,000	300,000	300,000	3,500	24,000	10,000	0	7,500	45,000	2,500	9
44,747	102,600	0		0	10,000	\$40,000	2,295	52,295		10
2,500	40,000									11
13,000	80,000	0	17,000	0	0	0	0	17,000	3,000	12
1,000	25,000	0							1,000	13
1,000	50,000	15,000	2,000	1,500	0	0	0	3,500	500	14
4,000	60,000	20,000	3,500	300	0	0	1,200	5,000	15,000	15
49,717	233,500	130,600	3,500	10,400	33,230	33,182	563	80,875		16
800	32,000	0	1,873	0	0	0	2,427	4,300	48	17
	10,000	0	1,200	0	0	0	0	1,200		18
575,000	1,792,304	2,828,254	0	176,802	236,298	40,000	10,461	463,561	10,000	19
9,800	92,850	113,000	7,993	6,306	0	0	216	14,515	33,066	20
4,000	200,000	30,000	20,000	900	0	0	100	21,000		21
600	18,000	2,000	1,600	0	0	0	0	1,600	5,500	22
800	49,700								0	23
4,000	70,000	129,500	6,612	1,200	0	0	0	7,872		24
4,000	35,000	35,000	1,500	2,100	0	0	500	4,100	7,200	25
20,800	70,000	28,200	18,657	1,063	0	0	1,552	21,272	834	26
117,000	800,000	0	4,708	0	0	0	0	4,708		27
75,000	65,000	0	23,000	0	0	0	0	23,000		28
1,000	30,000	10,000	1,000	1,004	0	0	1,575	3,579		29
250,000	2,600,000	18,000,000	31,000	200,000	0	0	0	231,000		30
39,492	230,360	44,000	5,000	2,640	72,000	0	0	79,640	5,000	31
24,000	698,000	362,000	12,000	22,000	0	0	11,000	45,000	203,000	32
26,500	150,000									33
35,000	427,000	214,000	18,037	12,232	0	0	0	30,269	25,020	34
15,000	1,200,000	758,344	15,229	34,299	0	0	1,861	51,989	40,958	35
132,935	531,300	1,370,839	32,205	58,381	0	0	0	90,586	100,000	36
		4,942,166	487,022	255,968	0	0	26,608	769,598	641,224	37
9,000	12,800	0	0	0	0	4,800	1,806	6,606		38
40,000	82,700	83,000	1,592	4,980	0	35,000	1,250	42,822		39

TABLE 30.—Statistics of universities and colleges

	Name.	Expenses in college department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Vol. umes.	Pam-phlets.	Value.
	1	2	3	4	5	6	7	8	9	10
DISTRICT OF COLUMBIA.										
40	Catholic University of America	\$75	-----	\$250	\$350	2	17	31,686	8,354	-----
41	Columbian University	100	\$10	120	200	0	47	12,000	3,000	\$15,000
42	Gallaudet College	-----	-----	a 250	-----	5	60	4,500	-----	10,000
43	Georgetown University	100	12	175	325	0	6	79,000	50,000	75,000
44	Gonzaga College	40	-----	-----	-----	-----	-----	10,000	-----	-----
45	Howard University	-----	-----	100	125	-----	-----	14,000	-----	40,000
46	St. John's College	100	20	-----	-----	0	0	4,000	-----	2,000
FLORIDA.										
47	John B. Stetson University	66	-----	-----	156	0	3	10,500	-----	30,000
48	Florida State Agricultural College.	0	6	100	110	0	3	3,500	-----	7,000
49	St. Leo Military College	25	0	140	175	0	1	4,000	1,000	2,500
50	Seminary West of the Suwanee River.	0	10	90	125	-----	-----	1,000	500	500
51	Rollins College	50	-----	132	-----	-----	-----	3,500	-----	3,000
GEORGIA.										
52	University of Georgia	(b)	15	125	160	0	0	30,000	-----	35,000
53	Atlanta Baptist College	12	0	-----	80	0	0	2,500	500	1,500
54	Atlanta University	16	0	80	80	0	0	10,500	600	19,000
55	Morris Brown College	9	-----	60	70	-----	-----	1,500	500	1,500
56	Bowdon College	27	1	94	115	0	0	1,200	500	1,800
57	North Georgia Agricultural College.	10	-----	87	112	0	0	2,500	1,000	2,000
58	Mercer University	55	-----	75	100	0	15	10,000	1,000	10,000
59	Emory College	60	3	75	125	-----	-----	20,000	5,000	25,000
60	Clark University	0	15	80	90	-----	-----	1,000	-----	1,000
61	Nannie Lou Warthen Institute.	20	-----	80	100	-----	-----	200	100	250
62	Young Harris College	10	-----	-----	72	0	17	1,000	-----	1,000
IDAHO.										
63	University of Idaho	-----	-----	160	180	-----	-----	4,200	1,700	-----
ILLINOIS.										
64	Hedding College	38	6	140	175	0	24	2,000	2,500	-----
65	Illinois Wesleyan University	40	10	175	225	0	2	8,000	3,000	-----
66	St. Viator's College	-----	8	a 200	-----	0	0	10,000	5,000	-----
67	Blackburn University	35	-----	100	150	0	5	3,000	500	2,000
68	Carthage College	32	-----	115	150	0	7	3,000	2,500	5,000
69	University of Illinois	0	34	145	220	8	224	44,000	3,500	65,000
70	St. Ignatius College	40	10	-----	-----	0	1	24,000	5,500	30,000
71	University of Chicago	120	-----	175	275	60	266	303,000	-----	268,821
72	Austin College	40	-----	100	125	-----	-----	4,000	-----	4,000
73	Evangelical Proseminary	50	-----	55	100	0	4	1,950	74	1,600
74	Eureka College	39	3	90	150	-----	-----	5,500	500	2,500
75	Northwestern University	70	5	220	320	4	45	43,182	27,000	55,000
76	Ewing College	30	5	75	90	-----	-----	5,000	2,000	5,000
77	Northern Illinois College	40	-----	135	-----	-----	3	5,000	-----	3,500
78	Knox College	50	-----	-----	-----	-----	-----	8,500	1,000	-----
79	Lombard College	35	12	95	135	0	16	7,000	1,000	10,000
80	Greenville College	48	4	110	125	0	10	700	-----	-----
81	Illinois College	50	2	140	160	-----	-----	14,540	-----	10,000
82	Lake Forest University	40	12	156	214	0	21	20,000	1,000	15,000
83	McKendree College	35	-----	76	114	-----	-----	8,000	3,000	10,000
84	Lincoln University	10	15	150	175	0	0	2,500	500	2,500
85	Monmouth College	30	10	150	200	-----	-----	6,000	-----	2,000
86	Northwestern College	24	15	105	150	-----	-----	5,421	250	10,000
87	St. Bede College	30	0	200	-----	0	0	10,000	4,000	-----
88	Chaddock College	40	-----	140	175	-----	-----	2,000	20	3,000
89	St. Francis Solanus College	30	-----	130	150	0	4	5,000	300	4,500
90	Augustana College	36	-----	180	200	0	0	16,000	5,000	8,000

a Including tuition.

b Free to residents; \$50 to nonresidents.

for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.					Total.	Benefactions.	
			From tuition and other fees.	From productive funds.	From State or municipal appropriations.	From United States Government appropriations.	From other sources.			
11	12	13	14	15	16	17	18	19	20	
\$101,155	\$757,607	\$310,907	\$7,362	\$49,437	0	0	\$10,500	\$37,389	\$18,044	40
29,000	1,000,000	256,075	71,804	13,890	0	0	43,795	129,429	16,780	41
25,000	700,000	0	0	0	0	\$68,000	0	68,000	0	42
509	1,152,500	50,000	76,795	2,134	0	0	12,770	91,699	7,978	43
25,000	100,000	0	0	0	0	0	0	0	0	44
900	700,000	180,000	0	8,000	0	35,100	6,500	49,600	0	45
	136,600	0	9,000	0	0	0	0	9,000	0	46
25,000	250,000	200,000	10,151	13,200	0	0	0	23,351	14,308	47
18,800	66,000	154,300	2,208	9,107	\$7,500	12,500	0	31,315	0	48
2,000	25,000	0	5,000	0	0	0	0	5,000	3,000	49
2,000	25,000	65,000	1,200	4,500	2,500	0	0	8,200	0	50
2,000	67,000	6,000	4,100	210	0	0	0	4,310	0	51
50,000	400,000	372,702	3,300	29,454	0	16,667	0	49,421	0	52
3,000	75,000	21,000	696	1,000	0	0	0	1,696	5,683	53
5,000	250,000	41,385	2,000	1,575	0	0	100	3,675	28,000	54
500	75,000	0	1,315	0	0	0	8,685	10,000	0	55
600	10,000	0	1,700	0	650	0	125	2,475	0	56
1,000	40,000	0	1,000	0	8,000	0	0	9,000	0	57
2,000	150,000	180,000	9,000	9,000	0	0	0	18,000	30,000	58
3,000	125,000	175,000	0	0	0	0	0	25,000	3,000	59
2,000	250,000	0	2,600	0	0	0	9,400	12,000	1,700	60
20	4,000	0	1,700	0	0	0	0	1,700	0	61
500	40,000	19,000	1,500	800	300	0	0	2,600	10,000	62
45,000	200,000	0	200	0	10,000	40,000	0	50,200	100	63
2,000	100,000	50,000	0	0	0	0	2,500	28,500	0	64
10,000	150,000	120,000	23,000	3,000	0	0	0	35,000	0	65
1,000	200,000	0	35,000	0	0	0	0	35,000	0	66
1,000	60,000	25,000	2,500	1,750	0	0	600	3,850	0	67
2,000	50,000	55,000	2,640	2,500	0	0	4,267	9,407	42,000	68
300,000	1,000,000	501,992	111,872	41,457	267,450	40,000	22,000	482,779	9,500	69
50,000	200,000	1,000	10,000	50	0	0	0	10,050	0	70
425,705	3,079,384	5,726,350	294,402	207,620	0	0	30,280	532,802	1,593,695	71
3,000	40,000	0	6,000	0	0	0	1,000	7,000	0	72
10,000	58,000	3,805	5,032	190	0	0	11,464	16,686	2,543	73
6,000	100,000	40,000	7,000	2,000	0	0	5,000	14,000	0	74
151,500	1,500,000	3,041,613	164,430	122,945	0	0	49,022	333,397	2,657	75
500	50,000	15,000	0	0	0	0	0	0	0	76
450	55,000	0	4,000	0	0	0	600	4,600	0	77
22,526	207,155	238,163	14,783	7,338	0	0	5,824	27,945	0	78
10,000	70,000	160,000	4,000	11,000	0	0	1,000	16,000	12,000	79
2,000	30,000	8,000	0	0	0	0	0	0	0	80
195,000	130,000	8,000	8,000	0	0	0	0	16,000	0	81
672,526	400,000	92,700	20,000	0	0	0	0	112,700	80,000	82
1,500	65,000	36,000	3,299	2,251	0	0	190	5,720	7,620	83
2,000	30,000	67,000	1,500	3,500	0	0	230	5,230	4,700	84
10,000	95,000	200,000	12,000	6,000	0	0	0	18,000	100,000	85
15,000	100,000	110,000	6,016	4,035	0	0	752	10,803	14,000	86
5,000	225,000	0	20,000	0	0	0	0	20,000	0	87
509	100,000	8,000	4,000	0	0	0	500	4,500	2,500	88
10,500	150,000	0	20,000	0	0	0	0	20,000	0	89
9,140	250,000	350,000	14,500	24,000	0	0	5,800	44,300	70,000	90

TABLE 30.—Statistics of universities and colleges

	Name.	Expenses in collegiate department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
ILLINOIS—continued.										
91	St. Joseph's College	—	—	—	—	0	0	5,000	—	\$5,000
92	Shurtleff College	\$36	\$17	\$225	\$250	0	23	8,000	2,000	10,000
93	Westfield College	30	4	95	110	—	—	3,000	500	2,000
94	Wheaton College	36	3	100	180	0	9	3,000	—	1,000
INDIANA.										
95	Indiana University	0	18	200	300	0	0	35,000	—	60,000
96	Wabash College	24	23	110	150	1	10	36,000	—	50,000
97	Concordia College	40	—	72	—	—	—	4,316	—	—
98	Franklin College	32	15	95	133	—	—	12,000	500	12,500
99	De Pauw University	0	45	120	200	0	0	20,000	500	25,000
100	Hanover College	0	21	125	175	—	—	13,000	3,000	15,000
101	Butler College	45	—	100	126	—	—	10,000	—	15,000
102	Union Christian College	30	—	120	180	—	—	3,950	700	2,500
103	Moore's Hill College	30	7	90	100	0	2	3,500	1,500	4,500
104	University of Notre Dame	100	—	325	425	—	—	52,000	—	75,000
105	Earlham College	65	0	120	150	0	0	6,000	—	10,000
106	St. Meinrad College	30	—	—	125	0	0	16,000	—	—
107	Taylor University	36	—	54	72	—	—	5,500	600	6,000
INDIAN TERRITORY.										
108	Indian University	18	3	125	150	—	—	600	—	500
109	Henry Kendall College	23	0	90	—	0	8	2,000	500	450
IOWA.										
110	Coe College	37	—	117	125	0	0	3,500	200	—
111	Charles City College	39	—	90	150	0	12	1,500	100	2,000
112	Warburg College	40	—	130	150	—	—	2,440	—	2,000
113	Amity College	30	—	125	200	—	—	4,000	1,000	5,000
114	Luther College	0	20	80	—	0	0	8,918	—	9,000
115	Des Moines College	36	3	90	125	—	—	3,000	—	2,500
116	Drake University	45	—	90	175	0	0	5,000	2,000	6,000
117	St. Joseph's College	40	—	155	—	—	—	2,500	650	3,800
118	Parsons College	32	9	107	117	—	—	4,000	800	8,600
119	Upper Iowa University	30	5	100	150	0	5	5,000	2,000	15,000
120	Iowa College	55	—	150	225	0	15	20,000	—	15,000
121	Lenox College	30	15	90	140	—	—	3,000	2,000	4,000
122	Simpson College	32	6	95	104	—	—	3,250	1,900	4,750
123	State University of Iowa	25	0	133	190	12	9	60,000	10,000	150,000
124	Graceland College	32	—	75	90	0	—	900	300	1,500
125	Palmer College	30	—	60	75	—	—	2,000	—	800
126	German College	30	—	125	150	—	—	1,000	—	—
127	Iowa Wesleyan University	41	3	95	115	0	—	4,000	—	2,000
128	Cornell College	41	—	80	150	0	15	18,000	5,000	20,000
129	Penn College	38	—	75	150	0	3	5,000	1,300	5,000
130	Central University of Iowa	24	20	76	85	0	25	4,000	1,000	10,000
131	Morningside College	34	2	108	127	0	0	700	100	1,000
132	Buena Vista College	37	0	95	105	0	0	2,500	200	1,000
133	Tabor College	39	—	150	350	—	—	11,500	6,000	—
134	Western College	36	—	150	170	—	—	2,500	500	3,000
KANSAS.										
135	Midland College	40	—	125	150	0	0	6,000	1,000	5,000
136	St. Benedict's College	60	—	140	—	0	1	14,500	1,600	—
137	Baker University	29	—	90	126	—	—	7,000	1,000	25,000
138	Soule College	30	3	100	118	—	—	1,600	4	2,600
139	College of Emporia	30	—	100	130	0	0	5,000	500	—
140	Highland University	25	3	125	150	—	—	5,000	—	1,000
141	Campbell University*	40	—	110	130	—	—	2,800	500	3,000
142	Kansas City University	30	—	100	150	—	—	500	—	500
143	University of Kansas	0	—	135	230	0	3	33,000	—	65,000
144	Lane University	27	3	73	90	—	—	1,600	500	2,000

* Statistics of 1898-99.

1929

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.
			From tuition and other fees.	From productive funds.	From State or municipal appropriations.	From United States Government appropriations.	From other sources.	Total.	
11	12	13	14	15	16	17	18	19	20
	\$100,000	0							
\$8,000	100,000	\$129,145	\$6,999	\$7,250	0	0	0	\$14,249	\$287
2,500	35,000	0	2,500	0	0	0	\$400	2,900	2,000
8,400	144,000	56,000	7,400	2,229	0	0	820	10,449	9,683
60,000	240,000	600,600	15,972	34,615	\$87,395	0	415	137,797	
360	450,000	468,000	5,000	30,000	0	0	0	35,000	15,000
16,000	67,000	207,000	4,500	10,261	0	0	0	14,761	
33,700	160,000	205,105	15,200	7,500	0	0	7,300	30,000	27,000
5,000	200,000	175,000							
7,500	150,000	250,000	5,000	15,000	0	0	0	20,000	
1,500	60,000	27,800	2,280	2,490	0	0	1,680	6,450	1,275
2,000	30,000	22,500	4,300	800	0	0	0	5,100	2,250
200,000	1,500,000								
10,000	350,000	140,000	16,000	5,000	0	0	0	21,000	15,000
30,000	300,000	0	10,000	0	0	0	0	10,000	0
2,000	70,900	0	2,000	0	0	0	4,000	6,000	1,000
100	30,000	1,000	444	0	0	0	5,200	5,644	1,960
1,250	35,000	0	5,500	0	0	0	0	5,500	7,000
2,000	90,000	50,000	5,000	3,000	0	0	1,000	9,000	5,000
1,500	52,000	22,000	3,200	1,100	0	0	1,200	5,500	1,000
2,500	75,000	0	3,586	0	0	0	961	4,547	14,487
2,000	30,000	27,000	2,200	2,800	0	0	0	5,000	1,500
3,000	80,000	8,527	1,928	386	0	0	0	2,314	
2,000	40,000	56,000	3,413	3,491	0	0	510	7,414	519
21,000	126,000	153,000	35,000	12,000	0	0	0	47,000	115,000
10,000	100,000	0							
5,000	80,000	151,000	2,400	8,600	0	0	6,700	17,700	6,800
1,000	100,000	50,000	10,000	2,500	0	0	2,500	15,000	25,000
20,000	300,000	350,000	22,000	23,000	0	0	2,000	47,000	14,000
5,000	30,000	8,000							
2,500	100,000	48,534	10,432	2,802	0	0	2,913	16,147	5,239
160,000	600,000	235,120	71,184	14,000	75,000	0	135,500	295,684	275
800	22,000	0	600	0	0	0	110	710	1,300
10	6,000	1,000	600	100	0	0	0	700	
	20,000	28,500	701	1,969	0	0	1,311	3,981	2,600
13,000	150,000	57,900	5,547	3,009	0	0	0	8,547	33,338
10,000	200,000	100,000	25,995	7,248	0	0	0	35,243	
3,500	75,000	30,000	8,664	1,500	0	0	400	10,564	1,000
1,000	50,000	24,000	4,600	1,700	0	0	600	6,300	1,500
500	50,000	0	7,500	0	0	0	0	7,500	
3,000	30,000	600	3,000	30	0	0	0	3,030	500
25,000	100,000	103,000	3,000	5,000	0	0	300	8,300	11,000
5,500	68,2								

TABLE 30.—Statistics of universities and colleges

Name.	Expenses in collegiate department.		Annual living expenses.		Number of fellowships.		Library.		
	Tuition fee.	Other fees.	Lowest.	Moderate.	Number of fellowships.	Number of scholarships.	Volumes.	Pamphlets.	Value.
1	2	3	4	5	6	7	8	9	10
KANSAS—continued.									
145 Kansas Christian College	\$26	0	\$60	\$75	0	0	3,000	300	\$3,000
146 Bethany College	40	---	90	110	---	---	4,000	1,500	7,000
147 Ottawa University	50	\$4	85	150	0	0	3,000	1,000	2,500
148 St. Mary's College	30	---	150	200	---	---	10,000	1,000	8,000
149 Kansas Wesleyan University* ..	33	5	80	133	---	---	3,000	1,500	3,500
150 Cooper Memorial College	30	---	75	150	---	---	1,000	3,000	2,000
151 Washburn College	40	---	100	160	---	---	8,100	2,500	12,000
152 Fairmount College	36	5	100	180	0	0	19,500	30,000	10,000
153 St. John's Lutheran College	33	28	100	125	---	---	500	---	---
154 Southwest Kansas College	30	---	100	150	0	15	2,500	200	2,000
KENTUCKY.									
155 Union College	38	---	86	110	---	---	1,000	200	1,500
156 Berea College	0	14	50	75	0	3	17,500	5,000	12,000
157 Ogden College	40	10	100	120	0	40	3,500	2,000	6,500
158 Centre College	50	16	110	150	0	48	14,945	---	---
159 Georgetown College	45	10	80	120	0	---	12,000	500	10,000
160 Liberty College	40	---	100	120	---	---	---	---	---
161 South Kentucky College*	40	5	120	130	0	10	1,000	---	1,000
162 Agricultural and Mechanical College of Kentucky ..	15	0	175	225	6	---	4,000	7,629	8,200
163 Kentucky University	22	---	102	125	---	---	18,315	2,505	13,500
164 Central University	50	15	120	135	0	40	5,000	1,000	---
165 Bethel College	55	---	100	115	0	0	6,000	2,000	---
166 St. Mary's College	30	---	---	135	0	2	4,000	1,000	3,000
167 Kentucky Wesleyan College* ..	40	15	110	150	0	1	2,000	1,000	2,000
LOUISIANA.									
168 Louisiana State University	0	12	113	---	---	---	21,000	2,000	21,000
169 Jefferson College	50	---	140	170	0	5	6,000	2,000	15,000
170 Centenary College of Louisiana ..	50	14	100	150	---	---	5,000	---	---
171 College of the Immaculate Conception ..	60	---	---	---	---	---	15,000	1,000	30,000
172 Leland University	0	0	65	---	---	---	1,500	---	1,000
173 New Orleans University	8	0	56	80	---	---	5,000	1,000	3,000
174 Straight University	8	1	88	---	0	0	2,500	1,000	2,500
175 Tulane University	100	---	---	---	0	317	25,000	5,000	20,000
MAINE.									
176 Bowdoin College	75	8	158	210	0	80	67,164	---	94,600
177 Bates College	50	16	90	125	0	53	23,000	---	30,000
178 University of Maine	30	30	135	155	8	101	17,300	7,500	20,000
179 Colby College	60	0	125	150	0	80	35,600	20,000	50,000
MARYLAND.									
180 St. John's College	75	5	150	200	0	82	7,000	---	---
181 Johns Hopkins University	150	5	100	200	22	65	94,000	100,000	116,340
182 Loyola College	50	---	---	---	0	16	35,000	---	---
183 Morgan College	12	6	---	65	0	6	4,000	1,000	3,000
184 Washington College	50	0	150	---	0	46	2,500	---	3,000
185 Maryland Agricultural College ..	24	---	150	---	0	26	3,000	2,000	4,000
186 Rock Hill College	60	15	200	260	---	---	7,500	580	6,000
187 St. Charles College	---	---	180	---	---	---	14,000	---	14,000
188 Mount St. Mary's College	---	---	130	---	0	2	25,000	1,000	70,000
189 New Windsor College	45	---	---	---	---	---	2,000	500	1,500
190 Western Maryland College	45	0	---	165	0	56	7,000	---	---
MASSACHUSETTS.									
191 Amherst College	110	---	350	500	3	---	72,000	---	50,000
192 Boston College	60	---	---	---	0	32	31,000	---	---
193 Boston University	110	---	144	270	2	106	25,000	---	---

* Statistics of 1898-99.

a Including tuition.

1931

[illegible]

TABLE 30.—*Statistics of universities and colleges*

	Name.	Expenses in collegiate department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
MASSACHUSETTS—continued.										
194	Harvard University	\$150	0	\$250	\$350	56	284	548,511	427,822	-----
195	French-American College	50	\$8	77	77	2	70	3,500	-----	-----
196	Tufts College	100	10	153	253	2	70	44,000	19,000	\$40,000
197	Williams College	105	10	272	300	0	96	44,250	16,000	16,500
198	Clark University	-----	-----	260	300	-----	-----	18,000	-----	-----
199	College of the Holy Cross	60	10	257	307	0	5	13,000	2,000	20,000
MICHIGAN.										
200	Adrian College	5	10	126	126	0	10	6,000	500	4,000
201	Albion College	-----	24	-----	100	0	4	13,000	5,000	21,000
202	Alma College	32	0	100	175	0	70	16,000	12,000	15,000
203	University of Michigan	(a)	-----	114	190	5	0	140,000	20,000	280,000
204	Detroit College	40	10	-----	-----	0	13	11,200	-----	10,000
205	Hillsdale College	2	21	88	150	-----	-----	9,493	3,803	11,952
206	Hope College	18	-----	120	160	-----	-----	13,000	2,000	25,000
207	Kalamazoo College	30	-----	150	200	3	-----	6,944	3,817	4,000
208	Olivet College	23	22	100	200	-----	-----	26,500	-----	-----
MINNESOTA.										
209	St. John's University	50	10	150	-----	0	0	16,000	10,000	32,000
210	Augsburg Seminary	25	2	75	85	-----	-----	1,000	-----	1,500
211	University of Minnesota	15	-----	-----	-----	3	25	60,000	-----	75,000
212	Carleton College	34	0	125	175	0	0	15,000	-----	15,000
213	St. Olaf College	0	10	120	130	0	0	2,700	1,100	3,167
214	Hamline University	30	10	200	300	-----	-----	6,500	1,000	7,000
215	Macalester College	30	15	150	200	-----	-----	7,000	200	-----
216	Gustavus Adolphus College	32	5	125	150	-----	-----	7,200	2,000	2,500
217	Parker College	10	10	75	125	0	-----	500	-----	500
MISSISSIPPI.										
218	Mississippi College	35	-----	60	100	0	1	3,000	1,000	3,000
219	Rust University	14	16	48	-----	-----	-----	3,000	-----	5,500
220	Hillsaps College	30	5	60	120	1	4	5,000	2,000	6,000
221	University of Mississippi	0	10	130	160	1	5	17,000	2,000	25,000
MISSOURI.										
222	Central Christian College	40	5	90	100	0	5	250	25	200
223	Southwest Baptist College	36	-----	72	90	-----	-----	1,000	150	850
224	Pike College	40	4	90	108	0	0	600	0	1,200
225	Missouri Wesleyan College	35	-----	76	133	-----	-----	1,500	500	2,000
226	Christian University	40	-----	120	140	-----	-----	2,000	-----	-----
227	St. Vincent College	-----	-----	175	-----	-----	-----	12,000	2,000	-----
228	Clarksburg Baptist College	40	-----	75	100	-----	-----	1,500	-----	1,200
229	University of the State of Missouri	0	5	125	185	12	6	36,400	-----	-----
230	Grand River Christian Union College.*	30	-----	75	100	-----	-----	800	400	1,000
231	Central College	50	15	150	200	-----	-----	6,000	1,000	12,000
232	Westminster College	50	-----	100	125	0	7	6,000	600	6,500
233	Pritchett College	46	-----	140	-----	0	14	600	-----	-----
234	La Grange College	40	2	55	57	0	0	7,000	3,000	1,000
235	William Jewell College	40	10	90	100	0	19	12,000	-----	20,000
236	Missouri Valley College	38	9	81	108	-----	-----	5,000	-----	16,500
237	Morrisville College*	45	10	-----	-----	-----	-----	1,300	-----	-----
238	Scarritt Collegiate Institute	40	2	-----	-----	-----	-----	2,000	200	2,600
239	Odesa College	38	0	60	90	0	0	200	50	150
240	Park College	30	-----	60	125	-----	-----	12,000	8,000	12,000
241	Christian Brothers College	50	-----	250	300	0	4	20,000	2,000	12,000
242	St. Louis University	60	-----	-----	300	0	0	40,000	10,000	200,000
243	Washington University	150	-----	200	300	0	30	5,000	-----	5,000
244	Drury College	48	4	155	175	0	19	24,500	20,000	15,000
245	Tarkio College	30	6	148	200	-----	-----	1,000	500	2,500

* Statistics of 1898-99.

α Residents, \$30; nonresidents, \$40.

for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			From tuition and other fees.	From productive funds.	From State or municipal appropriations.	From United States Government appropriations.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
\$1,560,000	\$4,500,000	\$12,615,032	\$688,667	\$541,570	0	0	\$166,435	\$1,376,672	\$835,102	134
2,500	75,000	10,000	2,100	0	0	0	0	2,100	31,000	195
100,000	1,000,000	1,800,000	45,000	60,000	0	0	0	105,000	110,000	196
46,300	475,800	1,142,000	51,000	56,000	0	0	7,500	114,500	15,800	197
-----	228,146	722,242	2,975	33,666	0	0	4,170	40,811	-----	198
5,000	500,000	0	19,000	0	0	0	5,200	24,200	5,000	199
1,000	100,000	80,000	5,750	3,474	0	0	3,220	12,444	-----	200
20,000	110,000	230,000	14,814	11,000	0	0	4,900	30,714	6,900	201
5,000	60,000	220,000	4,000	12,000	0	0	1,000	17,000	180,000	202
845,943	1,206,873	546,256	192,425	28,653	\$298,583	0	40,109	554,770	46,700	203
2,060	158,000	0	6,000	0	0	0	0	6,000	0	204
12,876	80,000	238,765	3,480	11,701	0	0	0	15,181	5,000	205
-----	75,000	249,967	2,433	-----	-----	-----	-----	-----	17,607	206
1,060	60,000	208,686	6,716	11,980	0	0	3,110	21,806	-----	207
100,000	158,757	104,223	14,284	5,640	0	0	418	20,342	27,880	208
40,000	300,000	0	12,200	0	0	0	0	12,200	200	209
-----	50,000	0	3,100	0	0	0	0	3,100	8,000	210
90,000	1,675,000	1,368,815	97,645	60,830	135,628	\$40,000	17,739	351,842	0	211
50,000	200,000	125,000	16,239	6,713	0	0	3,376	26,328	37,000	212
3,936	29,700	0	12,112	0	0	0	9,581	21,698	-----	213
17,000	160,000	95,757	11,973	6,132	0	0	0	18,105	4,014	214
3,500	200,000	8,000	4,000	500	0	0	3,500	8,000	-----	215
10,000	75,000	0	11,165	0	0	0	8,167	19,332	-----	216
1,000	50,000	60,000	800	2,700	0	0	0	3,500	-----	217
3,000	40,000	41,250	7,500	2,760	0	0	1,000	11,200	1,000	218
300	125,000	0	2,500	0	0	0	3,725	6,225	-----	219
2,000	70,000	110,000	3,000	6,500	0	0	2,000	11,500	-----	220
75,000	300,000	750,000	5,000	32,400	34,000	0	0	71,400	0	221
125	30,000	6,000	1,200	196	0	0	4,500	5,896	4,696	222
1,750	25,000	-----	-----	-----	-----	-----	-----	-----	-----	223
2,500	10,000	0	4,000	0	0	0	0	4,000	0	224
500	33,000	20,000	3,500	500	0	0	1,000	5,000	20,000	225
-----	75,000	25,000	3,000	1,000	0	0	500	4,500	10,000	226
2,000	60,000	0	4,000	0	0	0	0	4,000	-----	227
700	15,000	0	4,500	0	0	0	800	5,300	10,000	228
150,000	900,000	1,235,819	11,250	62,610	74,479	32,578	11,635	192,582	5,000	229
-----	20,000	0	2,500	0	0	0	0	2,500	-----	230
15,000	350,000	130,000	8,000	5,000	0	0	300	13,300	34,800	231
6,000	45,000	210,000	3,522	6,745	0	0	0	10,267	6,056	232
18,000	45,000	77,000	1,840	5,900	0	0	0	7,740	2,200	233
1,000	30,000	12,000	4,200	400	0	0	0	4,600	-----	234
10,000	150,000	200,000	8,000	12,000	0	0	0	20,000	13,000	235
5,000	130,000	113,000	8,308	8,298	0	0	3,380	19,986	-----	236
1,200	25,000	0	4,200	0	0	0	0	4,200	-----	237
-----	30,000	0	6,000	0	0	0	0	6,000	-----	238
150	6,500	0	1,400	0	0	0	460	1,860	0	239
11,700	450,000	200,000	-----	-----	-----	-----	-----	-----	-----	240
2,400	600,000	0	23,000	0	0	0	0	26,000	-----	241
20,000	870,000	0	15,000	0	0	0	0	15,000	0	242
145,000	1,020,000	1,000,000	123,570	27,400	0	0	9,200	160,170	193,600	243
10,000	150,000	250,000	7,550	13,500	0	0	950	22,000	2,500	244
5,000	80,000	45,000	7,500	2,500	0	0	1,000	11,000	3,200	245

TABLE 30.—Statistics of universities and colleges

	Name.	Expenses in collegiate department.		Annual living ex-penses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Vol-umes.	Pam-phlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	MISSOURI—continued.									
246	Avalon College	\$40	—	\$80	\$100	—	—	667	—	—
247	Central Wesleyan College	36	84	160	125	0	0	6,500	—	\$5,000
	MONTANA.									
248	Montana Wesleyan University	50	—	192	236	—	—	2,000	—	2,000
249	University of Montana	0	0	140	180	0	0	5,335	2,631	—
	NEBRASKA.									
250	University of Omaha	—	—	90	140	—	—	3,500	300	4,000
251	Cotner University	30	—	45	80	0	0	500	500	500
252	Union College	32	10	98	115	—	—	3,000	1,000	3,500
253	Doane College	24	4	100	140	0	7	8,150	5,000	5,000
254	Grand Island College	30	2	124	150	—	—	2,234	820	3,000
255	Hastings College	20	7	25	100	—	—	3,500	—	3,500
256	University of Nebraska	—	—	250	25	12	—	46,500	7,500	125,000
257	Creighton University	0	0	156	208	0	—	7,400	1,100	4,200
258	Nebraska Wesleyan University	0	22	75	150	0	0	4,000	960	10,000
259	York College	26	1	75	90	—	—	1,000	300	1,500
	NEVADA.									
260	Nevada State University	—	—	—	—	—	—	7,640	6,231	—
	NEW HAMPSHIRE.									
261	Dartmouth College	100	—	250	450	5	250	85,000	20,000	85,000
262	St. Anselm's College	60	15	140	—	—	—	3,000	200	—
	NEW JERSEY.									
263	St. Peter's College	40	1	—	—	0	8	15,000	—	—
264	St. Benedict's College	60	—	—	—	—	—	1,200	—	800
265	Rutgers College	75	24	171	228	—	—	41,381	5,000	—
266	Princeton University	150-160	—	166	278	11	107	144,000	—	—
267	Seton Hall College	60	—	—	—	—	—	18,000	5,000	—
	NEW MEXICO.									
268	University of New Mexico	0	5	180	225	—	—	4,000	—	—
	NEW YORK.									
269	Alfred University	38	—	100	200	0	—	12,920	6,711	19,000
270	St. Bonaventure's College	60	5	140	—	0	4	8,057	580	20,000
271	St. Stephen's College	—	—	225	—	0	2	16,780	7,149	20,000
272	Adelphi College	160-180	—	200	260	0	0	7,860	—	6,900
273	Polytechnic Institute of Brook- lyn	200	—	225	600	0	12	9,150	—	16,600
274	St. Francis College	40	6	150	200	1	24	4,250	1,120	10,250
275	St. John's College	60	—	—	—	0	0	7,000	2,500	3,200
276	Canisius College	40	0	200	—	0	27	21,490	40	23,045
277	St. Lawrence University	50	0	150	200	0	26	13,000	6,000	15,000
278	Hamilton College	75	24	250	400	1	45	40,000	22,000	100,000
279	Hobart College	75	31	350	500	0	50	37,412	10,116	46,000
280	Colgate University	60	6	125	200	0	200	29,393	—	75,000
281	Cornell University	100-150	—	300	500	23	567	238,676	39,000	475,437
282	College of St. Francis Xavier	60	2	—	—	0	30	50,000	—	41,000
283	College of the City of New York	0	0	—	—	0	0	33,647	1,471	71,000
284	Columbia University	150	12	230	460	37	173	300,000	45,000	555,000
285	Manhattan College	100	—	250	275	0	9	9,452	2,679	17,598
286	New York University	123	—	236	292	5	117	54,411	—	79,193
287	St. John's College	60	15	275	395	0	1	35,000	—	63,200
288	Niagara University	100	—	—	100	0	4	9,100	1,000	24,000
289	University of Rochester	75	—	133	152	0	99	26,931	4,000	60,566

a Including tuition.

for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			From tuition and other fees.	From productive funds.	From State or municipal appropriations.	From United States Government appropriations.	From other sources.	Total.		
11	12	13	14	15	16	17	18	19	20	
\$150 1,000	\$30,000 90,000	0 \$65,000	\$4,000	\$5,000	0	0	\$1,000	\$10,000	\$6,000	246 247
1,600 40,000	60,000 110,000	0 (a)	8,442 1,200	0 10,000	0 \$21,590	0 0	0 0	8,442 32,790		248 249
1,500	90,000	25,000	14,000	1,500	0	0	0	15,500	17,000	250
50,000	200,000	0	13,000	0	0	0	14,940	27,940		251
19,500	132,000	79,257	2,467	4,982	0	0	1,526	8,975	11,610	252
2,000	60,000	35,000	4,600	2,124	0	0	0	6,724	4,624	253
500	54,000	7,000	2,500	500	0	0	0	3,000	3,500	254
175,000	800,000		19,963		192,000	\$40,000	1,804	253,767		255
18,000	195,000	180,000	0	7,700	0	0	0	7,700	5,000	256
19,000	140,000	10,000	5,909	2,430	0	0	3,309	11,648	1,580	257
5,000	44,000	0	4,112	0	0	0	0	4,112	3,699	258
68,542	170,975				17,000	40,000	110	57,110		259
100,000 15,000	800,000 100,000	2,300,000 0	40,000	60,000	10,000	0	0	110,000	350,000	260 261
		0								262
70,000	360,500	500,000			0	40,000		67,862		263
10,000	500,000	*2,316,517	*157,836	*113,828	0	0		*271,664	235,753	264 265
		0		0	0	0			0	266
3,500	75,000	0	435	0	11,000	0	0	11,435	13,500	267
30,000	91,000	282,000	5,336	15,136	310	0	51,810	72,592	6,240	268
10,000	250,000	0	22,300	0	0	0	0	22,300		269
6,000	206,000	107,653	12,362	3,895	0	0	5,782	22,639	9,800	270
48,589	495,329	2,000	86,000	100	461	0	0	86,561	4,486	271
58,261	488,209	58,000	86,025	2,610	600	0	4,256	93,491	3,050	272
12,215	161,300	0	19,000	0	0	0	31,168	50,168	250	273
10,200	420,000	0	16,400	0	0	0	0	16,400		274
62,800	258,635	0	10,000	0	0	0	19,156	29,156	10,300	275
12,000	130,000	409,559	4,885	17,983	0	0	0	22,868	44,755	276
20,000	500,000	500,000			0	0		30,000	40,000	277
16,300	168,957	464,874	6,636	22,737	0	0	27,832	57,205	13,000	278
40,000	420,000	1,525,470	14,484	50,240	0	0	1,937	66,661	30,600	279
742,906	1,874,373	6,756,370	234,459	385,938	0	38,500	4,674	663,611	139,350	280
22,000	750,000	0								281
57,750	1,345,000	43,800	0	1,798	200,000	0	0	201,798	0	282
250,000	8,250,000	13,265,000	419,708	591,088	0	0	52,142	972,938	973,915	283
40,599	622,056	0	12,121	0	0	0	32,804	44,925	100	284
77,883	3,771,759	1,000,643	124,923	88,049	0	0	14,360	227,332	352,363	285
14,700	840,000	0	13,920	0	0	0	0	13,920	340	286
50,000	200,000	0	40,000	0	0	0	5,000	45,000	3,000	287
23,460	409,949	738,574	8,296	35,432	0	0	2,076	45,904	0	288

* Statistics of 1898-99.

a 46,000 acres of land.

TABLE 30.—Statistics of universities and colleges

	Name.	Expenses in collegiate department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	NEW YORK—continued.									
290	Union College.....	\$75	—	—	—	140	35,344	—	—	—
291	Syracuse University.....	75	\$30	—	—	1	43,681	18,302	—	\$20,000
	NORTH CAROLINA.									
292	St. Mary's College.....	—	—	a \$200	—	0	3	12,000	3,000	—
293	University of North Carolina..	60	23	75	\$100	0	80	31,000	12,000	100,000
294	Biddle University.....	—	—	85	120	0	7	12,500	—	—
295	Davidson College.....	60	45	—	—	0	14	11,000	3,000	25,000
296	Trinity College.....	50	18	140	180	3	55	13,684	2,754	20,000
297	Elon College.....	50	5	75	100	0	30	5,000	500	10,000
298	Guilford College.....	52	—	50	90	0	—	5,000	100	500
299	Lenoir College.....	38	0	50	60	0	1	2,500	1,000	5,000
300	North Carolina College.....	40	4	68	75	—	—	2,000	—	—
301	Catawba College.....	40	2	60	80	0	1	2,500	1,000	5,000
302	Shaw University.....	12	2	40	48	0	103	2,000	—	—
303	Rutherford College.....	30	—	50	75	—	—	5,000	2,000	5,000
304	Livingstone College.....	8	1	40	48	0	25	5,000	2,000	5,000
305	Wake Forest College.....	60	5	75	150	0	25	14,500	3,000	25,000
306	Weaverville College.....	28	5	75	125	0	7	250	100	200
	NORTH DAKOTA.									
307	Fargo College.....	30	2	100	150	0	0	3,351	—	3,430
308	University of North Dakota.....	0	5	105	200	—	—	6,500	3,500	20,000
309	Red River Valley University...	30	6	150	200	0	0	200	100	1,000
	OHIO.									
310	Buchtel College.....	40	6	—	200	0	53	7,500	—	10,500
311	Mount Union College.....	30	6	80	130	—	—	4,000	1,500	6,000
312	Ohio University.....	0	15	110	160	—	—	15,000	2,500	25,000
313	Baldwin University.....	38	—	80	115	—	—	6,500	500	8,000
314	German Wallace College.....	21	—	80	120	—	—	2,100	—	—
315	Cedarville College.....	22	5	116	135	—	—	1,000	200	1,000
316	St. Xavier College.....	60	0	—	—	—	—	18,000	3,500	—
317	University of Cincinnati.....	(b)	—	140	160	11	13	32,027	—	100,000
318	St. Ignatius College.....	40	—	—	—	0	7	7,500	—	18,000
319	Western Reserve University.....	85	—	141	200	—	64	36,050	12,000	40,000
320	Capital University.....	40	—	141	221	13	37	6,000	—	—
321	Ohio State University.....	0	15	80	100	0	—	35,000	10,000	70,000
322	Defiance College.....	32	3	80	100	0	—	5,500	500	1,000
323	Ohio Wesleyan University.....	135	36	75	180	0	30	29,000	4,000	30,000
324	Findlay College.....	32	0	150	180	0	0	1,300	500	8,000
325	Kenyon College.....	75	21	150	200	0	—	32,000	—	15,000
326	Denison University.....	39	8	100	200	0	30	20,000	12,000	25,000
327	Hiram College.....	45	3	100	130	0	0	7,855	—	3,000
328	Lima College.....	40	2	90	120	—	—	800	500	1,000
329	Marietta College.....	30	20	100	125	0	40	65,000	3,000	65,000
330	Franklin College.....	40	5	90	65	—	—	3,000	—	3,000
331	Muskingum College.....	38	3	112	140	—	—	3,640	260	3,000
332	Oberlin College.....	75	—	160	225	0	46	55,500	3,600	50,000
333	Miami University.....	0	10	125	250	0	—	16,000	2,000	25,000
334	Richmond College.....	36	3	100	150	—	—	3,000	400	3,000
335	Rio Grande College.....	23	—	78	95	—	—	1,200	—	600
336	Scio College.....	36	0	78	95	—	—	2,000	500	3,000
337	Wittenberg College.....	50	—	93	102	—	—	12,000	—	—
338	Heidelberg University.....	18	18	150	200	0	—	9,710	2,270	12,000
339	Otterbein University.....	40	2	125	175	—	1	9,400	3,200	5,000
340	Wilberforce University.....	14-17	0	78	100	0	23	5,000	1,500	5,000
341	Wilmington College.....	39	6	125	150	—	—	2,100	800	2,500
342	University of Wooster.....	60	—	100	200	—	—	20,825	2,000	20,000
343	Antioch College.....	30	3	145	165	0	0	8,000	200	12,000

* Statistics of 1898-99.

a Including tuition.

b Free to residents of Cincinnati; \$75 to nonresidents.

1937

for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.
			From tuition and other fees.	From productive funds.	From State or municipal appropriations.	From United States Government appropriations.	From other sources.	Total.	
11	12	13	14	15	16	17	18	19	20
\$93,700 168,428	\$500,000 989,560	\$1,448,507	\$4,292 56,609	\$18,597 58,817	\$500 0	0 0	\$66,154 8,111	\$89,243 123,537	\$29,369 93,977
12,000	90,000	0							
10,000	350,000	100,000	17,086	5,060	25,000	0	4,000	51,086	8,000
7,000	150,000	7,000	4,000	250	0	0	3,750	8,000	
10,000	150,000	120,000	8,000	7,500	0	0	500	16,000	8,000
40,000	230,000	231,750	3,000	18,750	0	0	12,250	34,000	55,000
2,000	75,000	51,000	5,000					5,000	
1,000	40,000	50,000	2,500	2,500	0	0	5,600	10,600	600
300	25,000	0	2,200	0	0	0	0	2,200	1,500
1,500	15,000	12,000	1,500	500	0	0	0	2,000	
500	10,000	32,000	2,500	1,500	0	0	0	4,000	
8,000	82,000	31,238	8,158		0	0	154	8,312	12,873
	10,000	0	2,000	0	0	0	0	2,000	
1,000	125,000	0							
10,000	50,000	250,000	13,763	17,037	0	0	0	30,800	2,500
400	20,000	0							
2,282	37,000	40,000	2,390	3,200	0	0	0	5,590	10,000
10,000	125,000	0	1,800	0	45,734	0	0	47,534	
	40,000	0	750	0		0	0	750	14,000
12,000	125,000	200,000	4,276	6,200	0	0	2,238	12,714	34,800
78,500	115,000	62,800	10,500	3,485	0	0	0	13,985	5,425
25,000	200,000	150,000	4,300	8,000	30,800	0	0	43,100	
1,000	136,844	79,019	3,036	3,783	0	0	163	6,982	3,472
250	96,800	102,000						7,272	20,000
7,000	15,000	20,000	1,500	1,300	0	0	0	2,800	600
35,000	800,000	3,357,308	8,349	102,243	60,716	0	0	171,308	115,000
2,000	150,000	0							
95,000	979,000	1,113,718	53,030	70,000	0	0	0	123,000	80,000
5,000	125,000	36,793	2,900	1,096	0	0	9,887	13,883	
200,000	2,470,000	553,894	35,335	33,204	166,076	\$28,000	56,003	315,618	7,000
100	29,000	2,000	1,556	100	0	0	0	1,656	2,000
40,000	379,727	728,029	29,400	36,205	0	0	0	65,605	105,015
400	100,000	50,000	2,720	2,952	0	0	0	5,672	30,153
25,000	295,000	262,000	3,000	16,500	0	0	2,500	22,000	32,500
18,000	160,000	410,000							12,000
2,000	100,000	100,000	10,000	5,000	0	0	2,500	17,500	
3,000	50,000	0							
18,000	120,000	120,000	5,300	7,700	0	0	0	13,000	
3,000	12,000	0	2,500	0	0	0	0	2,500	
2,000	28,900	36,500	4,558	2,587	0	0	1,134	8,279	3,779
50,000	654,000	1,023,346	86,414	46,388	0	0	2,313	135,115	159,000
15,000	150,000	50,000	2,141	2,811	22,391	0	8,948	36,291	
1,000	40,000	0	3,000	0	0	0	0	3,000	
2,000	35,000	69,500	2,200	4,100	0	0	0	6,300	150
3,500	70,000	0	4,000	0	0	0	1,000	5,000	5,000
2,000	250,000	175,000	10,000	10,000	0	0	0	20,000	
800	125,000	91,000	3,073	3,873	0	0	0	6,946	100
3,000	65,000	70,000	5,406	4,496	0	0	4,000	13,902	4,000
14,000	114,000	30,400	2,364	1,636	16,868	0	6,142	27,010	
3,000	25,000	40,000	3,500	2,200	0	0	700	6,400	
40,000	250,000	370,000	15,000	10,400	0	0	24,000	49,400	25,000
2,000	200,000	105,000	3,200	5,700	0	0	0	8,900	1,000

TABLE 30.—Statistics of universities and colleges

	Name.	Expenses in collegiate department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Volumes.	Pamphlets.	Value.
1		2	3	4	5	6	7	8	9	10
OKLAHOMA.										
344	University of Oklahoma.....			\$140	\$180			6,000	2,500	
OREGON.										
345	Albany College.....	\$50	0	76	95	0	0	2,500		\$500
346	University of Oregon.....	0	\$10	100		0	0	10,000	1,000	15,000
347	Pacific University.....	48	4	95	175			9,000	1,000	10,000
348	McMinnville College.....	30	0	100	150			2,600	1,000	5,000
349	Pacific College.....	38	3	50	90	0	8	500	600	500
350	Philomath College.....	26		100	125			800	600	1,200
351	Willamette University.....	45		75	140	0	20	4,686	2,753	20,000
PENNSYLVANIA.										
352	Western University of Pennsylvania.....	105		160	200	1		15,000	5,000	20,000
353	Muhlenberg College.....	50	10	117	156	0	35	11,000		
354	Lebanon Valley College.....	40	10	146	146	0	15	10,000		10,000
355	St. Vincent College.....	60	0		140	0	0	40,000		40,000
356	Beaver College.....	60		100	160	0	5	2,100		1,500
357	Geneva College.....	42		108	120			4,000		4,000
358	Moravian College.....	50	0		250	0	34	6,500	1,000	6,000
359	Dickinson College.....	6	65	125	175			45,000	3,000	40,000
360	Pennsylvania Military College.....			a 500				1,500		
361	Ursinus College.....	50	50	100	140	0	16	8,525	1,000	6,550
362	Lafayette College.....	100	36	124	175	0		20,600	3,000	20,000
363	Pennsylvania College.....	30	26	98	150	0	50	24,000	3,000	20,000
364	Thiel College.....	50	0	125	175	0	21	7,194	2,000	15,000
365	Grove City College.....	43	0					3,000	1,100	3,000
366	Haverford College.....	150		250	425	1	44	37,000	4,000	50,000
367	Juniata College.....	50	3	118	118	0	5	5,344	2,900	10,000
368	Franklin and Marshall College.....	0	60	114	133			33,494	4,323	30,000
369	Bucknell University.....	75		125	175	0	55	20,000		
370	Lincoln University.....	25	2	122		0		16,250	250	9,000
371	Allegheny College.....	0	51	180	240	0	0	14,000		50,000
372	Albright College.....	40	5	100		0	0	1,300		
373	Central Pennsylvania College.....	48	7	85	100	0	4	5,200	1,200	7,170
374	Westminster College.....	42		100	150			12,000	2,000	12,000
375	Central High School.....	0	0			0	0	3,000		3,000
376	LaSalle College.....	80						8,000	1,000	6,000
377	University of Pennsylvania.....	50-200		355	450	39	125	145,000	125,000	123,500
378	Holy Ghost College.....	50	0	152	190	0	3	3,000	200	2,000
379	Susquehanna University.....	46	25	135	160	0	3	5,500	4,000	5,000
380	Lehigh University.....	60-100		200	350	0	40	83,008	32,198	100,000
381	Pennsylvania State College.....	0			200	32	50	16,596		25,000
382	Swarthmore College.....	150		250		32	63	13,621		20,000
383	Villanova College.....			a 250		0	1	13,250		
384	Volant College.....	27	1	70	88	0	0	300	200	500
385	Washington and Jefferson College.....	24	36	130	170			14,000		20,000
386	Waynesburg College.....	36		150	200			5,000	1,000	5,000
RHODE ISLAND.										
387	Brown University.....	105	45	300	400	1	100	110,000	25,000	240,000
SOUTH CAROLINA.										
388	College of Charleston.....	40		102	120	0	54	14,000	1,000	
389	Presbyterian College of South Carolina.....	40	5	54		0	6	1,400	2,000	2,000
390	Allen University.....	9	9	45		0	0	150		100
391	South Carolina College.....	40	18	72	90	0	66	33,000		75,000

a Including tuition.

b The real estate, libraries, museums, and securities have not been appraised within recent years. A reappraisal would add very largely to the estimated value, and such reappraisal will be made in the near future. [Provost Harrison.]

for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.
			From tuition and other fees.	From productive funds.	From State or municipal appropriations.	From United States Government appropriations.	From other sources.	Total.	
11	12	13	14	15	16	17	18	19	20
\$7,000	\$60,000	-----	\$1,200	0	\$19,000	0	0	\$20,200	----- 344
1,000	40,500	\$1,212	4,322	\$80	0	0	0	4,402	\$11,462 345
13,000	150,000	155,000	2,240	8,256	30,000	0	\$3,150	43,646	----- 346
5,350	86,000	196,697	9,066	7,983	0	0	1,034	18,113	13,246 347
5,000	35,000	40,000	2,000	2,500	0	0	0	4,500	1,000 348
500	15,000	6,000	2,500	300	0	0	500	3,300	----- 349
1,000	10,000	5,000	1,000	300	0	0	0	1,900	----- 350
5,000	200,000	41,000	4,217	2,800	0	0	0	7,017	2,500 351
93,500	200,000	450,000	76,000	18,000	2,500	0	0	96,500	40,000 352
2,000	100,000	161,720	6,293	7,072	0	0	1,947	16,212	9,711 353
2,000	95,000	75,000	-----	-----	-----	-----	-----	-----	----- 354
-----	150,000	0	-----	-----	-----	-----	-----	-----	0 355
5,000	100,000	10,000	14,200	0	0	0	0	14,200	5,000 356
-----	175,000	150,000	-----	-----	-----	-----	-----	-----	----- 357
5,000	100,000	115,000	600	5,500	0	0	2,900	9,000	1,000 358
10,000	303,300	367,908	29,405	17,424	0	0	0	46,829	----- 359
-----	100,000	0	-----	-----	-----	-----	-----	-----	----- 360
15,000	120,000	185,000	7,113	8,933	0	0	6,275	22,321	6,711 361
30,000	650,000	258,250	22,756	17,559	0	0	0	40,315	70,000 362
75,000	300,000	210,000	13,550	9,002	0	0	1,747	24,299	4,000 363
12,000	60,000	62,500	4,500	3,500	0	0	1,200	9,200	----- 364
5,000	200,000	0	20,000	0	0	0	0	20,000	----- 365
80,000	400,000	800,000	39,000	32,000	0	0	6,000	77,000	60,000 366
10,000	107,000	20,000	8,084	237	0	0	0	8,321	6,721 367
30,000	255,000	340,000	10,000	16,000	0	0	0	26,000	20,000 368
-----	350,000	400,000	-----	-----	-----	-----	-----	-----	----- 369
5,500	235,500	493,000	1,156	21,386	0	0	12,000	34,632	0 370
75,000	150,000	200,000	13,800	8,200	0	0	5,000	26,000	10,000 371
10,000	40,000	0	8,000	0	0	0	3,030	11,030	----- 372
2,015	22,000	40,400	2,933	753	0	0	777	4,463	15,500 373
40,000	200,000	200,000	16,128	7,872	0	0	0	24,000	----- 374
15,000	1,011,363	0	0	0	124,643	0	0	124,643	----- 375
800	250,000	0	-----	-----	-----	-----	-----	-----	----- 376
6385,521	54,272,654	53,091,575	354,601	144,313	22,345	0	0	521,259	530,654 377
1,600	150,000	0	17,000	0	0	0	0	17,000	1,000 378
1,500	60,000	40,000	4,388	1,062	0	0	709	7,059	1,467 379
50,000	1,250,000	2,000,000	24,500	0	0	0	75,000	99,500	----- 380
60,000	790,000	517,000	16,917	31,020	27,776	\$40,000	2,913	118,626	----- 381
15,000	500,000	420,000	60,000	18,500	0	0	3,500	82,000	30,000 382
2,000	350,000	0	-----	-----	-----	-----	-----	-----	----- 383
1,000	6,000	0	1,300	0	0	0	0	1,300	0 384
25,000	275,000	260,000	17,971	10,960	0	0	0	28,931	1,500 385
2,000	100,000	41,488	4,614	1,800	0	0	2,039	8,453	3,000 386
90,650	1,177,937	1,297,228	97,266	78,393	0	0	1,265	176,924	151,815 387
10,000	75,000	299,000	700	10,500	2,500	0	0	13,700	500 388
1,550	14,000	0	1,800	0	0	0	0	1,800	900 389
400	30,000	0	1,001	0	0	0	0	1,001	0 390
25,000	200,000	0	5,000	0	27,000	0	0	32,000	----- 391

TABLE 30.—Statistics of universities and colleges

	Name.	Expenses in collegiate department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Vol-umes.	Pam-phlets.	Value.
	1	2	3	4	5	6	7	8	9	10
	SOUTH CAROLINA—continued.									
392	Erskine College	\$35	0	\$120	\$140	0	20	6,000	1,000	-----
393	Furman University	50	\$12	70	90	0	29	4,000	2,000	-----
394	Newberry College	40	3	60	90	0	14	8,000	-----	-----
395	Clafin University	20	-----	60	75	-----	-----	5,000	3,000	\$5,000
396	Wofford College	40	15	120	180	-----	-----	9,000	-----	-----
	SOUTH DAKOTA.									
397	Huron College	30	3	94	-----	-----	-----	1,000	-----	1,000
398	Dakota University	30	4	100	115	0	0	2,553	-----	4,000
399	Redfield College	30	-----	100	-----	-----	-----	4,500	-----	-----
400	University of South Dakota	12	-----	150	275	-----	-----	8,000	-----	20,000
401	Yankton College	30	-----	125	150	3	11	6,700	4,000	3,750
	TENNESSEE.									
402	U. S. Grant University	30	9	50	75	-----	-----	6,000	-----	-----
403	King College	50	7	88	100	0	3	8,000	300	4,500
404	Southwestern Presbyterian University	60	16	80	120	0	4	8,000	2,000	10,000
405	American University of Harri-man	30	9	111	147	0	0	1,500	100	1,500
406	Hiwassee College	40	4	40	80	-----	-----	3,300	1,200	3,000
407	Southwestern Baptist Univer-sity	50	-----	-----	85	-----	-----	4,000	500	4,000
408	Knoxville College	5	0	58	58	0	1	1,500	500	2,000
409	University of Tennessee	(a)	20	110	165	0	5	16,100	14,600	17,700
410	Cumberland University	60	8	75	125	0	0	12,000	3,000	15,000
411	Bethel College	45	4	72	90	-----	-----	1,000	1,000	2,000
412	Maryville College	12	-----	70	100	0	0	13,000	-----	-----
413	Christian Brothers College	72	-----	-----	-----	-----	-----	2,000	1,500	-----
414	Milligan College	36	-----	75	90	-----	-----	1,800	700	1,000
415	Carson and Newman College	40	-----	63	90	0	10	3,100	-----	3,500
416	Central Tennessee College	20	3	72	80	0	14	5,000	1,000	8,000
417	Fisk University	14	1	108	-----	0	-----	6,778	-----	-----
418	Roger Williams University	12	-----	72	72	-----	-----	4,000	-----	5,000
419	University of Nashville	(b)	10	120	150	0	192	12,000	-----	20,000
420	Vanderbilt University	85	15	100	125	14	25	30,000	5,000	75,000
421	University of the South	100	13	140	175	0	48	30,000	12,000	50,000
422	Burritt College	40	10	50	65	-----	-----	3,575	523	2,750
423	Sweetwater College*	30	2	100	125	-----	-----	500	25	600
424	Greeneville and Tusculum Col-lege	36	2	65	81	0	10	8,200	500	2,600
425	Washington College	27	3	50	65	-----	-----	2,000	500	3,000
	TEXAS.									
426	St. Edward's College	60	5	160	-----	0	0	4,115	2,540	-----
427	University of Texas	0	10	150	225	9	0	35,000	10,000	50,000
428	Howard Payne College	50	10	95	125	-----	-----	2,000	500	1,200
429	Henry College	50	-----	75	85	0	0	500	400	1,300
430	Fort Worth University	48	2	128	150	-----	-----	3,000	-----	-----
431	Polytechnic College*	42	5	85	105	-----	-----	1,800	200	1,500
432	St. Mary's University	33	-----	-----	-----	0	0	7,000	2,000	5,000
433	Southwestern University	60	-----	85	135	-----	-----	3,250	2,000	5,000
434	Barleson College	50	4	90	135	0	0	1,000	400	2,000
435	Aid Ran Christian University	50	-----	72	125	0	0	3,000	1,000	2,500
436	Wiley University	10	-----	80	96	-----	-----	3,503	300	3,800
437	St. Louis College	40	0	150	200	0	0	900	-----	800
438	Austin College	50	11	150	200	0	0	6,000	2,000	-----
439	Trinity University	50	10	175	200	-----	-----	5,000	1,000	4,000
440	Baylor University	50	8	158	181	1	9	8,000	700	10,000
441	Paul Quinn College	23	2	52	-----	-----	-----	1,000	800	1,000

* Statistics of 1898-99.

a Free to residents; \$60 to nonresidents.

b Free to teachers; \$25 to others.

for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.
			From tuition and other fees.	From productive funds.	From State or municipal appropriations.	From United States Government appropriations.	From other sources.	Total.	
11	12	13	14	15	16	17	18	19	20
\$10,000	\$80,000	\$150,000	\$4,000	\$12,000	0	0	0	\$16,000	\$20,000
-----	100,000	65,000	6,000	5,500	0	0	0	11,500	-----
-----	45,000	32,000	4,000	1,832	0	0	\$2,000	7,832	600
5,000	150,000	0	4,000	0	0	0	8,000	12,000	25,000
3,000	125,000	62,000	5,720	3,500	0	0	1,957	11,177	1,100
1,000	16,500	0	2,800	0	0	0	0	2,800	5,779
5,000	80,000	0	7,209	0	0	0	4,329	11,538	-----
-----	20,000	0	-----	-----	-----	-----	-----	-----	-----
30,000	150,000	0	6,000	0	\$33,000	0	1,000	40,000	-----
3,900	122,500	100,000	4,600	4,000	0	0	0	8,600	90,000
-----	300,000	10,800	12,806	400	0	0	8,917	22,123	8,200
500	30,000	18,000	1,900	1,000	0	0	500	3,400	2,500
13,000	60,000	276,000	2,600	20,000	0	0	0	22,000	66,500
2,500	75,000	0	3,500	0	0	0	500	4,000	5,000
-----	10,000	0	-----	-----	-----	-----	-----	-----	-----
4,500	50,000	70,000	8,500	4,200	0	0	0	12,700	-----
2,000	100,000	0	1,000	0	2,900	0	1,600	5,500	-----
94,500	611,000	425,000	11,584	25,410	0	\$40,000	6,865	83,859	-----
12,000	100,000	85,000	-----	-----	0	0	0	15,000	0
500	14,000	0	-----	-----	-----	-----	-----	-----	-----
5,000	98,568	247,364	4,030	12,926	0	0	883	17,839	5,000
-----	80,000	0	-----	-----	-----	-----	-----	-----	-----
150	15,000	0	3,700	0	0	0	200	3,900	1,700
1,000	50,000	35,000	5,000	1,000	0	0	0	6,000	10,000
2,000	105,000	2,300	6,169	500	625	0	8,500	15,794	7,500
15,000	350,000	40,000	7,000	2,400	0	0	35,091	42,491	5,000
500	200,000	0	1,823	0	0	0	8,190	10,013	-----
10,000	200,000	0	5,066	0	20,000	0	40,800	65,800	0
200,000	750,000	1,200,000	83,000	50,000	0	0	0	133,000	150,000
5,000	318,000	187,156	22,487	10,580	0	0	23,831	59,878	15,925
2,500	20,000	0	5,785	0	0	0	0	5,785	-----
25	20,000	0	3,509	0	0	0	0	3,500	-----
2,005	23,600	2,205	1,895	50	0	0	0	1,945	2,681
3,000	34,000	5,000	1,600	300	0	0	0	1,900	1,700
15,000	110,000	0	25,000	0	0	0	0	25,000	0
100,000	400,000	626,716	15,000	31,895	78,000	0	44,400	169,295	7,500
2,000	40,000	0	5,000	0	0	0	0	5,000	20,000
3,000	18,000	0	13,000	0	0	0	0	13,000	0
7,500	125,000	0	-----	-----	-----	-----	-----	-----	-----
-----	25,000	0	9,000	0	0	0	0	9,000	-----
400	60,000	0	-----	-----	-----	-----	-----	-----	-----
5,000	151,000	0	10,787	0	0	0	10,914	21,701	-----
2,500	30,000	-----	-----	-----	-----	-----	-----	-----	-----
7,500	75,000	0	6,000	0	0	0	2,000	8,000	2,000
250	30,000	0	1,600	0	0	0	3,600	4,600	-----
900	200,000	0	18,000	0	0	0	0	18,000	0
3,000	50,000	60,000	4,000	3,000	0	0	0	7,000	-----
2,000	80,000	33,000	5,500	3,000	0	0	0	8,500	37,100
7,000	225,000	0	30,000	0	0	0	0	20,000	30,000
2,000	75,000	0	4,410	0	0	0	3,821	8,231	-----

TABLE 30.—Statistics of universities and colleges

	Name.	Expenses in collegiate department.		Annual living ex-penses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Vol-umes.	Pam-phlets.	Value.
	1	2	3	4	5	6	7	8	9	10
UTAH.										
442	Brigham Young College	\$10	\$1	\$76	\$95	0	0	2,500	970	\$2,552
443	Salt Lake College	22	3	108	162	—	—	2,100	700	—
444	Sheldon Jackson College*	35	—	100	—	—	—	500	—	1,000
445	University of Utah	0	23	125	260	0	100	20,000	10,000	—
VERMONT.										
446	University of Vermont	60	22	125	250	0	40	59,433	30,000	100,000
447	Middlebury College	60	12	120	150	0	120	23,500	2,500	25,000
448	Norwich University	65	25	120	—	0	30	6,000	4,000	—
VIRGINIA.										
449	Randolph-Macon College	75	21	135	144	0	33	9,000	—	6,500
450	Bridgewater College	38	3	80	108	0	7	750	325	540
451	University of Virginia	75	40	135	162	5	26	50,000	—	85,000
452	Emory and Henry College	25	10	85	110	0	2	10,000	—	12,000
453	Fredericksburg College	55	5	—	140	0	0	500	250	600
454	Hampden-Sidney College	50	22	75	100	2	10	15,000	—	15,000
455	Washington and Lee University	50	30	100	150	1	20	40,000	10,000	50,000
456	Richmond College	70	19	90	130	—	—	13,800	2,000	40,000
457	Virginia Union University	12	0	75	85	0	5	7,000	500	4,000
458	Roanoke College	50	12	84	140	0	22	22,000	—	30,000
459	College of William and Mary	35	6	90	108	0	2	10,500	3,500	—
WASHINGTON.										
460	Vashon College*	60	6	132	150	—	—	1,208	—	900
461	University of Washington	0	—	90	150	0	0	12,380	12,000	36,000
462	Gonzaga College	50	—	200	—	—	—	5,000	1,000	5,000
463	Puget Sound University	45	—	76	133	—	—	3,000	1,000	5,000
464	Whitworth College	48	0	150	225	0	0	7,000	500	10,000
465	St. James College	40	10	200	—	—	—	8,000	1,000	—
466	Whitman College	48	1	140	200	0	25	8,000	1,200	10,000
WEST VIRGINIA.										
467	Barboursville College	30	3	90	100	—	—	650	400	—
468	Bethany College	40	11	—	140	—	—	3,000	—	—
469	West Virginia University	(a)	7	114	152	10	0	15,200	2,560	30,000
WISCONSIN.										
470	Lawrence University	6	31	114	152	0	2	16,734	—	30,000
471	Beloit College	36	13	118	265	0	51	26,800	10,100	27,500
472	Mission House	20	10	100	100	0	0	6,000	—	—
473	Gale College*	33	5	100	120	0	3	5,000	1,000	10,000
474	University of Wisconsin	(b)	12	180	350	14	7	62,000	19,000	104,204
475	Milton College	36	1	120	170	—	—	6,020	1,000	5,000
476	Concordia College	0	0	75	—	0	0	3,650	500	2,500
477	Marquette College	60	10	120	160	0	5	9,650	1,235	—
478	Ripon College	40	—	51	190	0	1	9,000	—	—
479	Northwestern University	30	5	80	120	—	—	4,198	500	8,500
WYOMING.										
480	University of Wyoming	0	3	150	200	0	0	9,390	5,500	14,000

* Statistics of 1898-99.

a Free to residents; \$37.50 to nonresidents.

b Free to residents; \$18 to nonresidents.

for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.
			From tuition and other fees.	From productive funds.	From State or municipal appropriations.	From United States Government appropriations.	From other sources.	Total.	
11	12	13	14	15	16	17	18	19	20
\$10,596 1,000	\$84,468 100,000 85,600	\$100,000 7,000	\$4,131 300	\$5,874 500	0 0	0 0	\$10,200 0	\$20,205 800	\$124 4,000
18,000	300,000	150,000	7,124		\$61,318	0	4,307	72,749	60
65,000 11,000 1,500	600,000 150,000 35,000	452,000 370,000 3,500	12,715 1,039 4,000	26,880 18,206 160	6,000 2,400 7,200	\$25,000 0 0	4,649 2,838 240	75,244 24,483 11,600	68,300 73,520 1,500
16,000 1,200 100,000 1,500 600 5,000 16,000 5,000 300 5,000 25,000	95,000 9,200 1,000,000 100,000 12,000 175,000 200,000 600,000 300,000 75,000 125,000	135,000 11,000 375,600 25,000 0 150,000 626,426 270,000 75,000 65,000 127,900	7,441 3,935 73,387 6,217 4,000 4,300 9,500 15,000 1,200 3,000 997	7,840 290 19,884 500 0 8,200 34,500 0 4,000 0 4,034	0 0 48,750 0 0 0 0 0 0 0 15,000	0 0 0 0 0 0 0 0 0 0 0	3,860 0 4,304 3,397 4,000 0 0 0 0 6,500 181	19,141 4,225 146,325 10,114 4,000 12,500 44,000 30,000 5,200 15,500 20,212	2,000 ----- ----- 531 ----- ----- ----- ----- 15,000 50,000 10,000 -----
2,500 27,000 3,000 1,500 3,000 8,000 5,000	33,000 620,000 300,000 30,000 100,000 10,000 130,000	0 0 0 8,500 0 0 180,000	20,780 0 20,000 1,800 600 8,500	0 0 0 510 0 12,000	0 50,000 0 0 0 0 0	0 0 0 0 0 0 0	0 0 0 1,500 800 0 0	20,780 50,000 20,000 3,810 1,400 20,500	----- 50,000 ----- 2,600 100,000 75,000
1,000 30,000	20,000 200,000 275,000	0 55,000 114,750	1,200 8,135	0 6,168	0 108,360	0 35,000	0 8,496	1,260 166,099	----- 50,000 -----
20,000 75,000 2,500 1,000 347,700 8,500 1,500 2,725 5,000 8,000	180,000 335,000 40,000 30,000 1,208,945 28,500 150,000 130,000 125,000 70,000	205,000 448,132 24,000 0 530,000 83,743 0 5,000 218,919 0	7,855 12,780 1,952 1,500 36,235 2,161 0 7,376 4,427 1,003	10,004 15,113 573 0 24,500 5,319 0 300 14,109 0	6,200 0 0 0 268,000 0 0 0 0 0	0 0 0 0 40,000 0 0 0 0 0	0 2,740 2,525 4,500 1,200 2,577 100 0 0 10,000	24,059 30,633 ----- 6,000 369,935 10,057 160 7,676 18,536 11,003	7,000 ----- 10,349 ----- ----- 27 12,000 3,000 19,816 -----
77,500	125,000	7,000	461	0	14,845	40,000	467	55,773	0

TABLE 31.—Statistics of colleges

Location.	Name.	Year of first opening.	Religious or non-sectarian control.	Professors and instructors.						Students.			Ex-penses in col- legiate depart- ment.	
				Pre-para- tory de- part- ment.		Colle- giate de- part- ment.		Total num- ber, ex- clud- ing du- pli- cates.		Preparatory.	Collegiate.	Graduate.	Tuition fee.	Other fees.
				Men.	Women.	Men.	Women.	Men.	Women.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CALIFORNIA.														
1 Mills College ..	Mills College and Seminary.	1871	Nonsect.	6	15	6	16	6	23	190	22	3	....	....
ILLINOIS.														
2 Rockford	Rockford College ..	1849	Nonsect.	0	5	0	12	0	15	48	47	2	\$60	....
MARYLAND.														
3 Baltimore	Woman's College of Baltimore.	1888	M. E.	0	0	11	16	11	16	0	302	0	125	0
MASSACHUSETTS.														
4 Cambridge	Radcliffe College...	1879	Nonsect.	0	0	105	0	105	0	0	359	48	200	....
5 Northampton	Smith College	1875	Nonsect.	0	0	25	42	25	42	0	1109	9	100	....
6 South Hadley	Mount Holyoke College.	1837	Nonsect.	0	0	2	46	2	46	0	538	4	100	....
7 Wellesley	Wellesley College..	1875	Nonsect.	0	0	4	67	4	67	0	662	26	175	....
NEW YORK.														
8 Aurora	Wells College	1868	Nonsect.	0	0	6	15	6	15	0	103	0	100	\$2
9 Elmira	Elmira College	1855	Presb.	0	0	8	12	8	12	0	117	0	75	5
10 New York	Barnard College	1889	Nonsect.	0	0	78	2	78	2	0	210	82	159	....
11 Poughkeepsie	Vassar College	1865	Nonsect.	0	0	15	55	15	55	0	651	15	100	....
PENNSYLVANIA.														
12 Bryn Mawr	Bryn Mawr College.	1885	Nonsect.	0	0	26	16	26	16	0	334	53	125	....
VIRGINIA.														
13 Lynchburg	Randolph-Macon Woman's College.	1893	M. E. So.	0	3	12	7	12	10	49	170	6	75	15

for women, Division A.

Annual living ex-penses.		Number of fellowships.	Number of scholarships.	Library.			Value of scientific apparatus.	Value of grounds and build-ings.	Productive funds.	Income.			Bene-fac-tions.			
Lowest.	Moderate.			Volumes.	Pamphlets.	Value.				Tuition fees.	From productive funds.	From other sources.		Total.		
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
---	---		0	16	6,000	500	\$20,000	\$2,000	\$250,500	\$75,000	\$54,300	\$3,105	0	\$57,405	-----	1
---	\$240		0	5	6,327	-----	7,000	25,000	135,000	70,253	29,231	3,249	\$1,169	24,699	\$9,150	2
---	250		2	34	7,700	1,700	10,000	45,000	680,000	337,060	32,580	17,000	16,000	65,580	59,000	3
\$250	325		0	15	15,000	900	18,000	8,500	460,500	223,000	67,910	9,000	2,000	78,910	2,250	4
152	228		0	100	7,500	-----	7,800	102,141	915,257	793,523	121,125	63,111	0	184,236	49,273	5
150	-----		-----	60	19,000	2,000	38,000	40,000	500,000	475,660	115,602	24,061	0	139,663	31,000	6
225	225		0	69	51,000	500	133,600	215,800	1,122,100	273,175	215,915	5,509	0	221,424	87,657	7
-----	300		0	5	7,602	700	15,701	35,365	141,000	200,000	9,550	9,025	39,510	58,085	3,500	8
250	300		0	29	6,070	150	5,100	41,000	182,000	70,275	13,205	4,075	14,925	32,235	75	9
-----	1		39	1,000	50	2,000	7,250	525,000	-----	-----	-----	-----	-----	-----	-----	10
-----	300		1	435	000	1,000	52,497	56,486	1,113,865	1,017,404	72,333	47,402	172,404	292,139	55,747	11
275	300		14	54	32,220	8,000	60,000	47,998	718,810	1,000,000	45,730	62,000	270	108,000	22,300	12
160	160		0	17	3,000	300	3,000	20,000	135,000	102,000	23,877	5,280	5,900	35,057	4,400	13

TABLE 32.—Statistics of colleges

Location.	Name.	Year of first opening.	Religious or nonsectarian control.	Professors and instructors.		Students.						
				Men.	Women.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1900.	
1	2	3	4	5	6	7	8	9	10	11	12	13
ALABAMA.												
1 Athens.....	Athens Female College.....	1843	M. E. So.....	3	13	27	31	80	5	143	10	
2 East Lake.....	East Lake Atheneum.....	1890	Nonsect.....	1	5	42	23	32	0	97	7	
3 Eufaula.....	Union Female College.....	1854	Nonsect.....	1	10	31	8	57	9	105	5	
4 Marion.....	Marion Female Seminary.....	1836	Nonsect.....	1	9	30	12	60	0	92	10	
5 Talladega.....	Isbell College*.....	1852	Presb.....	1	6	30	10	80	4	94	11	
6 Tuscaloosa.....	Central Female College*.....	1857	Bapt.....	1	6	0	10	80	0	96	16	
7 do.....	Tuscaloosa Female College.....	1860	M. E.....	1	18	30	32	123	0	185	19	
8 Tuskegee.....	Alabama Conference Female College.....	1855	M. E.....	3	9	0	10	130	4	144	28	
ARKANSAS.												
9 Conway.....	Central Baptist College.....	1892	Bapt.....	2	8	0	60	40	0	100	5	
CALIFORNIA.												
10 San Jose.....	College of Notre Dame.....	1851	R. C.....	1	20	13	20	44	4	81	5	
GEORGIA.												
11 Athens.....	Lucy Cobb Institute.....	1858	Nonsect.....	0	14	30	30	100	1	161	7	
12 College Park.....	Southern Female College.....	1843	Bapt.....	4	17	0	0	145	0	145	16	
13 Cuthbert.....	Andrew Female College.....	1854	M. E. So.....	4	8	50	20	93	0	163	9	
14 Dalton.....	Dalton Female College.....	1872	M. E. So.....	4	6	30	29	98	3	150	8	
15 Forsyth.....	Monroe Female College.....	1854	Bapt.....	4	11	25	25	160	0	150	10	
16 Gainesville.....	Brenau College.....	1878	Nonsect.....	4	13	0	7	126	0	133	38	
17 La Grange.....	La Grange Female College.....	1833	M. E. So.....	5	12	39	43	122	10	204	30	
18 do.....	Southern Female College.....	1843	Bapt.....	4	11	30	10	160	0	200	25	
19 Macon.....	Wesleyan Female College.....	1839	M. E. So.....	7	15	0	60	181	0	241	14	
20 Rome.....	Shorter College.....	1877	Bapt.....	5	10	0	25	125	6	156	22	
21 Thomasville.....	Young Female College.....	1870	Nonsect.....	1	5	25	0	50	2	77	5	
ILLINOIS.												
22 Jacksonville.....	Academy for Young Women.....	1830	Nonsect.....	2	6	18	34	42	1	95	7	
23 do.....	Illinois Woman's College.....	1847	M. E.....	3	14	25	180	65	0	270	21	
24 Knoxville.....	St. Mary's School.....	1868	P. E.....	3	10	0	30	70	0	100	5	
KANSAS.												
25 Topeka.....	College of the Sisters of Bethany.....	1861	P. E.....	3	15	26	64	34	0	124	10	
KENTUCKY.												
26 Bowling Green.....	Potter College.....	1889	Nonsect.....	1	17	11	10	170	3	194	9	
27 Danville.....	Caldwell College.....	1860	Presb.....	2	11	30	20	113	1	197	19	
28 Harrodsburg.....	Beaumont College.....	1894	Nonsect.....	3	10	15	30	51	12	108	20	
29 Hopkinsville.....	Bethel Female College.....	1854	Bapt.....	3	7	30	16	70	2	115	1	
30 Lexington.....	Sayre Female Institute.....	1854	Presb.....	1	7	24	57	29	0	110	7	
31 Millersburg.....	Millersburg Female College.....	1850	M. E. So.....	2	12	30	25	53	0	115	5	
32 Nicholasville.....	Jessamine Female Institute.....	1854	Nonsect.....	0	14	0	60	65	0	125	16	
33 Owensboro.....	Owensboro Female College.....	1890	Nonsect.....	3	5	40	100	50	0	200	25	
34 Russellville.....	Logan Female College.....	1856	M. E. So.....	1	10	21	25	46	0	92	1	
35 Stanford.....	Stanford Female College.....	1869	Nonsect.....	1	7	16	57	38	0	111	5	
LOUISIANA.												
36 Clinton.....	Silliman Collegiate Institute.....	1852	Presb.....	1	7	25	22	70	0	117	4	
37 Keatchie.....	Louisiana Female College.....	1856	Bapt.....	3	2	4	40	0	0	44	4	
38 Mansfield.....	Mansfield Female College.....	1855	M. E. So.....	1	7	20	15	65	0	100	13	

* Statistics of 1898-99.

for women, Division B.

Ex- penses in colle- giate de- part- ment.		Annual living ex- penses.		Library.		Value of scientific appa- ratus.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.
				Volumes.	Value.				Tuition fees.	From productive funds.	State or municipal appropriations.	From other sources.	Total.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
\$36	\$4	\$90	\$110	500	\$500	\$300	\$35,000	0	\$6,600	0	0	\$800	\$7,400	1
45	112	135	160	75	0	0	7,000	0	0	0	0	0	0	2
50	2	100	125	800	500	20,000	20,000	0	0	0	0	0	0	3
50	125	150	100	100	50	15,000	15,000	0	0	0	0	0	0	4
45	0	130	200	600	75	15,000	15,000	0	0	0	0	0	0	5
50	150	180	800	5,000	5,000	500	85,000	0	0	0	0	0	0	6
50	200	225	250	2,000	2,000	250	60,000	0	0	0	0	0	0	7
50	225	250	275	2,000	2,000	250	60,000	0	0	0	0	0	0	8
45	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	9
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	10
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	11
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	12
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	13
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	14
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	15
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	16
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	17
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	18
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	19
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	20
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	21
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	22
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	23
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	24
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	25
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	26
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	27
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	28
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	29
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	30
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	31
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	32
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	33
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	34
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	35
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	36
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	37
50	12	29	108	1,500	500	75	30,000	0	0	0	0	0	0	38

a Including tuition.

TABLE 32.—Statistics of colleges

	Location.	Name.	Year of first opening.	Religious or nonsectarian control.	Professors and instructors.		Students.							
					Men.	Women.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1900.		
	1	2	3	4	5	6	7	8	9	10	11	12		
MAINE.														
39	Deering	Westbrook Seminary	1834	Univ	3	4	9	75	10	5	99	3		
40	Kents Hill	Maine Wesleyan Seminary and Female College.	1864	M. E.	8	7	0	163	12	0	175	3		
MARYLAND.														
41	Baltimore	Notre Dame of Maryland.	1873	R. C.	5	16	0	100	96	0	210	2		
42	Frederick	Woman's College	1893	Reformed..	4	16	0	47	72	0	157	14		
43	Hagerstown	Kee Mar College	1852	Nonsect ..	5	11	18	19	60	5	102	17		
44	Lutherville	Maryland College for Young Ladies.	1853	Luth	5	6	0	4	76	0	103	23		
MASSACHUSETTS.														
45	Auburndale	Lasell Seminary	1851	Nonsect....	8	23	0	12	139	2	153	15		
MINNESOTA.														
46	Albert Lea	Albert Lea College	1885	Presb	0	11	0	46	14	0	85	1		
MISSISSIPPI.														
47	Blue Mountain ..	Blue Mountain Female College.	1873	Nonsect....	2	18	15	20	270	0	305	9		
48	Brookhaven	Whitworth Female College.	1859	M. E. So ...	2	12	16	10	75	0	101	13		
49	Clinton	Hillman College *	1853	Bapt	2	6	35	25	75	0	135	7		
50	Columbus	Industrial Institute and College.	1885	State	1	24	0	290	220	0	560	13		
51	French Camp	Central Mississippi Institute.	1884	Presb	2	5	18	20	40	2	80	6		
52	Jackson	Belhaven College for Young Ladies.	1894	Nonsect....	0	9	12	24	90	0	126	6		
53	McComb	McComb City Female Institute.*	1864	Nonsect....	2	2	29	13	31	0	73	...		
54	Meridian	East Mississippi Female College.	1869	M. E.	2	21	40	40	280	1	361	12		
55	Natchez	Stanton College for Young Ladies.	1894	Nonsect....	1	12	42	53	51	0	190	4		
56	Oxford	Woman's College a	1854	M. E.	1	13	30	35	60	0	125	23		
57	Pontotoc	Chickasaw Female College	1852	Presb	1	5	20	40	28	0	88	1		
58	Port Gibson	Port Gibson Female College.*	1843	M. E.	0	7	25	8	36	0	69	4		
MISSOURI.														
59	Columbia	Christian College *	1851	Christian ..	4	18	15	30	130	0	175	34		
60	do	Stephens College	1856	Bapt	6	14	35	15	150	5	205	...		
61	Fayette	Howard-Payne College ..	1844	M. E. So ...	2	11	0	57	48	1	139	20		
62	Fulton	Synodical Female College*	1872	Presb	3	8	0	15	89	0	104	14		
63	Jennings	St. Louis Seminary	1871	Nonsect....	2	5	...	20	...	...	20	4		
64	Lexington	Baptist Female College ..	1855	Bapt	4	12	0	15	100	4	119	10		
65	do	Central Female College ..	1869	M. E. So ...	5	10	10	28	84	3	125	10		
66	Liberty	Liberty Ladies' College ..	1890	Nonsect....	5	11	0	50	105	0	155	18		
67	Mexico	Hardin College	1873	Bapt	10	12	12	100	75	0	230	12		
68	Nevada	Cottey College for Young Ladies.	1884	M. E. So ...	2	10	55	60	65	0	180	14		
69	St. Charles	Lindenwood College for Women.	1820	Presb	5	8	4	61	1	0	66	10		
NEW JERSEY.														
70	Bordentown	Bordentown Female College.*	1853	Nonsect....	8	7	6	33	5	1	45	5		
NEW YORK.														
71	Brooklyn	Packer Collegiate Institute.	1854	Nonsect....	4	49	46	459	119	5	629	...		

* Statistics of 1898-99.

a Formerly Union Female College.

for women, Division B—Continued.

Ex- penses in colle- giate de- part- ment.		Annual living ex- penses.		Library.		Value of scientific appa- ratus.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.	
				Volumes.	Value.				Tuition fees.	From productive funds.	State or municipal appropriations.	From other sources.	Total.		
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
86	82	\$145	\$150	3,000	\$1,500	\$500	\$75,000	\$40,000	\$2,350	\$2,000	\$1,000	0	\$5,250	\$5,000	39
36	---	140	160	8,000	-----	3,000	120,000	140,000	7,500	7,106	0	0	14,606	7,755	40
100	---	156	300	8,000	10,000	2,000	500,000	5,000	---	---	---	---	---	5,000	41
50	---	190	190	3,000	5,000	2,000	60,000	25,000	14,600	1,000	0	0	15,600	200	42
40	---	150	180	2,500	2,500	150	75,000	---	14,000	0	0	0	14,000	---	43
60	5	175	---	800	800	200	50,000	---	---	---	---	---	23,600	---	44
100	0	350	400	2,300	3,000	2,000	140,000	0	15,000	0	0	\$80,000	75,000	1,000	45
31	---	115	150	2,000	1,200	400	35,000	6,000	7,000	0	0	2,000	9,000	26,979	46
50	1	50	110	2,000	1,500	200	45,000	0	---	0	0	---	40,000	0	47
50	12	130	---	600	600	150	80,000	---	12,000	0	0	0	12,000	---	48
0	---	105	140	1,000	1,000	---	10,000	---	---	---	---	---	---	---	49
0	---	72	76	2,000	2,500	750	150,000	0	7,000	0	30,600	0	37,600	0	50
40	2	---	100	3,000	1,000	35	4,500	0	2,800	0	0	0	2,800	0	51
60	---	150	---	300	500	250	50,000	0	6,000	0	0	6,000	12,000	---	52
50	---	120	150	500	300	---	4,000	0	---	---	---	---	---	---	53
60	---	100	125	3,000	2,000	---	25,000	0	15,000	0	0	0	15,000	0	54
60	---	---	102	500	750	500	50,000	0	14,392	0	0	0	14,392	100	55
40	---	---	120	300	100	---	50,000	0	10,000	0	0	0	10,000	---	56
40	---	65	85	3,000	---	500	7,500	0	4,000	0	0	0	4,000	---	57
40	15	100	100	200	275	50	18,000	0	2,000	0	0	2,473	4,473	---	58
40	2	195	---	5,000	7,500	600	100,000	0	---	---	---	---	---	---	59
40	---	200	225	800	---	500	150,000	---	---	---	---	---	30,000	---	60
55	0	---	215	1,200	2,000	1,000	50,000	9,300	11,000	566	0	0	11,566	800	61
50	---	---	210	600	600	900	15,000	---	5,239	0	0	3,672	8,911	---	62
80	---	200	---	2,000	---	---	60,000	0	---	---	---	---	8,000	---	63
50	---	160	---	2,000	1,200	200	35,000	---	---	---	---	---	16,500	---	64
50	---	225	---	500	700	800	76,000	1,200	20,000	72	0	0	20,072	25,275	65
50	0	---	176	1,000	1,000	0	60,000	0	---	0	0	0	23,000	0	66
40	3	---	185	1,100	2,000	800	90,000	62,250	13,000	4,000	0	0	17,000	---	67
45	---	140	---	500	700	500	30,000	---	---	---	---	---	---	---	68
55	5	235	235	2,000	1,500	1,000	45,000	25,000	18,000	1,350	0	500	19,850	---	69
130	---	200	300	3,000	4,000	200	25,000	---	12,000	0	0	0	12,000	---	70
160	0	---	---	7,878	13,500	13,033	222,047	48,200	68,270	2,086	1,318	800	72,474	2,500	71

TABLE 32.—Statistic of colleges

	Location.	Name.	Year of first opening.	Religious or nonsectarian control.	Professors and instructors.		Students.							
					Men.	Women.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1900.		
	1	2	3	4	5	6	7	8	9	10	11	12		
NORTH CAROLINA.														
72	Asheville	Asheville College for Young Women.	1842	Nonsect....	5	10	30	72	80	2	184	8		
73	Charlotte	Elizabeth College	1897	Luth	8	11	5	10	101	0	116	7		
74	Dallas	Gaston College	1879	Luth	2	4	0	35	36	0	71	2		
75	Greensboro.....	Greensboro Female College.	1846	M. E. So....	3	12	0	0	160	0	160	7		
76	Hickory	Claremont Female College	1880	Nonsect....	4	11	6	40	110	0	150	9		
77	Louisburg	Louisburg Female College	1857	M. E.	2	10	40	40	80	1	161	12		
78	Murfreesboro..	Chowan Baptist Female Institute.*	1848	Bapt	2	6	0	10	46	1	57	3		
79	Oxford	Oxford Female Seminary *	1850	Bapt	2	7	25	20	85	0	130	5		
80	Salem	Salem Female Academy and College.	1802	Moravian ..	5	27	0	77	156	2	311	59		
OHIO.														
81	Glendale.....	Glendale College	1854	Presb	1	11	0	15	34	0	60	7		
82	Oxford	Oxford College	1849	Presb	4	22	0	22	54	4	144	20		
83	do	Western College	1855	Nonsect....	2	21	0	100	74	0	174	14		
84	Painesville.....	Lake Erie College and Seminary.	1859	Nonsect....	2	22	0	30	86	4	120	7		
PENNSYLVANIA.														
85	Allentown	Allentown College for Women.	1867	Reformed..	6	9	19	35	57	0	126	11		
86	Bethlehem.....	Moravian Seminary and College for Women.	1749	Moravian ..	4	18	15	80	2	0	97	16		
87	Blairsville	Blairsville College.....	1851	Nonsect....	3	8	0	38	33	0	71	4		
88	Chambersburg.	Wilson College	1870	Presb	4	28	0	41	254	4	299	39		
89	Mechanicsburg.	Irving Female College ..	1856	Luth	8	8	0	4	119	0	123	15		
90	Pittsburg	Pennsylvania College for Women.	1869	Presb	4	22	0	160	86	1	247	5		
SOUTH CAROLINA.														
91	Columbia	Columbia Female College.	1859	M. E. So	4	10	0	0	124	0	124	5		
92	do	Presbyterian College for Women.	1890	Presb	4	14	25	42	115	1	183	7		
93	Due West	Due West Female College.	1859	A. R. Presb.	5	7	0	0	96	0	96	20		
94	Gaffney	Limestone College *	1845	Bapt	1	5	60	42	0	0	102	16		
95	Greenville	Greenville College for Women.	1894	Nonsect....	3	3	15	15	35	7	72	6		
96	do	Greenville Female College	1854	Bapt	4	10	0	20	145	0	165	20		
97	Spartanburg	Converse College	1890	Nonsect....	8	18	0	0	396	10	406	40		
98	Union	Clifford Seminary	1881	Presb	1	5	15	6	25	3	49	2		
99	Williamston	Williamston Female College.	1872	M. E. So	2	7	0	55	60	0	115	3		
TENNESSEE.														
100	Bristol	Sullins College	1870	M. E. So	3	16	21	60	88	0	199	5		
101	Brownsville	Brownsville Female College.	1851	Bapt	2	8	30	30	25	3	88	3		
102	Columbia	Columbia Athenæum * ..	1852	Nonsect....	4	8	42	50	38	4	134	7		
103	Franklin	Tennessee Female College	1856	Nonsect....	2	12	20	30	125	0	175	9		
104	Gailatin	Howard Female College ..	1836	Nonsect....	2	6	14	26	50	0	90	8		
105	Jackson	Memphis Conference Female Institute.	1843	M. E. So	2	15	25	22	176	5	228	22		
106	Murfreesboro..	Soule Female College	1852	M. E. So	1	12	20	40	115	2	177	19		
107	Nashville	Boscobel College	1889	Nonsect....	2	10	8	30	29	0	67	4		
108	do	Ward Seminary	1865	Presb	9	20	30	32	228	0	362	32		
109	Pulaski	Martin Female College ..	1870	Nonsect....	2	6	25	20	50	0	95	0		
110	Rogersville	Rogersville Synodical College.	1849	Presb	3	12	0	25	165	0	190	12		

*Statistics of 1888-89.

for women, Division B—Continued.

Ex- penses in colle- giate depart- ment.		Annual living ex- penses.		Library.		Value of scientific appa- ratus.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.
				Volumes.	Value.				Tuition fees.	From productive funds.	State or municipal appropriations.	From other sources.	Total.	
Tuition fee.	Other fees	Lowest.	Moderate.	17	18	19	20	21	22	23	24	25	26	27
\$100	---	\$200	\$275	3,000	\$4,500	\$1,000	\$100,000	0	\$10,000	0	0	\$15,000	\$25,000	72
50	\$25	---	170	---	---	---	135,000	---	---	---	---	---	---	73
20	0	152	247	500	400	0	8,000	0	865	0	0	400	1,265	74
40	2	136	---	6,500	10,000	2,500	100,000	0	---	---	---	---	25,500	75
50	5	100	100	1,500	780	40	25,000	0	12,000	0	0	0	12,000	76
30	---	85	---	1,000	1,200	200	20,000	0	6,000	0	0	0	6,000	77
80	---	---	---	---	---	---	---	---	---	---	---	---	---	---
48	3	104	---	2,500	4,000	200	30,000	0	6,000	0	0	0	6,000	78
50	0	125	165	700	700	---	20,000	0	6,000	0	0	0	6,000	79
40	---	150	200	6,000	6,000	1,000	200,000	\$10,000	23,500	\$500	0	0	27,000	80
60	---	190	---	3,000	---	1,000	60,000	0	---	---	---	---	---	81
50	---	230	3,500	3,000	3,000	3,000	75,000	---	---	---	---	---	---	82
---	---	250	10,300	---	---	6,000	154,424	60,000	40,006	2,757	0	7,471	50,234	83
75	0	175	175	7,000	10,000	6,000	300,000	34,000	---	---	---	---	50,000	84
40	---	220	350	1,000	1,000	400	60,000	---	9,000	---	---	---	9,000	85
---	---	300	---	5,000	3,000	200	100,000	0	---	---	---	---	---	86
40	2	210	210	500	800	300	30,000	0	3,000	0	0	8,000	11,000	87
60	0	190	190	6,000	5,000	200	150,000	0	80,000	---	---	---	80,000	88
50	0	---	175	1,000	1,000	---	65,000	0	9,100	0	0	14,600	23,700	89
110	0	320	350	3,500	10,000	4,000	250,000	---	---	---	---	---	---	90
40	15	100	---	500	500	500	75,000	---	---	---	---	---	16,000	91
50	0	---	185	200	200	500	75,000	0	---	---	---	---	19,000	92
28	0	90	113	200	200	0	8,000	0	---	0	0	0	---	93
50	---	140	175	500	800	500	40,000	0	2,000	0	0	2,000	4,000	94
50	5	160	175	600	1,000	---	10,000	0	---	---	---	---	---	95
45	5	120	---	200	400	60	20,000	0	---	---	---	---	16,000	96
50	7	235	275	4,300	5,000	3,000	250,000	11,000	40,400	670	0	55	41,125	97
40	1	90	---	400	---	100	7,000	0	2,400	0	0	0	2,400	98
30	3	---	100	3,000	---	2,000	15,000	0	---	---	---	---	---	99
40	---	100	150	500	500	---	75,000	0	10,000	0	0	0	10,000	100
50	3	160	150	2,500	2,500	750	20,000	0	---	---	---	---	---	101
60	4	140	180	7,810	10,000	1,000	75,000	0	---	---	---	---	---	102
50	---	100	125	1,200	1,500	300	15,000	0	12,000	0	0	0	12,000	103
50	0	150	200	250	150	100	25,000	0	4,000	0	0	1,500	5,500	104
60	4	120	150	3,689	1,500	2,000	40,000	0	20,000	0	0	5,000	25,000	105
70	---	---	---	500	500	---	15,000	0	---	---	---	---	---	106
---	---	175	---	500	250	150	50,000	---	---	---	---	---	---	107
80	---	250	300	2,500	3,500	---	55,000	---	33,000	0	0	20,000	53,000	108
50	---	100	125	---	---	---	75,000	30,000	---	---	---	---	---	109
34	2	150	160	1,000	1,000	100	40,000	1,000	10,000	100	0	4,900	15,000	110

a Includes tuition.

TABLE 32.—Statistics of colleges

	Location.	Name.	Year of first opening.	Religious or nonsectarian control.	Professors and instructors.		Students.						
					Men.	Women.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1900.	
	1	2	3	4	5	6	7	8	9	10	11	12	
TEXAS.													
111	Belton	Baylor Female College....	1845	Bapt	4	12	6	145	155	5	365	27	
112	Bonham	Carlton College.....	1867	Christian	2	9	63	16	29	0	107	5	
113	Chappell Hill....	Chappell Hill Female College.	1852	M. E. So	1	6	15	10	50	0	75	5	
114	San Antonio	San Antonio Female College.	1894	M. E. So	2	9	15	20	60	2	101	3	
115	Sherman.....	Mary Nash College.....	1877	Nonsect.....	4	10	0	138	102	0	238	12	
VIRGINIA.													
116	Abingdon	Martha Washington College.	1858	M. E. So	3	11	30	61	90	0	184	18	
117	do	Stonewall Jackson Institute.	1869	Presb	1	8	15	36	32	0	97	2	
118	Bristol	Southwest Virginia Institute.	1884	Bapt	5	9	9	30	101	0	140	8	
119	Charlottesville..	Albemarle College for Young Ladies.	1897	Nonsect.....	1	6	7	12	8	0	27	3	
120	Danville	Roanoke Female College..	1860	Bapt	3	6	0	14	57	0	77	8	
121	Hollins.....	Hollins Institute	1842	Bapt	10	13	0	18	179	0	197	13	
122	Marion	Marion Female College ...	1874	Luth	2	5	40	0	60	0	100	2	
123	Petersburg	Southern Female College..	1863	.....	4	8	10	23	83	0	113	2	
124	Staunton	Virginia Female Institute.	1844	P. E	23	13	10	46	73	0	123	1	
125	Winchester.....	Valley Female College....	1874	M. E. So	2	7	8	12	48	2	70	4	
WEST VIRGINIA.													
126	Lewisburg.....	Lewisburg Female Institute.	1876	Presb	1	10	10	39	81	0	130	7	
127	Parkersburg ...	Parkersburg Seminary ...	1872	Nonsect....	1	4	0	20	10	0	30	0	
WISCONSIN.													
128	Milwaukee	Milwaukee-Downer College.	1895	Nonsect....	2	20	0	175	40	0	215	1	

for women, Division B—Continued.

Ex- penses in colle- giate depar- tment.		Annual living ex- penses.		Library.		Value of scientific appa- ratus.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.	
Tuition fee.	Other fees.	Lowest.	Moderate.	Volumes.	Value.				Tuition fees.	From productive funds.	State or municipal appropriations.	From other sources.	Total.		
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
350	---	\$100	\$150	5,000	\$5,600	\$550	\$125,000	0	---	---	---	---	\$45,600	---	111
45	\$5	144	---	650	1,440	300	8,000	0	\$4,289	0	0	0	4,289	0	112
50	---	100	125	400	200	109	12,000	0	3,000	0	0	\$250	3,250	\$1,000	113
60	1	---	150	1,200	2,000	500	35,000	0	4,000	0	0	5,600	9,600	3,000	114
50	---	250	350	5,000	5,000	---	75,000	0	---	---	---	---	---	---	115
40	---	100	---	---	---	1,600	50,000	---	---	---	---	---	16,000	---	116
50	3	125	135	---	---	---	28,000	---	---	---	---	---	---	---	117
60	1	165	---	1,000	1,600	500	100,000	0	---	---	---	---	18,635	---	118
38	---	100	125	100	175	---	---	---	1,500	---	---	---	1,500	---	119
50	---	---	126	1,000	600	500	25,000	0	3,445	0	0	4,841	8,286	---	120
60	---	---	191	2,000	---	2,500	150,000	0	20,000	0	0	0	20,000	---	121
30	2	95	100	200	---	200	20,000	---	---	---	---	---	---	---	122
80	---	100	---	2,000	---	1,000	15,000	0	10,500	0	0	0	10,500	---	123
50	---	---	209	1,200	1,500	1,000	75,000	0	21,000	0	0	0	21,000	0	124
45	8	125	150	600	500	200	20,000	---	---	---	---	---	---	---	125
35	5	---	150	1,400	1,800	400	30,000	---	---	---	---	---	16,700	800	126
---	---	180	---	350	350	---	6,500	---	---	---	---	---	---	---	127
100	---	300	350	4,223	2,500	2,000	150,000	\$155,600	28,354	\$6,485	0	4,406	40,242	---	128

TABLE 33.—Statistics of

	Location.	Name.	Year of first opening.	Control.
	1	2	3	4
1	Auburn, Ala.....	Alabama Polytechnic Institute.....	1872	State.....
2	Fort Collins, Colo.....	Colorado Agricultural College.....	1879	State.....
3	Golden, Colo.....	Colorado State School of Mines.....	1874	State.....
4	Storrs, Conn.....	Connecticut Agricultural College.....	1881	State.....
5	Atlanta, Ga.....	Georgia School of Technology.....	1888	State.....
6	Chicago, Ill.....	Armour Institute of Technology.....	1892	Nonsect.....
7	Lafayette, Ind.....	Purdue University.....	1874	State.....
8	Terre Haute, Ind.....	Rose Polytechnic Institute.....	1882	Nonsect.....
9	Ames, Iowa.....	Iowa College of Agriculture and Mechanic Arts.....	1863	State.....
10	Manhattan, Kans.....	Kansas State Agricultural College.....	1863	State.....
11	Annapolis, Md.....	United States Naval Academy.....	1845	Nation.....
12	Amherst, Mass.....	Massachusetts Agricultural College.....	1867	State.....
13	Boston, Mass.....	Massachusetts Institute of Technology.....	1865	State.....
14	Worcester, Mass.....	Worcester Polytechnic Institute.....	1868	Nonsect.....
15	Agricultural College, Mich.....	Michigan Agricultural College.....	1857	State.....
16	Houghton, Mich.....	Michigan College of Mines.....	1885	State.....
17	Agricultural College, Miss.....	Mississippi Agricultural and Mechanical College.....	1880	State.....
18	Westside, Miss.....	Alcorn Agricultural and Mechanical College.....	1871	State.....
19	Bozeman, Mont.....	Montana College of Agriculture and Mechanic Arts.....	1893	State.....
20	Durham, N. H.....	New Hampshire College of Agriculture and Mechanic Arts.....	1867	State.....
21	Hoboken, N. J.....	Stevens Institute of Technology.....	1871	Nonsect.....
22	Newark, N. J.....	Newark Technical School.....	1885	City.....
23	Mesilla Park, N. Mex.....	New Mexico College of Agriculture and Mechanic Arts.....	1891	Territory.....
24	Socorro, N. Mex.....	New Mexico School of Mines.....	1892	Territory.....
25	Potsdam, N. Y.....	Clarkson School of Technology.....	1893	Nonsect.....
26	Troy, N. Y.....	Rensselaer Polytechnic Institute.....	1824	Nonsect.....
27	West Point, N. Y.....	United States Military Academy.....	1802	Nation.....
28	Greensboro, N. C.....	Agricultural and Mechanical College for the Colored Race.....	1894	State.....
29	West Raleigh, N. C.....	North Carolina College of Agriculture and Mechanic Arts.....	1889	State.....
30	Agricultural College, N. Dak.....	North Dakota Agricultural College.....	1891	State.....
31	Cleveland, Ohio.....	Case School of Applied Science.....	1881	Nonsect.....
32	Stillwater, Okla.....	Oklahoma Agricultural and Mechanical College.....	1891	Territory.....
33	Corvallis, Oreg.....	Oregon State Agricultural College.....	1870	State.....
34	Kingston, R. I.....	Rhode Island College of Agriculture and Mechanic Arts.....	1890	State.....
35	Charleston, S. C.....	South Carolina Military Academy.....	1843	State.....
36	Clemson College, S. C.....	Clemson Agricultural College.....	1883	State.....
37	Brookings, S. Dak.....	South Dakota Agricultural College.....	1884	State.....
38	Rapid City, S. Dak.....	South Dakota State School of Mines.....	1886	State.....
39	College Station, Tex.....	Agricultural and Mechanical College of Texas.....	1876	State.....
40	Logan, Utah.....	Utah Agricultural College.....	1860	State.....
41	Blacksburg, Va.....	Virginia Agricultural and Mechanical College.....	1872	State.....
42	Lexington, Va.....	Virginia Military Institute.....	1839	State.....
43	Pullman, Wash.....	Washington Agricultural College.....	1892	State.....

schools of technology.

Professors and instructors.						Students.							
Prepara- tory de- partment.		Collegiate depart- ment.		Total num- ber.		Preparatory.		Collegiate.		Graduate.			
Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Resident.		Nonresi- dent.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18
3	0	27	0	29	0	38	0	327	8	9	2	0	0
0	0	28	3	28	3	74	34	164	24	6	1	0	0
0	0	12	0	12	0	0	0	220	1	4	0	0	0
1	0	16	0	17	0	12	3	48	27	0	0	0	0
6	0	24	0	30	0	150	0	399	0	0	0	0	0
17	5	30	3	47	8	252	25	300	0	0	0	0	0
0	0	64	7	64	7	0	0	724	73	19	13	20	0
0	0	21	0	21	0	0	0	122	0	0	0	0	0
0	0	45	17	45	17	150	36	606	119	19	5	0	0
2	1	36	16	38	17	123	39	616	289	12	11	3	1
0	0	63	0	63	0	0	0	281	0	0	0	0	0
0	0	21	0	21	0	0	0	164	1	11	1	0	0
0	0	133	0	133	0	0	0	1,125	53	0	0	0	0
0	0	31	0	31	0	0	0	239	0	3	0	0	0
0	0	38	5	38	5	0	0	413	109	5	0	0	0
0	0	19	0	19	0	0	0	121	0	0	0	0	0
4	0	27	0	31	0	136	1	230	13	5	0	1	0
12	0	4	0	16	0	308	0	33	0	0	0	0	0
0	2	13	4	13	6	26	39	37	16	0	0	0	0
5	0	20	0	23	0	15	0	116	9	3	0	0	0
0	0	21	0	21	0	0	0	222	0	0	0	0	0
0	0	11	0	11	0	0	0	195	10	0	0	0	0
1	3	17	3	18	7	95	48	23	19	0	1	0	0
2	1	2	0	4	1	22	15	10	1	0	0	0	0
0	0	7	1	7	1	0	0	59	132	0	0	0	0
0	0	13	0	18	0	0	0	175	0	0	0	0	0
0	0	55	0	55	0	0	0	336	0	0	0	0	0
5	2	4	1	7	2	78	62	28	6	5	0	0	0
0	0	32	0	32	0	0	0	293	0	9	0	0	0
10	2	22	2	22	2	61	52	179	23	1	0	0	0
0	0	23	0	23	0	0	0	228	0	9	0	0	0
1	1	14	2	15	3	105	33	141	83	2	1	1	0
4	2	21	6	22	6	33	9	207	137	8	11	0	0
4	2	13	7	17	9	29	11	58	21	0	2	0	0
0	0	8	0	8	0	0	0	123	0	0	0	0	0
5	0	26	0	31	0	136	0	207	0	18	0	0	0
4	1	18	5	22	5	102	27	230	78	7	2	0	0
5	2	7	0	9	2	39	24	24	3	0	0	0	0
0	0	24	0	24	0	0	0	590	0	5	0	0	0
10	2	14	2	24	4	272	117	62	35	0	2	0	0
0	0	34	0	34	0	0	0	321	0	12	0	0	0
0	0	17	0	17	0	0	0	240	0	0	0	0	0
10	2	24	4	25	5	170	70	108	32	3	3	0	0

TABLE 34.—Statistics of schools

Name.	Ex- penses in col- lege de- part- ment.		An- nual living ex- penses.		Number of fellowships.		Library.		
	Tuition fee.	Other fees.	Lowest.	Moderate.	Number of fellowships.	Number of scholarships.	Volumes.	Pamphlets.	Value.
1	2	3	4	5	6	7	8	9	10
1 Alabama Polytechnic Institute							13,957	800	
2 Colorado Agricultural College							10,000	1,000	\$10,752
3 Colorado State School of Mines	(a)	\$5	\$300	\$300			4,424	3,650	10,650
4 Connecticut Agricultural College	0	0	125	150	0	6	7,492	3,600	20,000
5 Georgia School of Technology	\$50	20	112	180			1,500		
6 Armour Institute of Technology	75		175	200	0	4	18,000		
7 Purdue University	0	127	150	200	0	0	10,051	3,272	13,800
8 Rose Polytechnic Institute	(b)	25	200	275			9,245	1,500	19,000
9 Iowa College of Agriculture and Mechanic Arts		25					12,460	2,000	50,000
10 Kansas State Agricultural College	0	0	100	150	0	0	21,450	17,000	43,100
11 United States Naval Academy							21,000		85,000
12 Massachusetts Agricultural College	0	0					21,075	0	21,000
13 Massachusetts Institute of Technology							50,149	14,672	160,000
14 Worcester Polytechnic Institute	150	10	130	175	3	65	6,500	3,000	18,000
15 Michigan Agricultural College							19,892	4,000	42,000
16 Michigan College of Mines	(c)		300	380	0	2	15,365	2,354	31,270
17 Mississippi Agricultural and Mechanical College	(d)	5	75		0	1	7,533	8,568	9,596
18 Alcorn Agricultural and Mechanical College							5,299	3,000	6,000
19 Montana College of Agriculture and Mechanic Arts	12		140	175	0	0	4,750	4,000	10,000
20 New Hampshire College of Agriculture and Mechanic Arts	60	15	140	180	0	105	6,800	4,453	8,000
21 Stevens Institute of Technology	(e)		240	280	0	24	9,500		18,000
22 Newark Technical School					0	0	967		1,600
23 New Mexico College of Agriculture and Mechanic Arts	(f)		125	180	0	0	3,649	2,600	7,500
24 New Mexico School of Mines	10		150	225	0	0	400	200	500
25 Clarkson School of Technology	80		120	160	0	3	778	1,498	2,225
26 Rensselaer Polytechnic Institute	200		190	300	1	0	6,500	1,500	10,000
27 United States Military Academy	0	0			0	0	43,000	10,000	
28 Agricultural and Mechanical College for the Colored Race (North Carolina)	8		48		0	1	749		1,000
29 North Carolina College of Agriculture and Mechanic Arts							3,400	1,000	3,500
30 North Dakota Agricultural College	0	2	125	160	0	0	8,000	250	15,000
31 Case School of Applied Science	160		130	200	0	9	2,000		5,000
32 Oklahoma Agricultural and Mechanical College	3		90	135	0	0	5,607	4,600	12,231
33 Oregon State Agricultural College			110	150			3,000		
34 Rhode Island College of Agriculture and Mechanic Arts	0		174	225			10,000	3,600	14,000
35 South Carolina Military Academy			6300				5,000		6,000
36 Clemson Agricultural College							4,200	1,500	6,000
37 South Dakota Agricultural College	6	6	115	144	0	51	5,950	10,000	6,500
38 South Dakota State School of Mines	8						600		800
39 Agricultural and Mechanical College of Texas	0	5	135				5,000	4,000	5,500
40 Utah Agricultural College							6,481	6,101	8,000
41 Virginia Agricultural and Mechanical College	30	15	81	81	5	200	3,360	1,200	5,000
42 Virginia Military Institute	75	0	200		0	4	10,840	5,400	27,000
43 Washington Agricultural College	0	1		112			5,519	1,505	6,700

a Free to residents; \$50 to nonresidents.

b Free to residents of Vigo County, Ind.; others, \$75.

c Residents of Michigan, \$25; nonresidents, \$150.

d Free to residents; \$20 to nonresidents.

e \$150 to residents; \$225 to nonresidents.

f \$5 to residents of United States; \$25 to foreigners.

g Including tuition.

of technology—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Pro-ductive funds.	Income.						Benefac-tions.
			Tuition and other fees.	From pro-ductive funds.	State or mun-icipal approp-riations.	From United States Govern-ment.	From other sources.	Total.	
11	12	13	14	15	16	17	18	19	20
\$75,000	\$145,000	\$253,500	-----	\$20,280	\$11,780	\$28,775	\$4,690	\$65,525	----- 1
77,327	172,849	226,500	-----	10,512	32,507	40,000	3,149	86,569	----- 2
80,000	100,000	0	\$2,600	0	34,000	0	0	36,600	----- 3
13,250	90,000	135,000	0	6,750	15,000	32,500	0	54,250	\$80 4
100,000	200,000	0	10,000	0	32,500	0	0	42,500	10,000 5
75,000	500,000	1,500,000	30,000	100,000	0	0	0	130,000	----- 6
298,000	357,000	340,000	20,000	17,000	72,893	40,000	4,796	155,582	----- 7
90,000	200,000	690,000	8,300	32,000	0	0	0	40,300	----- 8
236,584	518,743	632,834	-----	41,619	25,244	40,000	62,872	169,135	----- 9
128,400	310,100	503,848	0	27,160	91,700	40,000	0	158,860	----- 10
21,432	377,550	0	0	0	0	551,703	0	551,703	0 11
85,337	250,775	330,575	-----	9,759	25,000	31,667	2,193	68,621	----- 12
300,000	711,042	3,039,206	207,118	103,511	25,000	8,333	3,614	347,576	462,978 13
130,000	500,000	700,000	28,000	34,000	6,000	0	0	63,000	25,000 14
201,573	338,045	818,944	-----	60,000	150,000	40,000	32,788	282,788	----- 15
121,683	120,496	0	10,791	0	43,750	0	0	54,541	----- 16
39,705	179,465	98,575	1,300	5,915	70,519	26,617	20,994	125,345	----- 17
65,000	65,000	98,575	-----	6,815	12,850	13,383	5,778	38,826	----- 18
10,000	125,000	0	-----	0	14,000	40,000	5,596	59,596	----- 19
55,500	84,016	41,800	1,123	4,800	10,500	40,000	20,390	76,813	----- 20
55,000	250,000	475,000	32,375	21,413	0	0	9,212	63,000	68,275 21
12,000	75,000	0	742	0	15,000	0	0	15,742	500 22
47,000	50,000	0	1,161	0	6,711	40,000	1,861	49,739	----- 23
1,500	50,000	6	664	0	8,459	0	274	9,397	----- 24
31,005	120,189	300,000	3,326	15,000	0	0	141	18,467	0 25
20,944	125,000	141,765	-----	0	0	575,774	0	575,774	0 26
15,000	52,300	0	7,525	0	7,500	8,765	0	23,790	----- 27
24,228	118,785	125,000	-----	7,500	10,000	31,235	10,397	59,132	----- 28
18,000	132,800	6	443	0	0	40,000	5,754	46,197	0 29
75,000	500,000	2,000,000	18,000	45,000	0	0	0	63,000	----- 30
65,000	60,000	-----	969	8,180	20,300	37,499	2,857	69,805	----- 31
18,500	100,000	140,694	0	12,333	32,203	40,000	2,576	87,192	----- 32
93,239	182,650	50,000	0	2,500	15,000	40,000	0	57,500	----- 33
5,000	85,000	0	12,646	0	20,750	0	0	33,396	100 34
104,000	266,280	95,900	-----	5,754	50,000	27,500	10,639	102,893	----- 35
11,000	127,500	0	-----	0	40,000	40,000	12,646	92,646	0 36
5,000	20,000	600	600	330	11,400	0	0	12,330	----- 37
43,521	437,852	200,000	0	14,280	27,900	33,750	0	75,060	----- 38
42,869	167,000	0	0	0	18,300	40,000	8,693	66,993	----- 39
75,600	191,250	344,312	9,969	20,659	15,000	31,667	7,830	85,125	----- 40
25,000	250,000	20,000	10,000	1,200	25,000	0	3,775	39,975	0 41
65,000	215,000	-----	2,234	0	23,210	40,000	5,007	70,451	----- 42

CHAPTER XXXVI.

PROFESSIONAL SCHOOLS.

The number of medical schools in 1900 was the same as the year before, 151; but the number of students was 25,213, an increase of 1,435, one-fifth of whom graduated, 5,219. Omitting three or four preparatory schools, all of the medical schools except 3 now require attendance during four years before graduation, and 39 schools have annual sessions of eight or nine months.

In the 96 law schools there were 12,516 students, an increase of 642. In 47 schools of law there are courses of three years, and practically all of the schools have annual sessions of eight or nine months.

The number of theological students decreased slightly, to 8,009, while dental students increased to 7,928, and students in pharmacy to 4,042. By comparison of the summaries, it will be seen that there are about twice as many students in medicine as in law, and three times as many as in theology or dentistry, and six times as many as in pharmacy. It is also noticeable that the percentage of students graduating in medicine is smaller than in any of the other classes.

In regard to the value of grounds and buildings, so far as reported to this Office, there is no great difference between theological and medical schools, the former having about fourteen millions and the latter twelve and one-half millions, while law schools have about one and one-half millions. But as regards endowments there is a marked difference, theological having about twenty millions, medical over two millions, and law schools only about half a million. It is true that some schools did not report as to this item, but when distributed in the different classes the proportion would probably remain unchanged. When the heavy expenses necessarily connected with laboratory and clinical instruction are considered, the endowment of medical schools here given dwindles into very inadequate proportions.

THE ENDOWMENT OF PROFESSIONAL SCHOOLS.

The Boston Medical and Surgical Journal, October 25, 1900, quotes the following from a recent article by Rev. James H. Ross, of Cambridge, Mass., relative to the question of the endowment of professional schools:

The question of the medical school and the law school receiving only those who have given themselves the advantage of a liberal education is a question of profound significance to American life. It is also, in particular, a question of gravity for every member of the professional faculty and for every member of the board of trust which manages a school of law or a school of medicine. For if the student is to give so large a share of his life's time to the preparation for his life's service, if he come up to the law school or to the school of medicine with powers well trained, with the capacity of appreciation large, with his character matured, he has a right to demand of the professional school that it shall give to him advantages adequate to the ripeness, richness, and maturity of his character. It is simply absurd for a medical school or a law school, such as can be found in many of our States, to demand that candidates for admission shall have a college training; for the schools can not offer adequate opportunities to men of these advanced attainments. For medical schools such as can be found in many of the great cities of this country to ask that students who are admitted shall be liberally educated, is quite as absurd as for a high school in New York or Boston to require that candidates for its junior class shall have already taken a college course. The medical

college which demands a liberal education from candidates for admission should offer as good teaching in the fundamental branches of anatomy, physiology, bacteriology, chemistry, histology, materia medica, therapeutics, and in special branches, as these candidates themselves have received in Latin, mathematics, philosophy, German, and history in the undergraduate colleges. These schools, furthermore, should offer the student a fitting scholastic environment. The medical colleges should offer to him hospitals and clinics having many cases and unique, and the law school should put into his hands a properly equipped library.

For schools of medicine and of law to offer the student such opportunities requires, primarily, money—and money, too, in large amounts. Professional education in this country has not yet received, with the exception of theological education, a fitting endowment. The theological schools of this country are now possessed of about \$20,000,000 of endowment, and the value of their buildings and grounds is about \$12,000,000. Be it said, also, that one-half of this amount is found vested in the theological seminaries of the North Atlantic States. Of the seminaries of the various churches the Presbyterian are the best endowed. About one-fifth of the entire amount of endowment funds of churches in America are found belonging to the Presbyterian Church. This endowment allows each professorship in these seminaries to have about \$10,000 in case there were an equal division of these funds. In the Congregational and Episcopal churches the endowment would be about \$35,000 for each chair. But the endowment of the medical and law schools is so slight that one hesitates to give any figures at all. In fact, the endowment is so slight that some schools of law and of medicine are unwilling to reveal their poverty. The largest endowment in this country belongs to the medical school of Johns Hopkins University; the next largest is that of Harvard Medical School, and the next largest, so far as reported, is that of Western Reserve University Medical College. In a recent year \$1,500,000 was given to endow professional education in this country, and of this sum 63 per cent was given to schools of theology, 17 per cent to schools of medicine, 14 per cent to schools of technology, and about 1 per cent to schools of law. For the improvement of professional education in medicine and law the American people must give of their wealth with a generosity akin to that with which they have poured out their millions each year to the undergraduate colleges. The great need of American life at the present time is better trained doctors and better trained lawyers. This need can be met only by the rich endowment of schools for the training of doctors and lawyers, for it is only such schools, well endowed and well equipped, that can worthily and fittingly ask men of a liberal education to become their students. The next movement in the endowment of American education should be directed toward the schools of law and the schools of medicine.

Washington University, Medical Department, St. Louis, Mo.—"Early in the year 1899 the respective faculties of the St. Louis Medical College and the Missouri Medical College took certain preliminary steps looking to the union of these two institutions. With this end in view both faculties resigned, and in due course combined to form the medical department of Washington University."

Keokuk Medical College and the College of Physicians and Surgeons, of Keokuk, Iowa, were consolidated in 1899.

Marion Sims Beaumont College of Medicine is the name of the institution formed by the consolidation of the two medical schools in St. Louis, Mo., May 1, 1901.

The State University of Iowa College of Medicine has decided to extend the course to four years of nine months each, the length of the session to be thirty-eight weeks, or thirty-six weeks exclusive of vacations.

A GIFT TO RUSH MEDICAL COLLEGE.

The Journal of the American Medical Association (November 10, 1900) says:

Friends of high standards in medicine will rejoice to learn that Dr. N. Senn has given \$50,000 to Rush Medical College for building purposes. This is not his first gift to medicine. A few years ago he gave to the Newberry Library, of Chicago, a unique and remarkable collection of medical books—that of Baum and Du Bois-Reymond. When Rush College became affiliated with the University of Chicago, he contributed \$25,000 toward wiping out the debt of the college, and only the other day a gift of \$10,000 was announced to St. Joseph's Hospital, in which Dr. Senn for years has done a large share of his private work. This makes a substantial return to the profession, in which but few acquire abundance of worldly estate. It is given only to few to further the medical weal as Dr. Senn is doing. The example is one that others will do well to follow, and it is to be hoped that this

gift of \$50,000 may mark the beginning of a series of endowments in the interest of higher education in medicine.

The foremost medical colleges in Chicago have received, up to this time, far less endowment than similar institutions of relatively the same standing in some other large cities. And large sums of money are necessary in order to build up these schools according to the high standards they have set for their work. Since its affiliation with the University of Chicago the career of Rush Medical College has been followed with great interest. By the introduction of the quarterly system and of elective methods of study it became a pioneer in revolution of the medical curriculum. Dr. Senn's gift will enable the college to meet one of the most crying needs at the present time, namely, more room and better facilities for clinical instruction.

The gradual development in various parts of the United States of medical schools with high scientific standards, adequate equipment, and proper methods is a better foretoken than anything else of a great future for medicine in this country. The history of the Johns Hopkins Medical School, of which every American may be proud, demonstrates that American soil is favorable for the growth of scientific medicine and not merely a hotbed for medical commercialism. The influences constantly going out from the medical schools of the large universities in New York, Boston, Philadelphia, Chicago, Ann Arbor, San Francisco, and elsewhere are powerful factors in the interests of higher medical standards. And there are other well-established institutions with their own hospitals—as in Philadelphia—working toward the same end. But the fact remains that the present number of medical schools in this country—156 or thereabouts—is excessive and abnormal. And what is abnormal must be subjected to active remedial measures, and not, as suggested in a recent presidential address, allowed to drag along until eventually eliminated by a kind of natural selection. One reason for the existence of poor schools is that their graduates as yet have comparatively little difficulty in obtaining the right to practice. The State examinations must be made more searching than now. And the character of the work of schools, graduation from which entitles to come up for State examination, must be accurately controlled. Heretofore such matters have been dealt with in only the most general terms.

The facilities for practical clinical instruction demand careful investigation and specification. Too few medical schools have their own hospitals. This is true of some of our most progressive institutions. A most essential part of the work of the medical school is practical instruction and training in medicine and surgery, and how can this be accomplished properly and in accord with modern pedagogic methods unless the schools have the necessary laboratory and other equipments, and also have full and absolute control of adequate hospital facilities? Large endowments are necessary for the establishment of well-equipped institutions and hospitals in which to teach and study medicine. May not such endowments be expected when it begins to be understood what the good medical school is trying to do? Gifts like Dr. Senn's, therefore, will do much to interest the public in these matters and to open its eyes to the magnitude of the work in hand.

Yale Medical School, New Haven, has received an anonymous donation of \$100,000, which is to be applied to the construction of a clinical building—a laboratory of clinical medicine and surgery.¹

*Four years in dentistry in the University of Michigan.*²—The board of regents at a meeting held May 17, 1900, authorized the dental faculty to provide a curriculum for a four years' course in dentistry in place of the present three years' course, to be inaugurated with the session beginning in 1901, and also, at the same time, to make the educational requirements for admission to the dental course a diploma from an accredited high school or other school of similar standing, or the equivalent of either in examination.

Four years in dentistry at Tufts College.—The faculty of the Tufts College Dental School, at its last meeting, passed a unanimous vote to extend the course in that school to four years, the change to apply to all students entering the school in 1902 and thereafter.³

Board of Law Examiners in Iowa.—According to an act approved April 16, 1900, "The attorney-general shall, by virtue of his office, be a member of and the chairman of the commission provided for by the chapter of the code above referred to as amended by this act, and the court shall appoint from the members of the bar

¹ Jour. A. M. A., March 9, 1901.

² Boston M. and S. Jour., March 21, 1901.

³ Announcement, 1901.

of this State at least four other persons, who, with the attorney-general, shall constitute said commission, and which shall be known as the Board of Law Examiners. Of the persons first appointed as commissioners, two shall be designated by the court to serve for one year; the remaining members shall serve for two years." Each applicant for admission to the bar must pay an examination fee of \$5 and must have "acquired a general education substantially equivalent to that involved in the completion of a high-school course of study of at least three years in extent."

Board of Law Examiners in Rhode Island.—A permanent board of State bar examiners has been appointed, consisting of five members. The full term of service for which a member of said board is appointed is five years. The term of office of one member expires each year.¹

In West Virginia "all applicants for admission to the bar are required to pass an examination before the law faculty of the State University. If they pass, a certificate of the fact is given and on that the supreme court of appeals grants a license to practice law. The system works well."

In Arkansas "the State Bar Association at its last two sessions has taken a bold stand in recommending that the requirements in the future be more exacting, and such examinations of the various applicants be given as will thoroughly test their qualifications as to knowledge of the law and moral standing."

Increased number of law students.—In regard to the increase in the number of law students Franklin M. Danaher, secretary of the New York Board of Examiners, says:²

The law schools have doubled the number of their students in five years, and the question has been asked why they are increasing so rapidly. I have studied that question very carefully and have come to the conclusion that it is due to the general raising of the standard of education among the students themselves; they know that under existing conditions a thorough education in the law can not be obtained in a law office; they also feel, at least in our State, that under the system of examinations established by the State board, it is almost impossible to qualify unless they are fully prepared, and they know that they can not get adequate preparation outside of a law school.

Seventy per cent of the applicants in the State of New York have had some law-school training. We find that the men who come from law schools are twice as well qualified nearly, as those who apply from law offices. Fourteen per cent fail who have had law-school training, while 26 per cent fail who come to the examinations from the law office solely.

FRAUDULENT DIPLOMAS.

The Commissioner of Education, in his Report for 1898-99, page 1681, called attention to the traffic in fraudulent diplomas, the chief offender being the Independent Medical College of Chicago, also known as the Metropolitan Medical College. At the time that Report went to press the officers of the institution had been placed under arrest but not brought to trial. The result, however, has since been announced by the Journal of the American Medical Association (December 22, 1900), which states that "the president of the 'diploma mill,' whose latest name was Metropolitan Medical College, was sentenced on December 15 to serve one year in the Dupage County jail and to pay a fine of \$500. Sentence on the other two defendants was deferred until the next term of court."

The Dental Cosmos, July 1900, says:

Illinois has long possessed a vicious law under which it was possible for irresponsible men to obtain charters for colleges authorized to confer degrees. This has made Chicago the headquarters for all the degree-selling colleges of the country. The matter was first publicly ventilated in the report of the committee on foreign relations of the National Association of Dental Faculties, at the annual meeting held two years ago in Omaha. This report was a scathing denunciation of the law, which it pronounced a disgrace to the State. The committee was continued by the National Association, and they were authorized to expend such sums of money as were necessary in the further prosecution of the investigation.

¹ From Report of Rhode Island Law School.

² Albany Law School circular, 1900, p. 16.

The report aroused a great deal of feeling among the educators of the State, and a meeting of representatives of the various degree-granting literary institutions was called and a committee was appointed, consisting of Presidents Harper, of Chicago University; Rogers, of Northwestern; and McClure, of Lake Forest, to memorialize the legislature, and to endeavor to place the educational affairs of Illinois on a better basis. The report of the foreign relations committee was widely circulated. It was presented before the legislature, and extracts from it were printed in circulars and in the newspapers.

The efforts of the committee failed, but the counsel of the foreign relations committee introduced another bill, which became a law, authorizing the annulling of the charters of any colleges which granted degrees improperly. The Illinois State Board of Health was already at work toward the same end, and the foreign relations committee joined forces with that body. The consequence has been that the conductors of the "Independent Medical College of Chicago," which has advertised openly in the newspapers that it would furnish diplomas for a consideration, have at last been caught and brought to book. It was found when they were arrested that they were in possession of twenty-four different charters, so that when one was annulled they could immediately operate under another.

These men are now in jail, and it is hoped that the worst of the fraudulent colleges is broken up, and that its fate will deter others. It is believed that this institution has sold in this country and in Europe more than a thousand diplomas.

The Dental Cosmos, April, 1901, under the heading, "The status of the American dental degree in Germany," says:

The Muenchener Neueste Nachrichten, of February 6, publishes an account of the arrest and trial of a dentist, Emil Gumpoldt, for advertising himself as "Amerikanischer Zahnarzt" upon the authority of a certificate of the dental examining board of the State of Illinois. He was the holder also of a diploma which, it is charged, was issued by a fraudulent diploma concern in Chicago.

The case enlisted the interest of the Hon. James H. Worman, United States consul at Munich, who has instituted active measures toward protecting the dignity and reputability of the American dental degree as conferred by legitimate American schools. We append certain correspondence relating to the matter which will clearly show the active steps which are being taken to rectify the harmful effects of the illicit diploma traffic, and to secure proper credit for the legitimate dental degree.

CONSULATE OF THE UNITED STATES OF AMERICA,
Munich, Germany, December 29, 1900.

Hon. DAVID J. HILL, etc.:

SIR: Referring most respectfully to my unnumbered dispatch of April 21, 1900, upon the subject of American dental degrees in Germany, to which I was honored with a reply by your Department under date of July 17, 1900, No. 36, I have the honor most respectfully to report at this time:

1. That I have since placed myself in relation with the organized associations of American dental graduates in southern Germany, and, in connection with the learned counsel of this consulate, have advised them how to conduct themselves in their relations with the Government and press, and in the defense of those of their members who have been or are being prosecuted for what is termed here an "unlawful" use of their honestly acquired titles of D. D. S.

2. That at the same time in all cases, whether of gentlemen holding legitimate diplomas or of persons holding illegal issues, I have been in constant communication with the Bavarian department of justice and the foreign office to protect the rights of all legitimate holders of such American degrees, correctly issued, to use and advertise their degrees, and to secure the prosecution and conviction of those illegally holding American certificates or honors.

My task has been a peculiarly difficult and delicate one, as there is, in the first place, even among educated and intelligent Germans, a misconception of the character of American universities and especially the schools of dentistry, on account of many of them being, as far as their original organization is concerned, in form at least, private concerns; and among the less informed a strong prejudice against American degrees on this account. It has, therefore, been a matter of propaganda to bring the authorities to understand that under the republican forms of government existing in the several States, where so much is necessarily left to private initiative, these institutions, although in form private enterprises, by virtue of their charters and the right of visitation and control by the State authorities, are, in fact, public institutions.

Another difficulty lies in the fact that the German universities, stimulated by the reputation and success of American dental colleges, have added dental depart-

ments to their curricula, which in theory, at least, are not inferior to the average American institutions; and, among others, the University of Munich has recently established such a department, which, in equipment and the character of its instruction, will prove inferior to no other.

The purpose of this instruction in dentistry at the German universities is to offer to Germans the opportunity of educating themselves thoroughly in that art, and to raise the estimation of German dental degrees to the American standard, so as to induce students to remain at home.

It is easy to comprehend how this jealousy of American degrees finds its expression, not only among prejudiced people, but also among holders of German dental degrees, in denunciation of American degrees and dental institutions, and also in their efforts to bring about a prohibition of their use in Germany.

I have good reason to believe that I have met these difficulties successfully and have been able to convince the authorities here of the value of legitimate American university honors and the titles of technical schools, and of the expediency of not prohibiting them; also of the sincere desire of the United States Government to do everything possible to prevent the issue of worthless diplomas and to effect the closing of institutions issuing them.

My main endeavor has been to secure such evidence as might be of service in proceedings against the institutions issuing illegitimate diplomas, and I have already obtained possession of original diplomas and certificates in two instances where they were purchased in America by Germans against whom proceedings are now pending.

In one of these cases I have had the diplomas copied by photography and typewritten copies of the certificates made. I have applied to the legal authorities to have the original diplomas and certificates in these cases delivered to me for transmission to the State Department, for use as evidence in any proceedings it may be deemed expedient to institute, and, though such a course is difficult to effect, I hope for a favorable answer.

On December 10, 1900, a very interesting case was settled in the courts of Munich against one Samuel Gumpoldt, once a "Zahn-techniker," now a full-fledged "American dentist," claiming also to be the holder of the American degree of doctor of dental surgery. He obtained the "doctorate" at one of those nonreputable dental schools of which two remain to be suppressed in Chicago. "Dr." Gumpoldt went to America some time last spring, remained a few weeks in Chicago, and came back with a certificate from the "State board of dental examiners" permitting him to practice dentistry in Illinois. The state's attorney here made the polite request that I should testify as an expert in the case in order to establish the illegality of the defendant's claim, and as a result the "doctor" was condemned for terming himself "Amerikanischer Zahnarzt" and heavily fined. The case, of course, will be appealed, but it is to be hoped that the governor of Illinois will cause an inquiry into the illegal practice prevailing in that State by issuing such certificates as in this instance, as the State board is only expected to admit to examination a candidate who has spent at least six months in a regular dental school. In this instance the "doctor" made certain claims as to studies in Rumania. * * *

Another case now in the courts is affording me the opportunity to secure by the aid of photography the needed evidence to convict of such illegal practice the other now remaining nonreputable institution in Illinois making a business of the sale of diplomas, and I shall have the honor to submit this report by an early post.

The rapidly growing tendency among the peoples of the German Empire to bar out as far as possible all foreign competition may, as I have already suggested, force the governments of the various States to a more determined warfare in behalf of the dentists educated in the schools of Germany only, against those bearing the distinctive honors of the American dental schools, thus ultimately affecting not only the good standing of American dentists abroad, but also destroying their usefulness, if not barring them altogether. It is to be hoped, therefore, that the course taken by this consulate, however great the sacrifice in labor and time, may prove both timely and judicious, maintain the integrity of our worthy schools of dentistry, and preserve them in honor abroad as well as at home.

To this end I would most respectfully ask you whether you do not deem it expedient that publicity be given through the press in America to such institutions, and in Germany to punish persons holding and advertising their diplomas, in order to deter foreigners from purchasing such titles, and thereby to destroy the market for them? I have abstained entirely from any communications whatever to the press, but believe that the widest publicity should be given the whole subject.

I have the honor, etc.,

JAMES H. WORMAN, *United States Consul.*

*A new dental regulation in Germany.*¹—The royal chief office of police has published under date of February 20, 1901, the following announcement in the newspapers:

"According to verdicts of the high courts of appeal, all persons who, without having graduated in Germany, style themselves Arzt, Wundarzt, Augenarzt, Geburtshelfer, Zahnarzt, Nervenarzt, Naturarzt, etc., or use any title containing the word 'Arzt,' are trespassers against the law. Also the culpability is not excluded by additions, as for instance, 'graduated abroad,' 'not graduated,' etc., which are intended to show that the person in question has not obtained approbation by license in Germany. Such persons may expect the same prosecution as those who style themselves in such a manner as to make people believe that the holder of the title has passed an official medical examination; and it is immaterial as to whether such person has so styled himself hitherto without being prosecuted."

Herewith the question again arises whether the titles "in Amerika approbierter Zahnarzt" or "amerikanischer Zahnarzt" are a misdemeanor against section 143 (R. G. O.), Trade Regulations of the Empire, and are again threatened with prosecution. According to the verdicts of the Berlin Kammergericht (court of appeal) the question of the culpability of the one styling himself "Zahnarzt," with explanatory addition or without, whenever such person uses it, not having graduated from a German university, must be finally confirmed.

After the Landes Central Behörden of the German Empire have made the use of a foreign title in future, as doctor, etc., dependent upon special permission, there has now been submitted by the home office of the Empire the draft of a decree to the competent committee of the Bundesrath, in accordance with which the further use of foreign titles, which hitherto have not been objected to, is forbidden, if the same have been acquired under conditions less stringent than they can be acquired in Germany. All American titles will be forbidden as soon as this decree is sanctioned.

Societies belonging to the union of German Zahnkünstler have proposed a private examination of their members and the bestowing upon them of a diploma as "examined dentist," but it is asserted that the Central Behörden intend taking energetic measures against this new styling of those who have not graduated from German universities, as soon as some one publicly makes use of this title, as a punishable contravention of the law is seen in it. The only persons allowed to style themselves "examined" are those who have passed an examination before a state commission, or a commission which has been authorized by the state authorities. The styling "dentist" is forbidden as well, because in other cultivated countries by the term "dentist" is understood a person duly licensed by the authorities (authorized) to practice dentistry.

TABLE 1.—*General summary of statistics of professional and allied schools, for 1899-1900.*

Class of schools.	Schools.	Instructors.	Students.	Increase (+) or decrease (—).	Graduated in 1900.	Per cent graduated.	Students having A. B. or B. S. ²
Theological.	154	994	28,000	— 252	1,773	22	2,538
Law.	95	1,004	12,516	+ 642	3,241	26	2,166
Medical.	151	4,483	25,213	+1,435	5,219	21	2,477
Dental.	54	1,118	7,928	+ 574	2,029	26	182
Pharmaceutical.	53	493	4,042	+ 491	1,130	28	51
Veterinary.	13	185	362	+ 46	100	28	14
Nurse training.	432	-----	11,164	+1,146	3,546	32	-----

Class of schools.	Value of grounds and buildings. ²	Endowment funds. ²	Benefactions received in 1900.	Volumes in libraries.
Theological.	\$14,161,214	\$19,979,565	\$1,123,802	1,558,901
Law.	1,438,000	567,900	165,500	327,619
Medical.	12,432,437	2,235,087	49,230	158,464
Dental.	1,276,500	105,000	500	6,531
Pharmaceutical.	791,042	19,202	1,750	33,719
Veterinary.	575,000	5,664	4,000	1,000
Nurse training.	\$71,549,043	\$18,381,190	\$1,834,432	-----

¹ Dental Cosmos, May, 1901, p. 570.

² So far as reported.

³ 181 women included.

⁴ 151 women included.

⁵ Pertaining to the hospitals with which the nurse schools are connected.

TABLE 2.—*Comparative statistics of professional and allied schools.*

Class.	1870.	1875.	1880.	1885.	1890.	1895.	1900.
Theology:							
Schools.....	80	123	142	152	145	149	154
Students.....	3,254	5,234	5,242	5,775	7,613	8,050	8,009
Graduates.....		782	719	790	1,372	1,598	1,773
Law:							
Schools.....	28	43	48	49	54	72	96
Students.....	1,653	2,677	3,154	2,744	4,518	8,950	12,516
Graduates.....		823	1,089	744	1,424	2,717	3,241
Medicine (all classes):							
Schools.....		50	90	113	129	151	151
Students.....	6,194	8,580	11,929	11,059	15,484	21,354	25,313
Graduates.....		2,391	3,241	3,622	4,556	4,827	5,319
Medicine (regular):							
Schools.....		65	72	88	93	113	121
Students.....	5,670	7,518	9,876	9,441	13,521	18,660	22,752
Graduates.....		2,082	2,673	3,113	3,853	4,196	4,720
Medicine (homeopathic):							
Schools.....		11	12	12	14	29	22
Students.....	275	664	1,220	1,088	1,164	1,875	1,900
Graduates.....		168	380	342	380	463	413
Dentistry:							
Schools.....		12	16	18	27	45	54
Students.....	257	469	730	1,116	2,693	5,347	7,023
Graduates.....		151	266	458	943	1,297	2,029
Pharmacy:							
Schools.....		14	14	21	29	39	53
Students.....	512	922	1,847	1,736	2,871	3,859	4,042
Graduates.....		208	186	396	759	1,067	1,199
Veterinary medicine:							
Schools.....					7	9	13
Students.....					433	474	532
Graduates.....							100
Nurse training:							
Schools.....			15	24	35	131	482
Students.....			323	793	1,552	3,485	11,164
Graduates.....			157	218	471	1,498	3,455

TABLE 3.—Summary of statistics of schools of theology for 1899-1900.

States.	Schools.	Profess- ors.	Special or assist- ant in- struct- ors.	Stu- dents.	Women in- clud- ed.	Gradu- ated in 1900.	Students having A.B. or B.S.s	Value of grounds and buildings.	Endowment funds.	Benefac- tions re- ceived during the year.	Total income. ^a	Volumes in libraries.
United States	154	768	226	8,009	181	1,773	2,338	\$14,101,214	\$19,979,545	\$1,123,802	\$1,187,651	1,558,901
North Atlantic Division	51	307	113	2,981	45	753	1,297	8,654,008	13,250,474	847,340	730,834	857,941
South Atlantic Division	19	97	21	937	23	179	164	1,465,000	1,950,696	32,025	38,773	223,393
South Central Division	15	54	18	587	11	127	137	750,846	1,001,660	77,424	62,003	63,970
North Central Division	62	283	64	3,376	93	682	706	2,773,683	3,080,991	134,057	282,169	374,662
Western Division	7	27	10	128	9	32	44	455,277	725,811	32,436	36,332	39,015
North Atlantic Division:												
Maine	2	10	3	38			9	115,000	965,000		23,013	25,013
Massachusetts	8	53	25	499	18	98	202	1,125,200	1,718,200	296,575	66,776	158,147
Connecticut	4	24	14	191	9	54	78	700,820	1,273,071	55,390	62,440	125,892
New York	16	106	28	983	8	249	372	4,044,331	5,096,939	292,089	946,798	213,040
New Jersey	5	27	11	477	0	158	152	1,230,160	2,234,425	158,713	159,572	161,574
Pennsylvania	18	87	32	793	9	185	424	1,538,707	2,562,839	124,573	110,948	204,270
South Atlantic Division:												
Maryland	6	48	1	408		82		590,000	6,000		6,000	99,593
District of Columbia	3	11	9	145	0	22	1	375,000	411,100	1,365		24,240
Virginia	3	13	3	183	0	39	84	340,999	694,000	23,469	36,800	44,043
North Carolina	2	9	2	39	0	7	7					21,193
South Carolina	3	10	5	43		11	36	90,000	281,503	5,500	4,800	23,590
Georgia	2	6	1	129	22	18	9	100,000	532,036	2,130	19,173	12,600
South Central Division:												
Kentucky	3	15	4	207		57	31	394,846	877,527	75,424	47,361	39,199
Tennessee	7	29	9	218		95	43	270,000	116,623	2,560	15,242	16,200
Alabama	3	7	2	46	0	10	1	58,000	8,000			8,400
Louisiana	1	1	2	10	2	3	0					
Texas	1	2	1	6	0	3	0					270
North Central Division:												
Ohio	12	55	18	422	15	109	175	656,200	755,225	63,692	81,616	116,200
Indiana	3	14	7	114	13	6	18					14,270
Illinois	15	84	19	1,237	28	249	433	1,132,383	1,581,614	32,736	128,467	121,700
Michigan	4	9	3	103	3	19	40	221,000	391,000	1,800		6,000
Wisconsin	4	23	3	206	0	39	7	163,000	80,000	3,000	14,000	58,600
Minnesota	8	36	4	202	3	43	43	600,000	298,353	14,000	47,200	20,200
Iowa	6	19	5	262	21	45	18	28,500	66,401	2,000	10,126	10,572
Missouri	7	34	2	564	2	138	10	180,000	46,465	12,762	1,000	45,000
Nebraska	1	3	0	19	1	8	10					2,003
Kansas	2	4	0	51	1	5	12		2,300	1,300		1,300
Western Division:												
Colorado	2	8	4	31		3	5	142,000	100,000	10,000	6,088	12,000
Oregon	1	3	2	22	5	6	3	8,000				300
California	4	16	4	75	4	23	34	365,277	625,811	22,426	30,274	23,115

^a So far as reported.

TABLE 4.—Summary of statistics of schools of law for 1899-1900.

States.	Schools.	Profess- ors.	Special or assist- ant in- struct- ors.	Students.			Total in- come of schools. ^a	Value of grounds and buildings.	Endow- ment funds. ^a	Benefac- tions re- ceived during the year.	Volumes in libraries.
				Men.	Women.	Gradu- ated in 1900.					
United States	95	580	424	12,335	151	3,241	\$487,293	\$1,498,000	\$507,900	\$105,500	327,019
North Atlantic Division	15	124	128	4,180	46	911	290,759	897,000	81,000		158,877
South Atlantic Division	21	101	55	1,728	18	411	43,954	102,000	234,900	100,500	20,750
South Central Division	18	64	46	719	310	113	111,106	70,000			15,870
North Central Division	24	240	187	5,200	70	1,540	113,632	279,000	135,000	5,000	120,632
Western Division	7	41	28	436	11	49	13,841	50,000	135,000		10,850
North Atlantic Division:											
Maine	1	3	7	42	1	26					2,500
Massachusetts	2	33	14	1,019	6	225		225,000	1,000		64,000
Rhode Island	1	14	0	58		5					
Connecticut	1	10	20	155		45			75,000		12,000
New York	7	43	74	2,316	35	493	152,949	172,000	5,000	53,347	53,347
Pennsylvania	4	30	13	559	6	122	47,800	500,000			25,000
South Atlantic Division:											
Maryland	3	27	2	398	2	58	3,800				750
District of Columbia	6	41	25	742	15	187	23,202	52,000	100,000		8,500
Virginia	3	10	3	275		60	19,145	50,000	128,900	100,500	7,850
West Virginia	1	3	0	124	1	23					400
North Carolina	3	7	1	170		8	817				750
South Carolina	1	1		28		12					2,000
Georgia	4	12	4	81		63					500
South Central Division:											
Kentucky	3	8	4	92		48	4,500	50,000			200
Tennessee	8	31	31	216		100	193,000	20,000			8,100
Alabama	1	3		51		28					1,500
Mississippi	2	5	1	79		38					1,450
Louisiana	1	5	1	75		20					
Texas	2	7	3	181		51					4,500
Arkansas	1	6	4	18		3					
North Central Division:											
Ohio	5	47	5	639	7	171	13,200	60,000		500	19,934
Indiana	5	20	22	330	0	170	10,919	8,000			9,600
Illinois	10	78	56	1,149	28	331	16,000				7,000
Michigan	2	31	16	1,035	6	117	9,614	80,000	27,500		27,000
Wisconsin	1	6	1	229	1	65		86,000	20,000		5,000
Minnesota	1	4	16	522	0	121	25,000	50,000			8,000
Iowa	4	15	3	322	1	103					14,130
Nebraska	3	15	3	338	3	114	29,906	100,000	77,500		23,000
Missouri	3	15	22	338	3	114					

TABLE 5.—Summary of statistics of schools of medicine for 1899-1900.

States.	Schools.	Profess- ors.	Special or assist- ant in- struct- ors.	Students.				Value of grounds and buildings.	Endowment funds.	Benefac- tions re- ceived during the year.	Total income of the schools. ^a	Volumes received in library.
				Men.	Women.	Gradu- ated in 1900.	Students having A. B. or B. S.					
United States	151	2,674	1,909	23,757	1,456	5,219	2,477	\$12,462,497	\$2,236,087	\$49,229	\$1,199,911	158,464
North Atlantic Division	25	397	591	5,827	430	1,220	1,021	4,610,567	1,245,087	8,500	329,619	60,245
South Atlantic Division	22	283	191	3,194	98	726	424	1,804,000	547,000	6,389	178,121	9,639
South Central Division	21	246	159	3,990	36	975	155	1,453,800	28,000	5,600	181,769	12,257
North Central Division	71	1,524	531	9,882	764	2,107	756	3,678,100	519,560	7,500	418,200	63,700
Western Division	12	224	107	884	138	191	121	913,000	66,500	21,250	92,072	12,263
A.—BY CLASSES.												
Regular medical	121	2,085	1,400	21,673	1,079	4,720	2,327	10,223,997	1,818,046	35,229	1,035,414	110,556
Eclectic and physio-medical	8	154	49	500	52	188	49	174,500	---	1,500	37,450	4,308
Homeopathic	22	435	300	1,584	325	413	101	2,061,000	418,021	14,500	127,017	43,600
B.—BY STATES AND CLASSES.												
Regular.												
North Atlantic Division:												
Maine	2	25	8	163	---	30	10	32,000	---	---	10,000	3,700
New Hampshire	1	13	3	118	---	49	---	10,000	1,000	---	---	1,000
Vermont	1	7	191	---	---	---	---	---	---	---	---	---
Massachusetts	3	46	114	745	62	181	241	---	---	---	---	2,940
Connecticut	1	12	13	135	---	21	29	---	106,000	---	---	---
New York	7	103	259	1,922	100	385	454	2,554,018	498,752	---	96,192	11,947
Pennsylvania	5	46	75	1,491	166	414	232	722,559	336,314	---	158,268	16,900
South Atlantic Division:												
Maryland	7	79	104	1,381	64	303	301	1,159,600	527,000	---	157,888	1,439
District of Columbia	4	97	16	461	22	79	45	350,000	15,000	---	---	---
Virginia	3	37	38	637	---	140	63	190,000	---	5,000	32,822	500
North Carolina	3	19	3	159	---	20	10	15,000	5,000	1,389	4,737	2,600
South Carolina	1	8	12	116	4	43	---	---	---	---	---	---
Georgia	2	23	10	359	---	110	---	50,000	---	---	---	5,000
South Central Division:												
Kentucky	5	56	67	968	8	152	41	550,000	---	---	25,000	2,800
Tennessee	8	98	64	1,926	9	604	91	323,000	18,000	5,600	94,475	3,000
Alabama	2	20	3	247	---	55	10	---	---	---	---	---
Louisiana	2	15	9	425	2	118	---	230,000	10,000	---	1,500	3,467
Texas	2	25	7	286	10	40	10	323,800	---	---	54,630	3,000
Arkansas	1	15	4	122	1	---	---	20,000	---	---	4,354	---

North Central Division:									
Ohio.....	182	81	1,180	61	265	96	523,000	189,000	20,400
Indiana.....	68	91	513	54	54	81	88,000	---	5,000
Illinois.....	142	142	2,382	200	514	105	740,000	50,000	172,703
Michigan.....	103	153	885	66	217	28	955,600	---	8,626
Wisconsin.....	44	39	252	8	39	15	925,000	---	500
Minnesota.....	62	33	532	23	60	51	215,500	---	2,500
Iowa.....	50	36	585	30	139	35	270,000	---	1,350
Missouri.....	231	104	2,006	481	481	204	204,000	5,500	28,880
Nebraska.....	47	50	233	34	34	13	113,000	---	10,000
Kansas.....	55	55	135	34	48	9	16,500	---	3,500
Western Division:									
Colorado.....	42	54	143	16	31	12	20,000	---	7,370
Oregon.....	31	9	116	16	16	16	---	21,250	2,000
California.....	115	50	573	87	126	88	833,000	66,500	81,702
<i>Eclectic and physiomedical.</i>									
New York.....	1	12	65	18	13	18	42,000	---	11,250
Georgia.....	1	10	60	2	36	5	10,000	1,500	---
Ohio.....	1	15	125	2	8	11	60,000	---	500
Indiana.....	1	3	33	4	8	---	20,000	---	---
Illinois.....	2	62	116	16	25	8	40,000	---	10,000
Missouri.....	1	13	50	6	2	---	2,500	---	200
Nebraska.....	1	24	51	4	4	7	---	---	300
<i>Homeopathic.</i>									
Massachusetts.....	1	22	101	49	35	14	200,000	35,000	20,000
New York.....	2	45	125	35	40	23	450,000	3,621	3,500
Pennsylvania.....	1	16	270	0	58	---	600,000	275,000	33,889
Maryland.....	1	10	21	6	5	---	30,000	---	2,674
Kentucky.....	1	17	16	6	5	1	---	---	1,900
Ohio.....	2	43	172	29	46	18	145,000	---	4,500
Illinois.....	5	120	504	128	128	20	340,000	103,000	42,788
Michigan.....	2	52	95	16	19	1	150,000	1,000	3,000
Minnesota.....	1	15	23	1	7	1	---	---	12,000
Iowa.....	1	12	64	6	8	4	50,000	---	2,000
Missouri.....	3	47	122	35	44	14	36,000	2,000	7,000
Colorado.....	1	17	44	---	6	---	30,000	---	8,286
California.....	1	19	26	14	12	5	30,000	---	3,000

a So far as reported.

TABLE 6.—Summary of statistics of schools of dentistry for 1899-1900.

States.	Schools.	Profess- ors.	Special or assist- ant in- struct- ors.	Students.			Value of grounds and buildings.	Endowment funds.	Benefac- tions received during the year.	Total income of schools.	Volumes in library.
				Men.	Women.	Gradu- ated in 1900.						Having A. B. or B. S. degree.
United States	54	569	549	7,768	160	2,029	\$1,276,500	\$105,000	\$500	\$298,506	6,551
North Atlantic Division:											
Massachusetts	2	27	54	291	5	77				48,000	510
New York	3	23	64	594	13	67	170,000			52,394	2,010
Pennsylvania	5	42	63	1,478	31	453	430,000			19,000	1,350
South Atlantic Division:											
Maryland	3	26	43	524	5	157					
District of Columbia	3	29	18	124	2	21					
Virginia	2	19	11	56		11	65,000				
Georgia	2	16	11	255	0	75	20,000	9,000			
South Central Division:											
Kentucky	1	18	10	140	0	45	40,000			17,000	
Tennessee	3	25	17	258	4	67	26,000			13,000	
Alabama	1	7	13	41	10	3					
Louisiana	1	7	11	32	1	3				3,000	
North Central Division:											
Ohio	4	40	14	545	12	166	98,000	11,000		15,000	800
Indiana	2	20	12	277	5	85	35,000			33,500	
Illinois	2	39	41	1,225	29	348					2,040
Michigan	2	19	15	356	11	99	85,000			20,000	600
Wisconsin	1	11	8	153		35	150,000				500
Minnesota	1	11	5	126		36				12,000	
Iowa	2	23	9	178	10	39	30,000			19,650	321
Missouri	2	51	52	496	12	114	12,500			21,500	
Nebraska	2	32	13	73	2	10		5,000			
Western Division:											
Colorado	2	26	18	76	5	22				3,862	
Oregon	1	13	4	73	2	5				10,000	
California	4	45	43	386	11	84	115,000				

TABLE 7.—Summary of statistics of schools of pharmacy for 1899-1900.

States.	Schools.	Profess- ors.	Special or assist- ant in- struct- ors.	Students.			Value of grounds and buildings.	Endowment funds.	Benefac- tions received during the year.	Total in- come of schools.	Volumes in library.
				Men.	Women.	Gradu- ated in 1900.					
United States.											
North Atlantic Division.	53	278	215	3,846	196	1,130	\$791,042	\$10,202	\$1,700	\$99,117	33,719
South Atlantic Division.	10	58	62	1,372	58	338	468,542	19,202		36,891	23,619
South Central Division.	9	34	31	302	5	104	37,500			4,196	350
North Central Division.	21	136	100	239	17	58	20,000			8,850	8,850
Western Division.	4	19	20	1,746	96	582	145,000		200	17,700	8,850
				157	29	48	120,000		1,500	9,500	300
North Atlantic Division:											
Maine.	1	12	9	10		3					
Massachusetts.	1	5	7	172	12	19	69,300	14,215		14,841	5,132
New York.	4	21	27	598	25	164	204,242	4,987		11,850	6,387
New Jersey.	1	5	3	92	2	8				3,000	
Pennsylvania.	3	15	16	570	19	144	135,000			7,200	11,900
South Atlantic Division:											
Maryland.	1	4	2	98		47	20,000				
District of Columbia.	2	8	5	80	4	24	15,000			3,500	350
Virginia.	2	9	8	32	1	10					
North Carolina.	2	7	2	30		7	2,500			606	
South Carolina.	1	4	2	28		11					
Georgia.	1	2	2	34		5					
South Central Division:											
Kentucky.	1	8	5	47	0	8	20,000				600
Tennessee.	3	12	2	58	7	12				830	
Alabama.	2	4	2	54	0	0					
Louisiana.	1	3	3	28	3	9					
Texas.	1	3	1	41	4	11					
Oklahoma.	1	1	1	41	3	11					
North Central Division:											
Ohio.	5	28	30	342	19	137	35,000		200	6,700	1,500
Indiana.	2	16	11	301	5	107					
Illinois.	2	10	6	371	13	58	75,000			11,000	2,350
Michigan.	2	16	8	112	13	49					5,000
Wisconsin.	2	20	10	46	5	12					
Minnesota.	1	7	5	57	9	17					
Iowa.	3	18	15	335	34	116					
Missouri.	2	11	9	182	5	57	35,000				
South Dakota.	1	4	6	75	0	8					
Kansas.	1	6	6	75	4	21					
Western Division:											
Washington.	1	4	2	18	1	2					
Oregon.	1	7	5	33	13	2					
California.	2	8	13	106	6	44	120,000		1,500	9,500	300

TABLE 8.—Summary of statistics of schools for training nurses, for 1899-1900.

States.	Schools.	Nurse pupils.				Beds for patients. ^a	Value of grounds and buildings of the hospitals.	Endowment funds of the hospitals.	Benefactions received during the year.	Expenditures for nurse schools.
		Men.	Women.	Whole number.	Graduated in 1900.					
United States.....	432	1,195	9,969	11,164	3,546	84,227	\$71,549,043	\$18,381,190	\$1,884,432	\$365,347
North Atlantic Division.....	238	615	5,716	6,331	2,033	51,103	46,750,673	13,332,838	1,432,178	245,483
South Atlantic Division.....	34	39	681	720	191	3,292	5,809,000	3,387,600	15,408	19,148
South Central Division.....	10	12	180	192	75	3,139	1,065,000	95,200	500	14,264
North Central Division.....	123	524	2,860	3,384	1,080	24,325	16,284,370	1,484,052	372,139	76,104
Western Division.....	32	5	532	537	167	2,368	1,550,000	81,500	24,207	10,348
CLASS A.										
North Atlantic Division:										
Maine.....	4	3	74	77	31	257	401,000	184,450	7,482	-----
New Hampshire.....	1	2	86	88	35	237	49,700	59,232	12,385	-----
Vermont.....	7	1	8	8	4	8	4,000	-----	-----	1,500
Massachusetts.....	48	9	1,137	1,146	433	4,191	4,232,842	7,096,876	438,588	27,900
Rhode Island.....	4	12	118	130	34	675	1,281,790	17,688	4,340	750
Connecticut.....	7	0	183	183	63	687	780,000	300,000	10,000	10,542
New York.....	66	150	1,752	1,902	551	9,886	8,652,434	2,050,376	411,950	149,377
New Jersey.....	17	1	291	292	129	1,102	1,213,525	494,239	15,450	4,500
Pennsylvania.....	59	2	1,316	1,318	424	6,281	4,839,523	2,138,675	326,067	48,914
South Atlantic Division:										
Delaware.....	2	0	22	22	1	73	82,000	47,600	0	700
Maryland.....	9	0	186	186	59	841	3,210,000	3,311,000	8,500	9,300
District of Columbia.....	7	10	210	210	60	926	826,000	24,000	2,800	4,320
Virginia.....	8	1	133	134	51	623	161,000	5,000	4,108	4,328
West Virginia.....	1	1	12	12	2	75	-----	-----	-----	-----
South Carolina.....	2	1	21	21	8	162	5,000	-----	-----	500
Georgia.....	3	1	65	65	7	132	150,000	-----	-----	-----
Florida.....	1	1	10	10	3	50	-----	-----	-----	-----
South Central Division:										
Kentucky.....	3	1	56	53	26	360	140,000	35,000	500	7,924
Tennessee.....	2	1	22	22	8	245	100,000	24,000	-----	2,840
Louisiana.....	3	1	59	59	25	943	105,000	36,200	-----	3,500
Texas.....	1	1	18	18	8	100	-----	-----	-----	-----
North Central Division:										
Ohio.....	16	6	307	313	95	1,749	1,073,500	341,639	191,400	5,000
Indiana.....	6	1	69	69	29	329	254,000	0	0	980
Illinois.....	33	18	819	837	304	3,119	2,352,644	470,700	123,950	11,755
Michigan.....	14	117	444	561	235	1,302	1,275,000	511,750	33,000	19,964
Wisconsin.....	8	1	149	150	55	560	380,000	-----	-----	9,260
Minnesota.....	10	1	212	212	69	876	554,061	26,963	7,239	17,556
Iowa.....	7	1	86	87	32	296	215,000	82,000	2,350	5,500
Missouri.....	13	4	207	211	69	1,267	650,000	50,000	1,200	5,989
Nebraska.....	2	1	23	24	10	74	-----	-----	-----	-----
Kansas.....	3	2	69	71	26	245	100,000	1,000	13,000	300
Western Division:										
Wyoming.....	1	1	6	6	2	42	20,000	0	-----	-----
Colorado.....	5	0	73	73	25	394	630,000	15,500	2,207	-----
Utah.....	1	1	26	26	10	86	80,000	5,000	5,000	-----
Washington.....	3	1	36	36	9	135	120,000	-----	12,000	1,500
Oregon.....	2	0	50	50	12	325	-----	-----	-----	-----
California.....	10	5	341	346	109	1,386	700,000	61,000	5,600	8,848
CLASS B.										
<i>Hospitals for the insane.</i>										
New Hampshire.....	1	1	25	25	13	420	500,000	300,000	58,000	-----
Massachusetts.....	5	146	229	375	65	3,292	4,735,508	207,442	0	2,000
Rhode Island.....	1	11	17	28	12	167	-----	327,720	125,600	-----
New York.....	12	121	281	402	170	18,773	14,085,262	-----	12,916	-----
New Jersey.....	2	23	36	64	16	2,009	3,200,000	-----	-----	-----
Pennsylvania.....	4	130	163	293	53	3,118	2,785,089	156,140	-----	-----
District of Columbia.....	1	24	20	44	0	-----	1,250,000	-----	-----	-----
Virginia.....	1	4	12	16	-----	410	175,000	-----	-----	-----
Alabama.....	1	12	25	37	8	1,491	750,000	-----	-----	-----
Ohio.....	1	16	21	37	16	1,115	1,500,000	-----	-----	-----
Indiana.....	1	29	28	57	16	610	562,385	-----	-----	-----

^a For hospitals for the insane the number of inmates is given.

TABLE 8.—*Summary of statistics of schools for training nurses, for 1899-1900—*
Continued.

States.	School.	Nurse pupils.				Beds for patients.	Value of grounds and buildings of the hospitals.	Endowment funds of the hospitals.	Benefactions received during the year.	Expenditures for nurse schools.
		Men.	Women.	Whole number.	Graduated in 1900.					
CLASS B—continued.										
<i>Hospitals for the insane—</i>										
Continued.										
Illinois	1	75	100	175	14	2,250				
Michigan	2	73	120	193	44	2,810	\$1,200,000			
Wisconsin	1	25	25	50	0	430	500,000			
Minnesota	2	43	41	84	37	3,328	2,300,000			
Iowa	2	53	90	143	29	2,885	2,967,780			
Missouri	1	60	50	110	0	1,080	400,000			

TABLE 9.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
1	St. Bernard, Ala.	St. Bernard Seminary (R. C.)	1892	Benedict Menges, O. S. B.
2	Talladega, Ala.	Talladega College, Theological Department (Cong.).	1867	George W. Andrews, D. D.
3	Tuscaloosa, Ala.	Stillman Institute (Presb.)*	1876	O. B. Wilson
4	Berkeley, Cal.	Berkeley Bible Seminary (Disc.)*	1896	Samuel M. Jefferson, A. M., LL. D.
5	Oakland, Cal.	Pacific Theological Seminary (Cong.).	1899	John Knox McLean, D. D.
6	San Anselmo, Cal.	San Francisco Theological Seminary (Presb.).	1871	Robert Mackenzie, D. D.
7	San Mateo, Cal.	Church Divinity School of the Pacific (P. E.).	1893	William F. Nichols, D. D.
8	Denver, Colo.	Matthews Hall, Denver Theological School (P. E.).	1873	John F. Spaulding, D. D.
9	University Park, Colo.	Iliff School of Theology, University of Denver (M. E.).	1892	Arthur H. Briggs, A. M., S. T. D.
10	Hartford, Conn.	Hartford Theological Seminary (Cong.).	1834	Chester D. Hartranft, D. D.
11	Middletown, Conn.	Berkeley Divinity School (P. E.).	1854	John Binney, D. D.
12	New Haven, Conn.	Yale Divinity School (Cong.)	1822	George P. Fisher, D. D., LL. D.
13	Washington, D. C.	Catholic University of America, Theological Department (R. C.).	1889	Charles P. Grannan, D. D.
14	do	Howard University, Theological School (nonsec.).	1870	John L. Ewell, D. D.
15	do	King Hall Theological School (P. E.).	1890	William V. Tunnell
16	Atlanta, Ga.	Atlanta Baptist Seminary	1867	George Sale, A. M.
17	do	Gammon Theological Seminary (M. E.).	1883	Edward L. Parks, D. D., chairman.
18	Bourbonnais, Ill.	St. Viator's College (R. C.)	1868	M. J. Marsile, C. S. V.
19	Chicago, Ill.	Chicago Lutheran Theological Seminary.	1891	R. F. Weidner, D. D., LL. D.
20	do	Chicago Theological Seminary (Cong.).	1858	Franklin W. Fisk, D. D., LL. D.
21	do	McCormick Theological Seminary (Presb.).	1830	Augustus S. Carrier, D. D., chairman.
22	do	University of Chicago, Divinity School.	1866	Eri B. Hulbert, D. D., LL. D.
23	do	Western Theological Seminary (P. E.).	1885	William J. Gold, S. T. D.
24	Eureka, Ill.	Eureka College, Bible Department (Disc.).		B. J. Eadford, A. M.
25	Evanston, Ill.	Garrett Biblical Institute, Northwestern University (M. E.).	1854	Charles J. Little, Ph. D., LL. D.
26	do	Norwegian Danish Theological Seminary.	1885	Nels E. Simonsen
27	Galesburg, Ill.	Ryder Divinity School, Lombard University (Univ.).	1881	C. Ellwood Nash, A. M., D. D.
28	Greenville, Ill.	Greenville College, School of Theology (Fr. Meth.).		W. T. Hogg
29	Naperville, Ill.	Union Biblical Institute (Ev. Asso.).	1876	Thos. Bowman
30	Rock Island, Ill.	Augustana Theological Seminary (Ev. Luth.).	1860	Olof Olsson, Ph. D., D. D.
31	Springfield, Ill.	Concordia College (Ev. Luth.)	1846	Reinhold Pieper
32	Upper Alton, Ill.	Shurtleff College, Theological Department (Bapt.).		A. A. Kendrick, D. D., LL. D.
33	Merom, Ind.	Union Christian College, Theological Department (Christian).	1859	L. J. Aldrich
34	St. Meinrad, Ind.	St. Meinrad's Ecclesiastical Seminary (R. C.).	1870	Athanasius Schmitt
35	Upland, Ind.	Reade Theological Seminary of Taylor University (M. E.).	1892	John H. Shilling, Ph. D.
36	Charles City, Iowa	Charles City College (M. E.).	1891	J. F. Hirsch, A. M.
37	Des Moines, Iowa.	Drake University, Bible Department (Christian).	1881	A. M. Haggard
38	do	Grand View College (Ev. Luth.).	1896	R. R. Vestergaard

* In 1898-99.

a Approximately.

b In common with the university or college.

theology for the year 1899-1900.

Session closes—	Number of professors, Special or assistant in- structors.	Whole number of stu- dents.	Number of women in- cluded.	Graduated in 1900.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in li- brary.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18
June 20	4	12	18	0	4	1	3	40	\$80,000	—	—	3,400	1
June 12	2	—	16	0	2	—	3	35	(b)	\$8,000	—	2,000	2
May 27	1	0	12	0	4	0	3	35	6,000	0	—	—	3
May 1	1	—	12	3	2	1	3	36	8,000	50,000	—	23,000	4
Apr. 10	5	1	17	1	7	2	3	34	60,000	275,000	\$20,000	7,300	5
Apr. 23	7	3	34	0	26	3	32	32	222,277	265,841	2,426	13,024	6
June 1	3	—	10	0	6	5	3	36	15,000	35,000	—	4,720	7
May 31	3	3	8	0	2	—	3	35	80,000	0	0	—	8
May 16	5	1	23	0	1	7	3	32	62,000	100,000	10,000	6,088	9
May 30	12	7	74	9	23	70	3	33	265,000	200,000	10,603	47,311	10
June 6	5	1	17	0	8	8	3	37	85,820	423,949	24,727	15,149	11
May 20	7	6	100	—	23	—	3	32	*350,000	*649,122	—	—	12
June 5	6	0	75	0	16	—	—	36	350,000	366,000	—	—	13
May 28	2	9	56	0	4	1	3, 4	34	(b)	45,100	1,365	—	14
May 20	3	—	14	0	2	0	3	35	25,000	—	—	800	15
Apr. 30	2	0	28	0	0	0	3	34	—	—	—	—	16
May 10	4	1	101	22	18	9	3	31	100,000	562,086	2,160	19,173	17
Sept. 5	4	—	24	0	3	10	3	35	—	0	0	5,000	18
Apr. 28	3	5	37	0	9	25	3, 4	30	150,000	0	—	8,000	19
May 9	12	3	120	2	36	—	3	30	317,383	972,785	1,000	60,000	20
May 3	8	1	156	0	49	143	3	32	300,000	533,859	31,733	39,567	21
June 23	20	5	383	28	42	240	3	36	(b)	(b)	(b)	—	22
May 31	5	0	20	0	9	9	3	36	—	—	0	8,500	23
June 27	2	1	22	0	0	—	3	39	0	2,000	0	—	24
May 25	9	2	182	6	*33	—	3	34	250,000	—	—	—	25
May 5	1	—	12	0	5	—	4	32	16,000	5,000	—	—	26
June 5	4	—	7	0	1	1	4	38	(b)	—	—	—	27
June 7	2	—	8	1	—	—	3	40	—	—	—	—	28
June 20	2	0	42	0	13	6	2	42	—	20,000	0	—	29
May 31	3	2	63	0	17	17	3	30	—	25,000	—	11,000	30
June 28	5	0	151	0	32	0	3	42	100,000	0	0	—	31
June 5	4	—	10	1	—	2	2	38	—	23,000	—	1,400	32
June 14	3	2	25	8	—	—	3	36	—	—	—	—	33
June 21	7	2	39	—	2	14	3	40	—	—	—	—	34
June 2	4	3	80	5	4	4	3	36	(b)	(b)	(b)	250	35
June 15	2	0	8	0	8	0	3	39	—	6,760	—	700	36
June 14	7	2	110	21	19	—	3	37	(b)	—	—	—	37
May 31	2	1	13	0	0	0	3	33	—	0	0	2,000	38

^c Received by bequest of Rev. John Williams, D. D., late bishop of Connecticut, who died February 6, 1899.

^d From Mrs. Nettie F. McCormick, Chicago, Ill., \$18,752; Cyrus H. McCormick, \$3,125; Harold F. McCormick, \$3,125.

TABLE 9.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
39	Dubuque, Iowa...	German Presbyterian Theological School of the Northwest.	1852	Adam W. Ringland, D. D.
40	do	Wartburg Seminary (Ev. Luth.)	1854	S. Fritschel, D. D.
41	Mount Pleasant, Iowa.	German College (M. E.)	1873	Edwin S. Havighorst, A. M., D. D.
42	Atchison, Kans...	Western Theological Seminary (Ev. Luth.)	1895	Frank D. Altman, D. D.
43	Kansas City, Kans	Kansas City University, College of Theology (Meth. Prot.).	1896	H. T. Stephens
44	Danville, Ky	Presbyterian Theological Seminary.	1853	J. M. Worrall, D. D.
45	Louisville, Ky	Louisville Presbyterian Theological Seminary.	1893	W. Hoge Marquess, D. D.
46	do	Southern Baptist Theological Seminary.	1859	E. Y. Mullins, D. D.
47	New Orleans, La	Straight University, Theological Department (Cong.).		George W. Henderson
48	Bangor, Me	Bangor Theological Seminary (Cong.).	1816	John L. Crosby, treasurer.
49	Lewiston, Me	Cobb Divinity School, Department of Bates College (Free Bapt.).	1840	James A. Howe, D. D.
50	Baltimore, Md	St. Joseph's Seminary (R. C.)	1889	J. R. Slaterry
51	do	St. Mary's Seminary (R. C.)	1791	A. L. Magnien, D. D.
52	Ilchester, Md	Redemptorist College of Ilchester (R. C.)	1867	Ferdinand A. Litz, rector.
53	Mount St. Marys, Md.	Mount St. Marys Theological School (R. C.)	1808	William L. O'Hara, A. M.
54	Westminster, Md.	Westminster Theological Seminary (Meth. Prot.).	1882	Hugh L. Elderdice, A. M., D. D.
55	Woodstock, Md.	Woodstock College (R. C.)	1869	Burchard Villiger
56	Andover, Mass.	Andover Theological Seminary (Cong.).	1808	George F. Moore, D. D.
57	Boston, Mass.	Boston University, School of Theology (M. E.).	1839	Marcus D. Buell, A. M., S. T. D.
58	do	St. John's Boston Ecclesiastical Seminary (R. C.).	1884	John B. Hogan, D. D.
59	Cambridge, Mass	Episcopal Theological School (P. E.).	1867	George Hodges, D. D.
60	do	Harvard University, Divinity School (nonsec.).	1817	Charles C. Everett, D. D., LL. D.
61	do	New Church Theological School (Swedenborgian).	1866	James Reed, A. M.
62	Newton Center, Mass.	Newton Theological Institution (Bapt.).	1825	Nathan E. Wood, D. D.
63	Tufts College, Mass.	Tufts College, Divinity School (Univ.).	1869	Charles H. Leonard, D. D.
64	Adrian, Mich	Adrian College, School of Theology (Meth. Prot.).	1882	David Jones, D. D.
65	Hillsdale, Mich	Hillsdale College, Theological School (F. W. Bapt.).	1864	D. B. Reed, D. D.
66	Holland, Mich	Western Theological Seminary (Ref. Ch. in America).	1866	John W. Beardslee, D. D.
67	Saginaw, Mich	Evangelical Lutheran Theological Seminary.*	1886	W. Linsermann
68	Collegeville, Minn	St. John's Seminary (R. C.)*	1867	Peter Engel, Ph. D.
69	Faribault, Minn	Seabury Divinity School (P. E.)	1859	Alford A. Butler, M. A.
70	Minneapolis, Minn	Augsburg Seminary (Ev. Luth.)	1869	Georg Sverdrup
71	do	United Church Seminary (Ev. Luth.)	1890	Marcus O. Bockman, A. M.
72	Red Wing, Minn.	Red Wing Seminary (Ev. Luth.)	1879	M. G. Hanson
73	St. Paul, Minn	German Luther Seminary (Ev. Luth.)	1885	H. Ernst, D. D.
74	do	St. Paul's College (M. E.)	1889	C. W. Hertzler, A. M.
75	do	St. Paul Seminary (R. C.)	1894	Patrick R. Heffron, D. D.
76	Canton, Mo	Christian University, Theological Department (Disc.).	1855	Clinton Lockhart, A. M., Ph. D.
77	Florissant, Mo	St. Stanislaus Seminary (R. C.)	1823	P. Hagemann
78	Kansas City, Mo.	Redemptorist Seminary of the St. Louis Province (R. C.).	1887	Ferreol Girardey
79	St. Louis, Mo	Concordia Theological Seminary (Ev. Luth.).	1839	Francis Pieper

* In 1898-99.

a Approximately.

b In common with the university or college.

theology for the year 1899-1900—Continued.

Session closes—	Number of professors. Special or assistant in- structors.		Whole number of stu- dents.	Number of women in- cluded.	Graduated in 1900.	Students having A. B. or B. S.		Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in li- brary.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Apr. 23	1	2	13	0	2	0	3	32	\$28,500	\$19,675	-----	-----	-----		39
June 28	4	0	42	0	14	18	3	40	30,000	11,966	-----	\$2,445	5,690		40
June 7	3	0	16	0	2	3,4	38	38	20,000	28,500	\$2,600	3,981	1,232		41
May 4	2	1	18	0	4	12	3	34	-----	2,300	1,500	-----	a 1,500		42
June 7	2	2	33	1	1	-----	3	36	-----	-----	-----	-----	-----		43
May 5	3	1	20	-----	4	6	3	32	30,000	213,098	-----	11,088	9,000		44
May 5	5	1	31	0	5	25	3	30	50,000	200,000	a 70,000	11,000	5,100		45
May 29	7	2	256	0	48	-----	3	33	314,846	464,429	5,424	25,273	25,000		46
Oct. 1	1	2	10	2	3	0	3	32	0	0	0	-----	-----		47
May 20	5	2	17	0	5	0	3	34	75,000	235,000	-----	16,580	21,000		48
May 16	5	1	21	1	3	9	3	36	40,000	100,000	-----	6,700	4,013		49
June 21	3	-----	29	0	3	-----	a 40	-----	-----	-----	-----	-----	a 1,500		50
June 23	12	-----	194	0	58	-----	3	40	-----	-----	-----	-----	a 30,000		51
July 1	7	1	36	0	6	6	4	44	150,000	0	0	-----	a 18,000		52
June 23	7	-----	26	0	4	20	4	42	150,000	-----	-----	-----	12,000		53
May 10	4	-----	14	-----	4	7	2,3	30	10,000	6,000	-----	6,000	a 3,000		54
June 30	15	-----	109	-----	7	-----	40	36	250,000	-----	-----	-----	a 35,000		55
June 14	6	3	22	0	11	-----	3	36	800,000	-----	-----	36,227	51,100		56
June 5	7	7	182	18	24	114	3	33	145,000	-----	-----	-----	-----		57
June 24	10	1	130	0	25	-----	40	a 400,000	-----	-----	-----	-----	a 12,000		58
June 20	4	5	44	0	11	9	3	38	300,000	162,200	c 56,575	21,849	9,500		59
June 28	9	3	28	0	5	23	3	38	-----	-----	-----	-----	29,547		60
June 20	4	0	8	0	3	2	3	40	80,000	200,000	20,000	8,700	a 2,000		61
June 5	7	1	70	-----	16	49	3	36	200,000	556,000	150,000	-----	24,000		62
June 20	6	5	15	0	3	5	3	38	-----	(b)	-----	-----	(b)		63
June 15	-----	-----	38	0	4	-----	2	39	(b)	-----	1,800	-----	-----		64
do	3	-----	30	3	3	4	3	38	13,000	70,000	-----	(b)	(b)		65
Apr. 23	3	1	28	0	11	25	3	32	10,000	50,000	-----	-----	6,000		66
June 28	3	2	7	-----	1	1	3	40	-----	-----	-----	-----	-----		67
June 25	4	-----	47	-----	-----	-----	40	-----	-----	-----	-----	-----	-----		68
June 2	6	1	18	0	9	3	3	32	-----	-----	-----	-----	a 8,000		69
June 1	3	-----	34	0	7	16	3	30	50,000	0	14,000	-----	-----		70
do	3	0	49	0	13	24	3	30	0	113,459	-----	9,300	1,000		71
do	3	0	14	0	6	-----	3	34	20,000	-----	-----	3,000	400		72
June 15	3	0	42	0	9	-----	3	40	30,000	0	0	-----	800		73
June 7	1	-----	3	0	0	0	3	35	(b)	-----	-----	-----	(b)		74
June 15	13	2	85	0	15	-----	4	40	500,000	285,000	-----	35,000	10,000		75
June 2	3	1	58	2	-----	-----	3	39	(b)	-----	-----	-----	1,000		76
June 21	5	-----	92	0	31	-----	4	40	-----	-----	-----	-----	-----		77
July 15	4	0	35	0	5	0	4	46	a 20,000	0	0	-----	a 11,000		78
June 28	6	0	193	0	55	-----	3	42	-----	0	-----	-----	a 7,000		79

c \$25,000 from Mr. W. E. Schermerhorn, of New York City.

TABLE 9.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
80	St. Louis, Mo.	Kenrick Theological Seminary (R. C.)	1893	Francis V. Nugent
81	.....do	Theological Seminary of the German Evangelical Synod of North America, or Eden College.	1850	Louis F. Haeberle
82	Warrenton, Mo.	Central Wesleyan College (M. E.)....	1861	George B. Addicks
83	Omaha, Nebr.	Presbyterian Theological Seminary ..	1891	Wm. W. Harsha, D. D., LL. D., chairman.
84	Bloomfield, N. J. ...	German Theological School of Newark (Presb.).	1839	Henry J. Weber, Ph. D., reporter.
85	Madison, N. J.	Drew Theological Seminary (M. E.)..	1867	Henry A. Buttz, D. D., LL. D.
86	New Brunswick, N. J.	Theological Seminary of the Reformed (Dutch) Church in America.	1784	Samuel M. Woodbridge, D. D., LL. D.
87	Princeton, N. J. ...	Princeton Theological Seminary (Presb.).	1812	Wm. M. Paxton, D. D., LL. D.
88	South Orange, N. J.	Seminary of the Immaculate Conception (R. C.).*	1856	John A. Stafford
89	Allegany, N. Y.	St. Bonaventure's Seminary (R. C.)..	1860	Joseph F. Butler
90	Auburn, N. Y.	Auburn Theological Seminary (Presb.).	1819	George B. Stewart, D. D.
91	Brooklyn, N. Y. ...	St. John's Theological Seminary	1891	James J. Sullivan, C. M. ...
92	Buffalo, N. Y.	German Martin Luther Seminary ..	1854	John A. Grabau
93	Canton, N. Y.	Canton Theological Seminary of St. Lawrence University (Univ.).	1856	Almon Gunnison, D. D.
94	Hamilton, N. Y. ...	Hamilton Theological Seminary, Colgate University (Bapt.).	1819	George E. Merrill, D. D. ...
95	Hartwick Seminary, N. Y.	Hartwick Seminary (Ev. Luth.)	1797	Alfred Hiller, D. D., chairman.
96	New York, N. Y. ...	General Theological Seminary of the Protestant Episcopal Church.	1817	Eugene A. Hoffman, D. D., LL. D., D. C. L.
97	.....do	Jewish Theological Seminary (Hebrew).	1886	Joseph Blumenthal
98	.....do	Union Theological Seminary (Presb.).	1836	Charles C. Hall, D. D.
99	Niagara University, N. Y.	Niagara University, Theological Department (R. C.).	1856	P. S. McHale, C. M.
100	Rochester, N. Y. ...	Rochester Theological Seminary (Bapt.).	1851	Augustus H. Strong, D. D., LL. D.
101	.....do	St. Bernard's Seminary (R. C.)	1893	B. J. McQuaid
102	Standfordville, N. Y.	Christian Biblical Institute (Christian).	1879	John B. Weston, D. D.
103	Yonkers, N. Y.	St. Joseph's Seminary (R. C.)	1896	Edward R. Dyer
104	Belmont, N. C.	St. Mary's College (R. C.)	1879	Leo Haid, D. D.
105	Charlotte, N. C. ...	Biddle University, Theological School (Presb.).	1867	D. J. Sanders, D. D.
106	Carthage, Ohio.	St. Charles Seminary (R. C.)	1863	Aug. Seifert
107	Cincinnati, Ohio. ...	Hebrew Union College	1875	Moses Mielziner, Ph. D., D. D.
108	.....do	Lane Theological Seminary (Presb.).	1829	David S. Schaff, D. D.
109	Cleveland, Ohio ..	St. Mary's Theological Seminary (R. C.).	1848	N. A. Moes
110	Columbus, Ohio ..	German Evangelical Lutheran Seminary (Capital University).	1830	F. W. Stellhorn, D. D.
111	Dayton, Ohio	Union Biblical Seminary (U. Breth.).	1873	George A. Funkhouser, D. D.
112	Gambier, Ohio.	Kenyon College, Divinity School (P. E.).	1823	William F. Peirce, L. H. D.
113	Oberlin, Ohio	Oberlin Theological Seminary (Cong.).	1835	John Henry Barrows, D. D.
114	Springfield, Ohio. ...	Wittenberg College, Theological Seminary.	1845	Samuel A. Ort, D. D., LL. D.

* In 1898-99.

a Approximately.

b Legacy of \$12,500 from A. A. Tibbe, Washington, Mo.

c In common with the university or college.

d Ralph Voorhees, of Clinton, N. J., gave \$25,000.

e Mrs. Mary A. Richardson, of Worcester, Mass., gave \$24,000.

theology for the year 1899-1900—Continued.

Session closes—	Number of professors, Special or assistant in-structors	Whole number of stu-dents.	Number of women in-cluded.	Graduated in 1900.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in li-brary.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18
June 15	10	0	93	0	19	—	40	—	0	0	—	20,000	80
...do...	3	1	77	0	25	0	36	\$150,000	\$11,465	b \$12,762	\$1,600	6,000	81
June 14	3	—	41	0	3	0	40	(c)	35,000	0	—	(c)	82
Apr. 27	5	0	19	0	8	10	39	—	—	—	—	2,600	83
May 25	3	2	9	0	1	0	40	24,000	54,000	a 7,000	—	—	84
May 20	6	1	203	0	63	127	35	530,000	338,390	100,000	32,697	52,000	85
May 17	5	2	35	0	15	25	33	250,000	a 425,000	d 30,000	16,500	44,579	86
May 10	8	5	196	0	72	—	4	526,150	1,257,035	21,713	80,375	65,000	87
June 18	5	1	31	—	7	—	—	—	—	—	—	—	88
June 24	6	3	64	0	12	30	42	29,200	—	—	22,300	9,237	89
May 10	9	1	91	0	39	68	32	300,000	541,452	9,370	32,488	23,373	90
July 15	8	0	47	0	10	8	40	140,000	0	0	—	2,500	91
June 28	12	—	14	0	3	0	40	12,500	—	—	1,921	1,233	92
June 22	5	12	23	4	7	0	40	—	—	e 24,500	7,500	—	93
June 10	7	2	46	0	16	25	37	—	—	—	—	—	94
June 28	2	0	8	0	0	2	38	11,600	3,682	800	—	—	95
May 25	8	6	127	0	40	77	36	1,473,000	2,096,288	f 201,408	85,873	29,573	96
June 25	3	3	30	—	4	3	40	25,000	—	2,500	7,000	5,100	97
May 15	11	4	118	0	37	29	30	500,000	a 1,700,000	—	a 94,000	a 74,385	98
June 19	8	2	47	0	6	—	4	a 45,000	0	2,000	a 10,900	a 1,150	99
May 10	12	0	148	0	49	40	36	131,631	668,452	35,024	36,551	30,497	100
June 15	9	—	90	—	12	—	4	209,000	—	—	—	9,000	101
May 9	6	1	17	4	4	0	34	27,000	57,065	1,487	3,014	1,987	102
June 18	10	2	113	0	10	a 90	4	1,120,000	—	g 15,000	45,251	22,000	103
June 13	5	2	14	0	4	5	3	40	—	—	—	8,693	104
June 5	4	—	15	—	3	2	32	(c)	—	—	—	12,500	105
June 28	3	2	32	0	0	14	42	—	—	—	—	—	106
June 15	9	1	73	0	11	—	38	10,000	—	—	21,552	a 15,000	107
May 10	4	3	26	0	11	21	32	250,000	200,000	—	15,033	18,700	108
June 25	4	3	40	0	4	0	42	75,000	0	12,600	0	10,000	109
June 28	4	0	38	0	15	33	40	125,000	—	—	—	6,000	110
May 7	4	0	53	11	8	20	3	38,000	65,000	7,192	9,875	3,000	111
June 27	4	2	18	0	7	11	34	40,000	100,000	10,000	5,000	12,000	112
May 18	8	2	40	2	13	19	32	75,000	225,000	h 20,000	11,000	43,390	113
May 1	3	1	26	0	10	24	32	(c)	(c)	—	—	—	114

f The dean of the seminary gave \$10,000 to the building fund; \$25,000 was given by an unknown friend of the seminary to help finish Hoffman Hall, containing refectory and gymnasium; \$20,000 was given by a friend to help build Eigenbrodt Hall, containing dormitories; \$117,000 was received from the estate of Charles H. Condit, late of New York City; the Protestant Episcopal Society for Promoting Religion and Learning in the State of New York gave the seminary \$5,000.

g From Eliza O'Donnell \$5,000 and from Margaret Kelly \$10,000, less inheritance tax.

h From Mrs. Caroline Haskell, Michigan City, Ind., for endowment.

TABLE 9.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
115	Tiffin, Ohio	Heidelberg Theological Seminary, Heidelberg University (Ref. Ch. in U. S.).	1831	David Van Horne, D. D., LL. D.
116	Wilberforce, Ohio	Wilberforce University, Payne Theological Seminary (A. M. E.).	1892	Berry T. Tanner, D. D.
117	Xenia, Ohio	Xenia Theological Seminary (U. Presb.).	1794	William G. Moorehead, D. D.
118	Eugene, Oreg.	Eugene Divinity School (Disc.)	1895	Eugene C. Sanderson, D. D.
119	Allegheny, Pa.	Allegheny Theological Seminary (U. Presb.).	1825	James A. Grier, D. D., LL. D.
120	.....do	Reformed Presbyterian Theological Seminary.	1856	David B. Willson, D. D.
121	.....do	Western Theological Seminary (Presb.).	1825	Thomas H. Robinson, D. D.
122	Beatty, Pa.	St. Vincent's Seminary (R. C.)	1846	Leander Schnerr
123	Bethlehem, Pa.	Moravian Theological Seminary	1807	Augustus Schultze, D. D.
124	Chester, Pa.	Crozer Theological Seminary (Bapt.).	1868	Henry G. Weston, D. D., LL. D.
125	Gettysburg, Pa.	Evangelical Lutheran Theological Seminary.	1826	Milton Valentine, D. D., LL. D.
126	Lancaster, Pa.	Theological Seminary of the Reformed Church in the United States.	1825	Emanuel V. Gerhart, D. D., LL. D.
127	Lincoln University, Pa.	Lincoln University, Theological Department (Presb.).	1871	Isaac N. Rendall, D. D.
128	Meadville, Pa.	Meadville Theological School (Unitarian).	1844	George L. Cary, L. H. D.
129	Overbrook, Pa.	Philadelphia Theological Seminary of St. Charles Borromeo (R. C.).	1832	P. J. Garvey, D. D.
130	Philadelphia, Pa.	Divinity School of the Protestant Episcopal Church.	1862	Edward T. Bartlett, D. D.
131	.....do	St. Vincent's Seminary (R. C.)	1868	James McGill
132	.....do	Temple College Philadelphia Theological School (nonsec.).	1894	Russell H. Conwell
133	.....do	Theological Seminary of the Evangelical Lutheran Church.	1864	Henry E. Jacobs, D. D., LL. D.
134	.....do	Ursinus College School of Theology (Ref. Ch. in U. S.).	1871	James I. Good, D. D.
135	Selinsgrove, Pa.	Susquehanna University, Theological Department (Ev. Luth.).	1858	Charles W. Heisler, D. D.
136	Villanova, Pa.	Augustinian College of Villanova (R. C.).	1843	Michael J. Locke
137	Columbia, S. C.	Presbyterian Theological Seminary*	1829	W. M. McPheeters, D. D., chairman.
138	Duwest, S. C.	Erskine Theological Seminary (A. R. Presb.).	1824	W. L. Pressly, D. D.
139	Mount Pleasant, S. C.	Evangelical Lutheran Seminary	1830	John A. Morehead
140	Chattanooga, Tenn.	U. S. Grant University, School of Theology (M. E.).	1889	John H. Race
141	Clarksville, Tenn.	Southwestern Presbyterian University, Divinity School.	1885	George Summey, D. D.
142	Lebanon, Tenn.	Cumberland University, Theological School (Cumb. Presb.).	1853	J. M. Hubbert, D. D.
143	Nashville, Tenn.	Central Tennessee College, Theological Department (M. E.).	1889	John Braden, D. D.
144	.....do	Fisk University, Theological Department (Cong.).	1892	E. M. Cravath, D. D.
145	.....do	Vanderbilt University, Biblical Department (M. E.).	1875	Wilbur F. Tillett, D. D.
146	Sewanee, Tenn.	University of the South, Theological Department (P. E.).	1878	William P. Dubose, S. T. D.
147	El Paso, Tex.	Rio Grande Congregational Training School. <i>a</i>	1892	A. G. Wright
148	Richmond, Va.	Richmond Theological Seminary (Bapt.).* <i>b</i>	1867	George F. Genung, D. D.

* In 1898-99.

a In common with the university or college.*b* Approximately.

theology for the year 1899-1900—Continued.

Session closes—	Number of professors.	Special or assistant instructors.	Whole number of students.	Number of women included.	Graduated in 1900.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Apr. 24	5	0	17	0	5	3	3	32	\$1,200	\$33,335	\$8,000	\$7,656	(a)	115
June 20	3	4	42	2	9	3	2,3	36	12,000	-----	-----	3,500	2,200	116
May 5	4	0	28	0	16	27	3	32	30,000	131,860	6,500	8,000	b 6,000	117
June 6	3	2	24	5	6	3	4	36	8,000	-----	-----	-----	900	118
May 20	4	0	63	-----	14	60	3	32	125,000	250,000	2,500	16,000	6,000	119
May 2	2	1	9	0	3	8	3	32	25,000	76,546	1,581	4,075	3,660	120
May 3	5	2	65	0	22	58	3	-----	250,000	610,421	36,923	29,956	b 30,000	121
June 29	4	3	42	0	9	17	3	37	-----	-----	0	-----	-----	122
June 12	4	12	11	0	11	9	23	38	100,000	100,000	1,000	5,000	6,500	123
June 5	7	1	94	0	24	33	3	36	100,000	417,500	-----	-----	15,000	124
do	4	0	39	0	9	37	3	35	160,000	201,687	18,000	-----	14,000	125
May 10	5	1	53	0	12	44	3	30	85,000	185,000	1,000	-----	15,000	126
Apr. 20	4	4	45	0	15	29	3	28	32,000	139,000	-----	3,697	(a)	127
June 7	5	3	22	3	3	5	3,4	38	61,707	417,685	2,064	22,020	b 25,000	128
June 20	12	2	102	0	16	30	-----	40	-----	0	b 30,000	30,000	24,000	129
June 7	6	3	35	0	7	-----	3	35	200,000	-----	30,000	-----	20,000	130
June 23	5	3	37	0	3	-----	4	40	-----	9	0	-----	12,670	131
June 1	4	-----	24	6	0	-----	c 5	32	-----	0	0	200	-----	132
June 5	4	1	77	0	29	58	3	32	200,000	195,000	1,500	-----	23,000	133
May 2	4	6	34	0	5	27	3	31	-----	(a)	-----	-----	-----	134
June 5	3	-----	18	-----	4	9	3	38	(a)	(a)	-----	-----	2,500	135
June 20	5	-----	20	-----	-----	-----	3	35	-----	-----	-----	-----	b 7,000	136
May 10	4	2	24	1	6	18	5	32	75,000	b 225,000	2,500	-----	20,000	137
June 16	4	0	6	0	4	5	2	36	(a)	31,500	0	2,300	2,000	138
May 30	2	3	13	0	1	13	3	35	15,000	25,000	3,000	2,500	1,500	139
May 15	3	2	28	0	9	1	3	32	150,000	10,000	2,500	-----	6,000	140
June 13	5	1	28	0	14	16	2	40	(a)	(a)	-----	-----	(a)	141
June 5	8	-----	54	4	13	35	3	32	50,000	82,000	-----	-----	1,200	142
May 30	2	2	24	2	0	0	4	36	(a)	(a)	-----	-----	-----	143
June 13	1	1	7	3	1	0	3	37	30,000	4,033	-----	242	1,000	144
June 20	6	2	51	0	15	43	3	39	(a)	(a)	-----	b 15,000	b 6,000	145
Aug. 2	4	1	26	-----	2	-----	3	40	40,000	20,000	-----	-----	2,000	146
May 31	2	1	6	0	3	0	4	32	-----	-----	-----	-----	270	147
Apr. 20	4	-----	54	-----	5	16	4	30	15,000	50,000	-----	-----	5,000	148

c "It will be a five years' course of evening study."

d This institution has been transferred to Mexico.

TABLE 9.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
149	Richmond, Va	Union Theological Seminary (Presb.)	1812	G. B. Strickler, D. D., LL. D.
150	Theological Sem- inary, Va.	Episcopal Theological Seminary	1821	Angus Crawford, D. D.
151	Franklin, Wis	Mission House of the Reformed Church in United States.	1859	H. A. Muehlmeier, D. D.
152	Nashotah, Wis	Nashotah House (P. E.).	1842	Wm. Walter Webb, D. D. ..
153	St. Francis, Wis ..	Provincial Seminary of St. Francis of Sales (R. C.).*	1857	Joseph Rainer.
154	Wauwatosa, Wis..	Evangelical Lutheran Theological Seminary.	1878	Adolph Hoenecke

* In 1898-99.

theology for the year 1899-1900—Continued.

Session closes—	Number of professors. Special or assistant in- structors.		Whole number of stu- dents.	Number of women in- cluded.	Graduated in 1900.		Students having A. B. or B. S.		Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in li- brary.
5	6	7	8	9	10	11	12	13	14	15	16	17	18		
May 5	5	0	84	0	21	56	3	34	\$185,000	\$300,000	<i>a</i> \$23,000	<i>b</i> \$18,000	18,000		
June 20	4	3	45	0	13	12	3	40	140,000	340,000	-----	18,800	20,000		
May 17	3	1	23	---	---	---	3	38	-----	-----	-----	-----	6,000		
May 31	4	1	38	0	6	---	3	32	60,000	80,000	5,000	14,000	17,000		
June 22	13	1	20	0	25	---	3	40	-----	-----	-----	-----	12,500		
June 15	3	1	25	0	8	7	3	40	45,000	-----	-----	-----	1,100		

a George W. Watts, of Durham, N. C., gave \$20,000 for a chapel for the seminary.*b* Approximately.

TABLE 10.--Statistics of schools

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors.
	1	2	3	4	5	6
1	University, Ala.	University of Alabama, Law Department.	1874	Wm. S. Thorington.....	.....	2
2	Little Rock, Ark.	University of Arkansas, Law Department.	1889	J. H. Carmichael.....	June 1	6
3	San Francisco, Cal.	University of California, Hastings College of the Law.	1878	Edward R. Taylor	May 16	2
4	Stanford University, Cal.	Leland Stanford, Jr., University, Department of Law.	1900	Nathan Abbott.....	May 29	5
5	Boulder, Colo....	University of Colorado, Law Department.	1892	Moses Hallett, LL. D....	June 5	8
6	Denver, Colo....	Denver Law School, University of Denver.	1892	Albert E. Pattison	June 13	13
7	New Haven, Conn.	Yale Law School	1824	Francis Wayland, LL. D.	June 23	10
8	Washington, D.C.	Catholic University of America, School of Law.	1895	William C. Robinson, LL. D.	June 7	3
9	.....do.....	Columbian University, Law School.	1862	Walter S. Cox, LL. D....	June 1	10
10	.....do.....	Georgetown University, School of Law.	1870	Jeremiah M. Wilson, LL. D.	.....do....	12
11	.....do.....	Howard University, Law School.	1867	Benjamin F. Leighton, LL. D.	.....	6
12	.....do.....	National University, Law Department.	1869	Richard H. Alvey, LL. D.	May 20	6
13	.....do.....	Washington College of Law.	1896	Ellen Spencer Mussey ..	May 31	4
14	Athens, Ga.....	University of Georgia, Law School.	1859	Wm. E. Boggs, D. D., LL. D.	June 20	4
15	Atlanta, Ga.....	Morris Brown College, Law School.	1896	James M. Henderson....	June 1	2
16	Macon, Ga.....	Mercer University, Law School.	1875	Emory Speer.....	June 6	4
17	Oxford, Ga.....	Emory College, School of Law.	.....	Charles E. Downman, A. M., D. D.	June 13	2
18	Aurora, Ill.....	Aurora College, Law School.	1896	Edwin Maxey, D. C. L., LL. D.	June 4	1
19	Bloomington, Ill.	Illinois Wesleyan University, Law Department.	1874	Owen T. Reeves, LL. D.	June 15	7
20	Chicago, Ill.....	Chicago College of Law, Lake Forest University. ^a	1888	Thomas A. Moran, LL. D.	June 2	13
21	.....do.....	Chicago Law School	1896	George W. Warvelle, LL. D.	May 31	14
22	.....do.....	Illinois College of Law.....	1897	Howard N. Ogden, A. M., Ph. D.	May —	13
23	.....do.....	Kent College of Law	1892	Marshall D. Ewell, LL. D.	May 19	10
24	.....do.....	Northwestern University, Law School.	1859	Peter S. Grosscup, LL. D.	June 14	9
25	Lebanon, Ill.....	McKendree Law School ..	1854	George A. Crow .....	.....do....	2
26	Quincy, Ill.....	Chaddock College, Law School.	1887	Thomas R. Petri, secretary.	June 1	4
27	Urbana, Ill.....	University of Illinois, College of Law.	1898	James Brown Scott, A. M., J. U. D.	June 15	5
28	Bloomington, Ind.	Indiana University, School of Law.	1842	William P. Rogers .....	.....do....	3
29	Indianapolis, Ind.	Indianapolis College of Law	1897	Francis M. Ingler .....	.....	3
30	.....do.....	Indiana Law School, University of Indianapolis.	1894	William P. Fishback	May 23	8
31	Notre Dame, Ind.	Notre Dame Law School ..	.....	William Hoynes, LL. D.	June 14	3
32	Valparaiso, Ind..	Northern Indiana Law School.	1879	Mark L. DeMotte, A. M.	June 5	3
33	Des Moines, Iowa	Highland Park College of Law.	1898	John I. Dille, LL. D.....	May 9	5
34	.....do.....	Iowa College of Law, Drake University.	1876	Chester C. Cole, LL. D....	May 21	6
35	Iowa City, Iowa	State University of Iowa, Law Department.	1868	Emlin McClain, LL. D., chancellor.	June 6	4
36	Holton, Kans....	Campbell University, College of Law.	1897	John C. Brown	June 5	3

^a In common with the university.^b Approximately.^c Justice Field's library.^d 2 for LL. B.; 3 for LL. M.

of law for the year 1899-1900.

Special or assistant instructors.	Students.					Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Fees of the entire course.	Total income (excluding benefactions).	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Bound volumes in library.	Instruction in day or evening.	
	Men.	Women.	Graduated in 1900.	Having A. B. or B. S. degree.													
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
---	51	0	28	12	2	36	\$75	\$3	\$153	-----	(a)	(a)	-----	b1,500	Day	1	
4	18	---	6	10	2	35	50	5	105	-----	(a)	0	0	0	Eve	2	
3	107	4	21	49	3	39	10	3	33	\$9,341	\$50,000	\$135,600	-----	-----	Day	3	
4	144	1	0	---	3	40	44	---	b132	-----	(a)	(a)	(c)	b5,000	Day	4	
15	45	2	0	3	3	36	40	0	120	3,000	-----	-----	0	b1,200	Day	5	
3	39	2	4	15	3	37	75	10	235	2,500	(a)	-----	-----	3,000	Day	6	
20	185	---	45	63	3	35	125	5	330	-----	-----	75,000	-----	b12,000	Day	7	
5	47	---	5	29	3	32	75	5	---	b6,000	-----	100,000	0	b1,500	Day	8	
3	254	---	25	8	3	33	80	10	250	17,202	40,000	0	0	2,500	Eve	9	
3	253	---	72	---	3	32	80	10	---	-----	-----	-----	-----	2,000	Eve	10	
1	75	2	16	5	3	32	0	3	33	-----	12,000	-----	-----	2,000	Eve	11	
2	110	0	63	---	d2	---	75	0	---	-----	-----	-----	-----	400	Eve	12	
11	3	13	6	---	3	34	50	5	155	-----	0	0	-----	100	---	13	
1	52	---	42	---	1	36	75	---	---	-----	-----	-----	-----	---	Day	14	
0	3	---	---	---	3	---	30	5	105	-----	-----	-----	-----	500	---	15	
3	23	---	21	---	1	36	60	5	65	-----	-----	-----	-----	---	Eve	16	
0	3	---	---	---	1	35	70	---	---	-----	-----	-----	-----	---	Day	17	
3	6	---	2	---	3	37	60	5	185	-----	-----	-----	-----	120	---	18	
0	63	1	22	10	3	38	60	5	185	-----	-----	-----	-----	100	Day	19	
9	350	5	163	63	3	37	75	10	240	-----	-----	-----	-----	1,200	---	20	
16	136	3	48	---	3	36	80	5	245	8,000	-----	-----	-----	500	Eve	21	
14	165	11	25	---	2,3	38	75	10	---	-----	-----	-----	-----	---	(f)	22	
4	103	4	5	12	3	36	75	6	231	8,000	-----	-----	-----	0	Eve	23	
3	209	2	38	14	3	36	105	10	325	-----	-----	-----	-----	3,296	Day	24	
2	5	---	2	0	3	36	45	5	150	-----	(a)	-----	-----	---	Day	25	
0	4	0	0	1	3	36	60	0	---	-----	-----	-----	-----	---	Eve	26	
5	90	2	26	14	3	36	50	5	165	-----	(a)	(a)	-----	1,792	Day	27	
1	151	4	33	10	3	36	37	5	---	-----	(a)	(a)	-----	4,000	Day	28	
10	47	1	17	3	2	36	75	5	155	7,500	-----	0	0	1,200	---	29	
7	90	---	44	---	2	30	80	5	165	7,000	0	-----	-----	800	Day	30	
2	70	0	17	6	3	40	---	10	---	-----	-----	-----	-----	3,000	Day	31	
2	162	1	59	21	2	40	43	5	101	5,419	3,000	0	0	600	Day	32	
7	65	---	18	---	2	36	45	10	93	-----	-----	-----	-----	3,000	Day	33	
---	153	1	55	29	3	36	60	5	185	-----	-----	0	0	1,500	Day	34	
2	252	6	90	52	2	36	60	7	127	-----	-----	-----	-----	9,650	Day	35	
---	9	---	4	0	2	38	38	5	---	-----	-----	-----	-----	b500	Day	36	

^e Kent College of Law was consolidated with the Chicago College of Law in 1900, under name of Chicago-Kent College of Law of Lake Forest University.

^f A day school and an evening school.

TABLE 10.—Statistics of schools of law

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors.
	1	2	3	4	5	6
37	Lawrence, Kans.	University of Kansas, School of Law.	1880	James W. Green, A. M.	June 7	3
38	Danville, Ky.	Centre College, Law Department.	1894	I. Proctor Knott.	May 28	3
39	Louisville, Ky.	University of Louisville, Law Department.	1843	W. O. Harris	Apr. 30	3
40	Richmond, Ky.	Central University, College of Law.	1897	R. W. Miller		2
41	New Orleans, La.	Tulane University of Louisiana, Law Department.	1854	Harry H. Hall	May 20	5
42	Bangor, Me.	University of Maine, School of Law.	1898	George E. Gardner	June 15	3
43	Baltimore, Md.	Baltimore Law School.	1900	Bernard C. Steiner, Ph.D.	June 6	10
44	do	Baltimore University, School of Law.	1890	Thomas R. Clendinen	do	7
45	do	University of Maryland, Law School.		John P. Poe	June 4	10
46	Boston, Mass.	Boston University, School of Law.	1872	Samuel C. Bennett	June 5	22
47	Cambridge, Mass.	Harvard University, Law School.	1817	James Barr Ames, LL. D.	June 26	12
48	Ann Arbor, Mich.	University of Michigan, Department of Law.	1859	Harry B. Hutchins, LL. D.	June 21	11
49	Detroit, Mich.	Detroit College of Law	1891	Philip T. Van Zile	June 22	20
50	Minneapolis, Minn.	University of Minnesota, College of Law.	1888	William S. Pattee, LL. D.	June 1	4
51	Jackson, Miss.	Millsap's College, Law School.	1893	Edward Mayes, LL. D.	June 12	3
52	University, Miss.	University of Mississippi, Law School.	1854	G. D. Shands, LL. D.	do	2
53	Columbia, Mo.	University of Missouri, Department of Law.	1872	Alexander Martin, LL. D.	June 5	3
54	Kansas City, Mo.	Kansas City School of Law.	1895	William P. Borland	June 10	10
55	St. Louis, Mo.	St. Louis Law School, Washington University.	1867	William S. Curtis	June 21	3
56	Lincoln, Nebr.	University of Nebraska, College of Law.	1891	M. B. Reese	June 7	4
57	Omaha, Nebr.	Omaha School of Law.	1897	T. J. Mahoney	June 10	13
58	Albany, N. Y.	Albany Law School, Union University.	1851	J. Newton Fiero, LL. D.	May 31	7
59	Buffalo, N. Y.	Buffalo Law School, University of Buffalo.	1887	Adelbert Moot	May 28	9
60	Ithaca, N. Y.	Cornell University, School of Law.	1887	Francis M. Finch, LL. D.	June 21	6
61	New York, N. Y.	Columbia University, School of Law.		Wm. A. Keener, LL. D.	June 11	5
62	do	New York Law School.	1891	George Chase	June 12	3
63	do	New York University, Law School.	1891	Clarence D. Ashley, LL. D.	June 7	9
64	Syracuse, N. Y.	Syracuse University, College of Law.	1895	James B. Brooks, A. M., D. C. L.	June 10	4
65	Chapel Hill, N. C.	University of North Carolina, Law School.	1846	James C. MacRae, LL. D.	June 6	4
66	Raleigh, N. C.	Shaw University, Law School.	1889	E. A. Johnson, LL. D.	Mar. 17	2
67	Wake Forest, N. C.	Wake Forest Law School.	1894	N. Y. Gulley, M. A.		1
68	Ada, Ohio	Ada College of Law, Ohio Normal University.	1893	S. P. Axline	June 1	2
69	Cincinnati, Ohio.	University of Cincinnati, Law Department.	1833	Gustavus H. Wald, LL. D.	June 12	14
70	Cleveland, Ohio.	Cleveland Law School of Baldwin University.	1897	Charles S. Bentley, A. M.	June 15	11
71	do	Franklin T. Backus Law School, Western Reserve University.	1892	Evan H. Hopkins	do	12
72	Columbus, Ohio.	Ohio State University, College of Law.	1891	William F. Hunter	do	8

a In common with the university.

b Approximately.

for the year 1899-1900—Continued.

Special or assistant instructors.	Students.				Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Fees of the entire course.	Total income (excluding benefactions).	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Bound volumes in library.	Instruction in day or evening.	
	Men.	Women.	Graduated in 1900.	Having A. B. or B. S. degree.												
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
8	172	5	83	---	3	39	0	25	\$5	---	---	---	---	1,560	Day	37
1	23	---	11	---	2	32	875	7	157	---	---	---	---	300	Day	38
---	60	---	32	---	2	23	75	---	---	\$4,500	\$50,000	---	---	---	Day	39
3	9	---	5	5	2	23	70	10	---	---	---	---	---	---	Day	40
0	75	0	30	---	2	25	80	0	---	(a)	(a)	---	---	---	Eve	41
7	42	1	26	8	3	32	60	10	190	(a)	(a)	(a)	---	b 2,500	Day	42
2	34	1	0	---	3	34	50	20	160	b 1,800	---	---	---	b 500	Eve	43
2	39	1	5	---	2	32	40	20	155	2,000	---	0	0	b 250	Eve	44
0	235	---	53	35	3	33	70	10	232	---	---	---	---	---	Eve	45
10	403	6	91	21	3	35	125	15	330	---	225,000	\$1,000	---	10,000	Day	46
4	616	---	134	559	3	40	150	0	450	---	---	---	---	54,000	Day	47
16	878	5	217	130	3	30	35	10	125	---	80,000	(a)	---	17,000	Day	48
0	157	1	49	---	3	37	50	10	160	9,614	---	27,500	---	b 10,000	Eve	49
18	522	6	121	21	3	36	50	20	170	25,000	50,000	0	---	8,000	Both	50
---	20	---	14	12	2	30	50	5	105	---	(a)	(a)	---	---	Day	51
4	59	0	24	---	2	33	50	0	100	---	(a)	(a)	0	1,450	Day	52
4	105	1	30	15	2	37	50	0	100	12,000	50,000	---	---	6,000	Day	53
5	145	1	39	---	2	33	50	5	105	6,000	0	0	0	10,000	Eve	54
12	148	1	33	45	2	33	80	0	190	11,906	50,000	77,500	0	9,000	Day	55
3	161	0	65	---	2	34	45	5	100	---	(a)	---	---	b 3,000	Day	56
27	35	4	6	0	2	32	10	5	30	---	0	---	---	0	Eve	57
9	95	1	33	23	2	32	100	5	215	9,304	22,000	0	0	2,190	Day	58
18	108	2	40	29	2	34	100	0	200	10,275	0	0	0	0	Day	59
3	243	1	52	---	3	33	100	5	305	---	---	---	---	23,430	Day	60
3	380	---	87	---	3	32	150	25	---	---	---	---	---	---	Day	61
15	775	---	141	300	3	33	37	100	10	73,055	0	0	---	9,165	Both	62
5	605	29	133	132	{	35	100	20	{	220 320	54,815	150,000	5,000	14,000	(c)	63
21	109	---	2	16	3	33	100	5	---	5,500	---	---	---	1,562	Day	64
---	80	---	2	10	2	40	100	5	211	---	(a)	(a)	---	---	Day	65
---	13	---	2	---	3	24	60	10	226	817	---	---	---	---	Day	66
1	77	0	4	---	2	40	70	5	145	---	0	0	---	750	Day	67
1	80	2	24	12	3	36	45	4	139	---	---	---	---	800	Day	68
---	113	2	43	46	3	36	100	---	---	---	---	---	---	5,984	Day	69
---	114	---	33	16	3	38	50	10	---	5,200	---	---	---	150	Eve	70
4	103	---	21	23	3	36	100	0	300	8,000	60,000	0	b \$5,000	b 10,000	Day	71
0	199	3	50	17	3	36	60	5	185	---	0	0	0	b 3,000	(d)	72

c The afternoon division from 3.30 to 6 p. m.; evening division from 8 to 10 p. m.

d Afternoon.

TABLE 10.—*Statistics of schools of law*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Number of professors.
	1	2	3	4	5	6
73	Portland, Oreg..	University of Oregon, School of Law.	1884	Richard H. Thornton...	May 25	1
74	Salem, Oreg.	Willamette University, Law Department.	1884	S. T. Richardson, A. M..	June 12	6
75	Carlisle, Pa.	Dickinson School of Law..	1834	Wm. Trickett, LL.D....	June 6	8
76	Philadelphia, Pa..	Philadelphia Law School of Temple College.	1895	Henry S. Borneman.....	June 12	5
77	.. do	University of Pennsylvania, Department of Law.	1790	Wm. Draper Lewis, Ph. D.	June 15	10
78	Pittsburg, Pa.	Pittsburg Law School, Western University of Pennsylvania.	1895	John D. Shafer	June 1	7
79	Providence, R. I..	Rhode Island Law School..	1898	William G. Webster	June 5	14
80	Columbia, S. C....	South Carolina College, Law School.	1870	F. C. Woodward.....	June 12	1
81	Chattanooga, Tenn.	Grant University, School of Law.	1899	Robert Pritchard	June 7	12
82	Harriman, Tenn..	American University, Law Department.	1894	S. C. Brown	May 22	1
83	Jackson, Tenn....	Southwestern Baptist University, Department of Law.	1895	James H. Land.....	June 1	4
84	Knoxville, Tenn..	University of Tennessee, Department of Law.	1890	H. H. Ingersoll, LL. D...	June 19	2
85	Lebanon, Tenn....	Cumberland University, School of Law.	1847	Nathan Green, LL. D ...	June 5	2
86	Nashville, Tenn..	Central Tennessee College, Law Department.	1880	John W. Grant.....	June 2	6
87	.....do	Vanderbilt University, Law Department.	1875	Thomas H. Malone.....	June 21	3
88	Sewanee, Tenn. .	University of the South, Law Department.	1893	Burr J. Ramage, Ph. D..	.....	1
89	Austin, Tex.	University of Texas, Law Department.	1883	R. S. Gould	June 20	4
90	Fort Worth, Tex..	Fort Worth University, Law School.*	1881	Augustus J. Booty	May 25	3
91	Charlottesville, Va.	University of Virginia, Law Department.	1825	Wm. Minor Lile.....	June 15	3
92	Lexington, Va....	Washington and Lee University, School of Law.	1851	H. St. George Tucker, LL. D.	June 20	4
93	Richmond, Va.	Richmond College, School of Law.	1870	F. W. Boatwright.....	June 14	3
94	Seattle, Wash.	University of Washington, Law School.	1899	John T. Condon	May 31	6
95	Morgantown, W. Va.	West Virginia University, College of Law.	1878	Okey Johnson	June 21	3
96	Madison, Wis.	University of Wisconsin, College of Law.	1868	Edwin E. Bryant.....	...do ...	6

* In 1898-99.

a In common with the university.

b Reorganized in 1850.

for the year 1899-1900--Continued.

Special or assist- ant instructors.	Students.					Years in the course.	Weeks in year.	Tuition fee.	Graduation or ex- amination fees.	Fees of the entire course.	Total income (ex- cluding benefac- tions).	Value of grounds and buildings.	Endowment funds.	Benefactions re- ceived during the year.	Bound volumes in library.	Instruction in day or evening.	
	Men.	Women.	Graduated in 1900.	Having A. B. or B. S. degree.													
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
3	51	0	15	2	2	32	\$60	\$10	\$130	-----	-----	-----	-----	150	Eve ..	73	
---	30	1	9	0	2	36	50	10	120	-----	(a)	(a)	0	0	Eve ..	74	
---	111	1	10	---	3	33	95	10	295	-----	-----	-----	-----	-----	Day ..	75	
1	67	3	8	---	4	36	50	5	---	\$1,800	-----	0	0	-----	Eve ..	76	
9	312	2	83	40	3	34	160	0	485	46,000	\$500,000	-----	-----	25,000	Day ..	77	
3	69	---	21	13	3	32	100	5	310	-----	-----	-----	-----	-----	Day ..	78	
0	58	0	0	5	3	32	80	0	240	-----	0	0	0	0	Eve ..	79	
---	28	---	12	---	2	39	40	5	---	-----	-----	-----	-----	2,000	Day ..	80	
5	18	0	1	5	2	40	50	10	115	-----	-----	-----	-----	-----	Eve ..	81	
1	16	0	6	2	2	36	54	5	113	600	(a)	0	0	-----	Day ..	82	
3	3	---	---	3	1	40	70	5	85	-----	-----	-----	-----	-----	Day ..	83	
4	57	0	22	7	2	39	60	6	136	-----	-----	0	0	c 500	Day ..	84	
0	65	---	51	---	1	40	100	5	115	6,000	20,000	0	0	500	Day ..	85	
2	10	---	5	4	2	36	30	10	70	-----	-----	-----	-----	500	Day ..	86	
2	36	---	19	13	2	36	100	5	225	160,000	-----	-----	-----	6,000	Day ..	87	
14	11	---	5	---	2	40	100	10	---	-----	-----	-----	-----	600	Day ..	88	
3	172	0	51	40	2	36	30	0	30	-----	(a)	(a)	-----	4,500	Day ..	89	
0	9	---	---	---	2	32	37	10	90	-----	-----	-----	-----	-----	Day ..	90	
1	171	---	32	44	2	40	100	0	---	16,247	(a)	(a)	-----	-----	Day ..	91	
2	58	---	12	4	2	36	105	---	---	-----	50,000	\$100,000	d \$100,000	c 7,000	Day ..	92	
---	46	---	16	8	{ 1 2	38	40	5	---	2,898	-----	26,900	500	850	Eve ..	93	
---	40	4	0	10	2	36	25	0	---	-----	(a)	(a)	-----	1,500	Day ..	94	
0	124	1	23	5	2	33	0	5	17	-----	(a)	0	0	c 400	Day ..	95	
1	229	1	66	54	3	34	50	0	150	-----	86,000	20,000	0	c 5,000	Day ..	96	

c Approximately.

d Mrs. Vincent L. Bradford, Philadelphia, gave the institution \$100,000; James C. Carter, New York, \$5,900; John E. Russell, Massachusetts, \$5,000.

TABLE 11.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Professors.	Special or assistant instructors.
	1	2	3	4	5	6	7
1	Birmingham, Ala.	Birmingham Medical College.	1894	Benjamin L. Wyman	Apr. 1	12	3
2	Mobile, Ala.	Medical College of Alabama, University of Alabama.	1859	George A. Ketchum	Apr. 5	8	....
3	Little Rock, Ark.	Arkansas University, Medical Department.	1879	James A. Dibrell	Apr. 15	15	4
4	Los Angeles, Cal.	University of Southern California, College of Medicine.	1885	Henry G. Brainerd...	June 14	21	7
5	San Francisco, Cal.	College of Physicians and Surgeons.	1893	D. A. Hodghead, A. M.	June 30	31	....
6	.....do.....	Cooper Medical College.	1858	Henry Gibbons, jr., A. M.	Apr. 15	15	17
7	.....do.....	Pacific Coast Regular College of Medicine.	1900	Tenison Deane	Dec. 22	17	3
8	.....do.....	University of California, Medical Department.	1862	Arnold A. D'Ancona.	May 5	18	13
9	.....do.....	University of Colorado, Colorado School of Medicine.	1883	Luman M. Giffin.....	June 7	13	10
10	Denver, Colo.	Gross Medical College, Rocky Mountain University.	1887	Thomas H. Hawkins, A. M., LL. D.	Apr. 25	23	9
11	.....do.....	University of Denver, Denver College of Medicine.	1881	Edmund C. Rivers, A. M.	May 13	19	15
12	New Haven, Conn.	Yale University, Department of Medicine.	1813	Herbert E. Smith....	June 28	12	13
13	Washington, D. C.	Columbian University, Medical School.	1820	E. A. de Schweinitz ...	May 28	25	3
14	.....do.....	Georgetown University, School of Medicine.	1851	George L. Magruder, A. M.	May 21	26	4
15	.....do.....	Howard University, Medical Department.	1868	Robert Reyburn, A. M.	May —	15	4
16	.....do.....	National University, Medical Department.	.....	John T. Winter.....	May 31	31	5
17	Atlanta, Ga.	Atlanta College of Physicians and Surgeons.*	1854	W. S. Kendrick	Apr. 3	13	2
18	Augusta, Ga.	University of Georgia Medical College of Georgia.	1829	Eugene Foster	Apr. 1	10	8
19	Chicago, Ill.	American Medical Missionary College.	1895	John H. Kellogg.....	June 26	12	10
20	.....do.....	College of Physicians and Surgeons, University of Illinois.	1882	William E. Quine....	Apr. 20	40	35
21	.....do.....	Harvey Medical College.	1894	Frances Dickinson ..	June 23	44	....
22	.....do.....	Illinois Medical School.	1885	William F. Waugh, A. M.	Sept. 27	32	10
23	.....do.....	Jenner Medical College.	1893	Wm. Rittenhouse...	June 20	26	10
24	.....do.....	Northwestern University Medical School (Chicago Medical College).	1859	Frank S. Johnson, A. M.	.....do.....	33	16
25	.....do.....	Northwestern University, Woman's Medical School.	1870	Marie J. Mergler	June 14	25	20
26	.....do.....	Rush Medical College, University of Chicago.	1843	Henry M. Lyman, A. M.	(f)	19	41
27	Fort Wayne, Ind.	Fort Wayne College of Medicine.	1878	Christian B. Stemen, A. M., LL. D.	Mar. 27	22	3
28	Indianapolis, Ind.	Central College of Physicians and Surgeons.	1879	Samuel B. Earp, M. S.	Mar. 30	22	20

* In 1898-99.

a Approximately.

b Under certain conditions.

c From Mrs. Phebe A. Hearst.

medicine for the year 1899-1900.

Students.					Years in the course.	Weeks in year.	Are graduates of literary colleges admitted to the second year in medicine?	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Estimated value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in library.	Instruction in day or evening.	
Men.	Women.	Graduated in 1900.		Students having A. B. or B. S.													
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		
99	---	14	---	4	26	Yes.	\$50	\$30	a \$330	---	---	---	---	---	---	Day	1
148	---	42	10	4	26	b Yes.	100	25	425	---	---	---	---	---	---	Day	2
122	1	---	0	4	26	Yes.	50	25	a 255	\$20,600	---	---	\$4,264	---	---	Day	3
80	14	18	3	4	31	No.	130	40	445	23,600	0	0	8,000	2,000	---	Day	4
135	17	33	15	4	26	Yes.	75	25	350	50,000	0	0	20,000	0	---	Day	5
137	25	38	22	4	30	Yes.	100	25	472	450,000	\$56,000	0	20,257	4,000	---	Day	6
37	4	---	---	4	30	b Yes.	75	25	340	60,000	10,500	0	3,600	---	---	Eve	7
130	20	30	45	4	30	Yes.	100	25	450	250,000	0	c \$21,250	23,345	1,803	---	Day	8
54	7	7	3	4	30	b Yes.	50	0	200	(d)	---	---	0	6,500	(d)	Day	9
94	12	22	12	4	30	Yes.	75	---	315	20,000	---	---	---	---	---	Day	10
49	4	9	---	4	31	No.	75	25	a 375	(d)	---	---	---	---	---	Day	11
135	---	24	29	4	34	b Yes.	150	30	600	---	103,000	---	---	---	---	Day	12
213	0	33	---	4	33	b Yes.	110	10	450	100,000	---	---	---	---	---	Eve	13
105	0	21	22	4	32	No.	100	0	415	---	0	0	---	---	---	Day	14
113	16	19	23	4	28	No.	80	---	320	250,000	15,600	---	---	---	---	Eve	15
30	6	6	---	4	33	---	---	---	100	---	---	---	---	---	---	Eve	16
214	0	54	---	---	24	---	100	30	---	50,000	0	0	---	---	---	Day	17
145	---	56	---	4	26	No.	75	30	---	---	0	0	---	---	5,000	Day	18
68	40	21	1	4	36	No.	100	5	600	30,000	0	0	---	---	1,500	Day	19
539	41	134	---	4	30	---	100	0	500	160,000	0	---	---	---	---	Day	20
230	20	17	7	4	40	No.	100	25	450	---	0	0	20,293	300	---	Eve	21
110	7	* 23	---	4	26	---	100	---	a 450	---	---	---	---	---	300	Day	22
64	4	12	6	4	42	b Yes.	100	---	a 425	0	0	0	6,000	0	---	Eve	23
285	---	83	61	4	34	b Yes.	125	0	505	200,000	50,000	---	39,500	2,400	---	Day	24
0	88	21	---	---	(f)	---	100	10	415	---	---	---	---	---	---	Day	25
1,003	---	208	120	4	36	b Yes.	150	0	600	350,000	0	0	a 107,000	a 5,000	---	Day	26
32	3	5	1	4	26	b Yes.	75	25	330	10,000	0	0	---	---	200	Day	27
93	6	15	20	4	26	Yes.	60	25	a 300	18,000	---	---	---	5,600	2,600	Day	28

d In common with the university.

e Became a department of the university in 1892.

f The annual session is divided into four quarters of three months each.

TABLE 11.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Professors.	Special or assistant instructors.
	1	2	3	4	5	6	7
29	Indianapolis, Ind	Medical College of Indiana, University of Indianapolis.	1869	Henry Jameson.....	Apr. 6	24	20
30	Des Moines, Iowa	Iowa College of Physicians and Surgeons, Drake University.	1881	Lewis Schooler, LL.D.	Apr. 24	20	5
31	Iowa City, Iowa.	State University of Iowa, Medical Department.	1869	Wm. D. Middleton, A. M.	Mar. 28	12	8
32	Keokuk, Iowa ...	Keokuk Medical College, College of Physicians and Surgeons.	1849	George F. Jenkins, A. M.	Apr. 10	14	3
33	Sioux City, Iowa	Sioux City College of Medicine.	1889	H. A. Wheeler, A. M.	Apr. 24	13	4
34	Kansas City, Kans.	College of Physicians and Surgeons, Kansas City University.	1894	J. W. May.....	Apr. 1	26	4
35	Lawrence, Kans.	University of Kansas, School of Medicine.	1899	Samuel W. Williston	June 7	10	4
36	Topeka, Kans.....	Kansas Medical College.	1890	John E. Minney, A. M.	Mar. 22	20	9
37	Louisville, Ky ...	Hospital College of Medicine, Central University of Kentucky.	1874	P. Richard Taylor...	June 30	10	23
38	.....do.....	Kentucky School of Medicine.	1850	Wm. H. Wathen, A. M., LL.D.	July 1	10	20
39	.....do.....	Kentucky University, Medical Department.	1899	Thomas C. Evans....	June 30	16	6
40	.....do.....	Louisville Medical College.	1869	C. W. Kelly, C. M.	Mar. 23	10	7
41	.....do.....	University of Louisville, Medical Department.	1837	J. M. Bodine	Mar. 27	10	11
42	New Orleans, La	New Orleans University, Medical College.	1889	Harvey J. Clements.	Mar. 2	8	0
43	.....do.....	Tulane University of Louisiana, Medical Department.	1834	Stanford E. Chaillé, A. M.	May 2	7	9
44	Brunswick, Me ..	Medical School of Maine at Bowdoin College.	1820	Alfred Mitchell, A. M.	June 22	12	4
45	Portland, Me	Portland School for Medical Instruction.	1853	Charles D. Smith	Dec. 20	13	4
46	Baltimore, Md....	Baltimore Medical College.	1881	David Streett, A. M.	Apr. 17	12	13
47	.....do.....	Baltimore University, School of Medicine.	1884	Hampson H. Biedler, A. M.	Apr. 15	9	13
48	.....do.....	College of Physicians and Surgeons.*	1872	Thomas Opie	Apr. 18	13	8
49	.....do.....	Johns Hopkins Medical School.	1893	William H. Howell..	June 12	11	28
50	.....do.....	Maryland Medical College.	1898	Bernard P. Muse....	May 15	15	7
51	.....do.....	University of Maryland, School of Medicine.	1807	R. Dorsey Coale	May 1	9	24
52	.....do.....	Woman's Medical College.	1882	Joseph T. Smith....	June 1	10	11
53	Boston, Mass	College of Physicians and Surgeons.	.....	No report .....	.....	.....	.....
54	.....do.....	Harvard University, Medical School.	1782	William L. Richardson.	June 1	30	92
55	.....do.....	Tufts College, Medical School.	1893	Harold Williams	May 27	16	22
56	Ann Arbor, Mich.	University of Michigan, Department of Medicine and Surgery.	1850	Victor C. Vaughan, Sc. D.	June 21	17	13
57	Detroit, Mich....	Detroit College of Medicine and Surgery.	1869	Theodore A. McGraw	May 11	21	33

* Statistics of 1898-99.

a Under certain conditions.

b A certificate is given upon completion of the two years' course.

medicine for the year 1899-1900—Continued.

Students.													Men.	Women.	Graduated in 1900.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Are graduates of literary colleges admitted to the second year in medicine?	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Estimated value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in library.	Instruction in day or evening.	
8	9	10	11	12	13	14	15	16	17	18	19	20																		21	22	23
218	12	34	---	4	26	a Yes	\$75	---	---	\$340	---	---	---	---	Day	29													
69	1	15	2	4	28	Yes.	75	\$25	310	---	0	0	\$5,000	150	Day	30													
230	11	18	18	4	26	a Yes	65	0	260	\$210,000	---	0	---	1,200	Day	31													
240	20	42	15	4	28	a Yes	50	10	200	50,000	---	0	15,000	---	Day	32													
46	4	6	---	4	28	a Yes	63	20	---	16,000	---	---	---	---	Day	33													
72	8	21	2	4	24	No	60	25	---	1,500	---	---	5,000	210	Day	34													
33	4	---	4	b 2	38	---	0	5	90	---	---	0	---	c 2,000	Day	35													
90	22	27	3	4	26	Yes.	60	30	c 245	15,000	0	0	4,200	0	Day	36													
252	---	59	---	4	26	---	115	90	495	---	---	---	---	---	Day	37													
269	8	36	---	4	26	Yes.	75	30	420	250,000	---	0	25,000	---	Day	38													
156	---	6	9	4	26	Yes.	75	30	450	50,000	---	---	---	---	Day	39													
133	---	12	10	4	26	Yes.	100	---	420	150,000	0	0	---	---	Day	40													
156	0	39	22	4	26	Yes.	75	10	c 450	100,000	0	0	---	c 3 00	Day	41													
36	2	8	2	4	24	Yes.	30	10	150	30,000	\$10,000	---	1,500	500	Day	42													
395	---	110	---	4	26	Yes.	140	30	575	200,000	---	0	---	2,967	Day	43													
131	---	---	---	---	---	---	78	25	---	12,000	---	---	---	3,790	Day	44													
32	---	(d)	---	---	22	No	50	---	---	20,000	0	---	---	---	Day	45													
565	0	61	---	4	26	---	65	30	320	300,000	0	---	---	0	Day	46													
80	4	49	28	4	24	Yes.	50	30	295	25,000	---	0	15,000	---	Day	47													
200	0	37	---	4	28	---	100	30	430	350,000	0	0	---	0	Day	48													
176	35	43	211	4	42	No	200	0	---	169,000	427,000	0	64,500	(e)	Day	49													
95	---	44	17	3	25	No	50	30	240	---	---	---	c 7,000	---	Day	50													
325	---	65	42	4	28	No	100	30	490	300,000	100,000	0	44,000	1,000	Day	51													
---	25	4	3	4	36	Yes.	100	30	---	15,000	---	---	7,388	439	Day	52													
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	53													
554	0	135	241	4	40	No	290	30	c 760	---	---	---	---	2,240	Day	54													
191	62	46	---	4	31	---	190	30	---	---	---	---	---	c 700	Day	55													
454	48	91	27	4	36	No	45	10	355	200,000	---	---	---	c 10,000	Day	56													
226	0	56	---	4	30	Yes.	60	30	415	76,600	---	---	---	---	---	57													

c Approximately.

d This is a preparatory school.

e In common with the university.

TABLE 11.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Professors.	Special or assistant instructors.
	1	2	3	4	5	6	7
58	Detroit, Mich....	Michigan College of Medicine and Surgery.	1888	Hal C. Wyman	Apr. 24	15	3
59	Grand Rapids, Mich.	Grand Rapids Medical College.	1897	E. G. Edwards	June 2	24	7
60	Saginaw, Mich....	Saginaw Valley Medical College.	1896	L. W. Eliss	May 21	26	2
61	Minneapolis, Minn.	Minneapolis College of Physicians and Surgeons, Hamline University.	1883	Leo M. Crafts	June 6	26	15
62	.....do	University of Minnesota, College of Medicine and Surgery.	1887	Parks Ritchie	June 5	36	20
63	Columbia, Mo....	University of Missouri, Medical Department.	1873	A. W. McAlester, A. M., LL. D.	Apr. 7	8	13
64	Kansas City, Mo.	Kansas City Medical College.	1839	Andrew L. Fulton...	Mar. 25	20	---
65	.....do	Medico-Chirurgical College.	1897	George O. Coffin....	Mar. 20	20	10
66	.....do	University Medical College.	1881	Charles F. Wainright	Mar. 22	32	15
67	.....do	Woman's Medical College.	1895	Nannie P. Lewis, A. M.	Mar. 30	24	7
68	St. Joseph, Mo....	Central Medical College	1894	T. E. Potter	Mar. 1	18	4
69	.....do	Ensforth Medical College.	1888	Jacob Geiger	Mar. 16	13	2
70	St. Louis, Mo....	Barnes Medical College	1892	C. H. Hughes	Apr. 12	23	6
71	.....do	Beaumont Hospital Medical College.	1886	Frank J. Lutz, A. M.	Mar. 29	20	12
72	.....do	Marion Sims College of Medicine.	1890	Young H. Bond, A. M.	Apr. 28	24	6
73	.....do	St. Louis College of Physicians and Surgeons.	1879	Waldo Briggs	Apr. 10	18	15
74	.....do	Washington University, Medical Department.	1840	John B. Shapleigh, sec.	May 1	31	14
75	Omaha, Nebr....	John A. Creighton Medical College.	1892	John P. Lord .....	.....do	25	10
76	.....do	Omaha Medical College, University of Omaha.	1880	August F. Jonas....	May 3	22	10
77	Hanover, N. H....	Dartmouth Medical College.	1797	Wm. T. Smith, LL. D.	June 26	13	3
78	Albany, N. Y....	Albany Medical College, Union University.	1838	Willis G. Tucker	May 1	13	15
79	Brooklyn, N. Y..	Long Island College Hospital.	1860	Jarvis S. Wight, A. M., LL. D.	May 17	9	25
80	Buffalo, N. Y....	University of Buffalo, Medical Department.	1845	Matthew D. Mann, A. M.	Apr. 27	7	63
81	New York, N. Y.	Columbia University, College of Physicians and Surgeons.	1807	James W. McLane...	June 13	21	62
82	.....do	Cornell University, Medical College.	1898	Wm. M. Polk, LL. D.	June 6	12	37
83	.....do	University and Bellevue Hospital Medical College.	.....	Edward G. Janeway, LL. D.	June 16	26	38
84	Syracuse, N. Y....	Syracuse University, College of Medicine.	1872	Henry D. Didama, LL. D.	June 13	15	19
85	Chapel Hill, N. C.	University of North Carolina, Medical School (preparatory).	1891	R. H. Whitehead....	May 28	6	1
86	Davidson, N. C. ..	North Carolina Medical College.	1893	John P. Munroe	May 14	5	1
87	Raleigh, N. C.	Shaw University, Leonard Medical School.	1882	James McKee	Mar. 17	8	1
88	Cincinnati, Ohio.	Cincinnati College of Medicine and Surgery.	1851	T. V. Fitzpatrick	May 1	17	5

a Approximately.

b Under certain conditions.

medicine for the year 1899-1900—Continued.

Students.													Years in the course.	Weeks in year.	Are graduates of literary colleges admitted to the second year in medicine?	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Estimated value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in library.	Instruction in day or evening.	
Men.	Women.	Graduated in 1900.		Students having A. B. or B. S.																					
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23										
73	5	25	---	4	28	Yes.	\$50	\$25	\$335	\$40,000	0	0	---	0	Day	58									
55	7	17	---	3	32	---	50	25	250	---	---	---	---	---	Day	59									
77	6	23	1	3	34	No	50	25	270	40,000	0	0	\$8,026	0	Day	60									
137	6	17	22	4	32	bYes.	75	0	312	30,000	0	0	8,320	0	Day	61									
322	23	43	32	4	34	bYes.	100	0	400	185,500	0	0	43,747	2,500	Day	62									
60	1	3	---	4	36	---	---	---	112	(c)	---	---	---	---	Day	63									
150	---	49	---	4	26	Yes.	75	20	305	15,000	---	---	---	---	Day	64									
75	0	20	5	4	26	No	50	25	305	---	0	0	2,976	0	Day	65									
296	---	112	56	4	26	Yes.	60	25	320	---	\$1,500	0	---	---	Day	66									
---	30	2	---	4	26	No	50	25	230	0	0	0	---	---	Day	67									
62	5	23	4	4	26	Yes.	40	25	a 255	25,000	0	0	3,500	0	Day	68									
46	1	20	---	4	26	Yes.	50	25	a 255	4,000	0	0	---	---	Day	69									
541	0	109	46	4	28	Yes.	50	25	310	---	---	---	---	---	Day	70									
108	---	54	15	4	23	Yes.	---	---	---	5,000	---	---	---	---	Day	71									
240	---	16	20	4	26	Yes.	50	25	a 280	150,000	4,000	---	22,354	500	Day	72									
225	0	73	20	4	26	---	50	25	---	65,000	---	---	---	5,000	Day	73									
203	0	d 10	38	4	30	bYes.	100	0	425	---	---	---	---	---	Day	74									
122	19	20	---	4	30	---	75	0	a 330	100,000	---	---	a 10,000	0	Day	75									
111	6	14	15	4	30	Yes.	65	30	a 330	75,000	0	0	---	---	Day	76									
118	0	30	10	4	30	No	110	25	a 490	10,000	1,000	0	a 10,000	1,000	Day	77									
124	0	26	5	4	31	No	100	25	505	100,000	12,500	---	15,164	---	Day	78									
163	---	13	17	4	32	No	150	25	665	---	0	0	0	0	Day	79									
205	16	48	16	4	30	No	100	40	545	218,588	9,500	0	26,541	5,963	Day	80									
801	---	172	276	4	32	No	200	25	837	2,123,688	476,752	---	---	---	Day	81									
257	70	59	66	4	30	No	150	25	750	---	---	---	---	500	Day	82									
277	---	38	64	4	32	No	150	25	740	---	---	---	38,615	375	Day	83									
95	14	24	10	4	32	No	125	---	520	96,742	0	---	15,872	5,109	Day	84									
44	0	---	4	2	33	No	90	---	---	(c)	---	---	---	1,500	Day	85									
35	---	7	6	4	32	Yes.	75	25	316	5,000	0	0	---	500	Day	86									
80	---	13	---	4	24	No	60	10	310	10,000	5,000	\$1,389	4,737	---	Day	87									
89	9	13	2	4	30	No	75	25	335	25,00	---	---	---	---	Day	88									

c In common with the university.

d First class graduating under four years' course.

TABLE 11.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Professors.	Special or assistant instructors.
	1	2	3	4	5	6	7
89	Cincinnati, Ohio.	Laura Memorial Woman's Medical College.*	1890	John M. Withrow, A. M.	Apr. 15	20	1
90	.....do	Medical College of Ohio, University of Cincinnati.	1819	William W. Seely, A. M.	May 8	17	13
91	.....do	Miami Medical College.	1852	N. P. Dandridge, A. M.	May 2	15	8
92	Cleveland, Ohio.	Cleveland College of Physicians and Surgeons, Ohio Wesleyan University.	1863	Charles B. Parker	.....do	28	24
93	.....do	Western Reserve University, Medical College.	1843	Hunter H. Powell, A. M.	June 15	18	6
94	Columbus, Ohio.	Ohio Medical University.	1892	Geo. M. Waters, A. M.	Apr. 24	28	6
95	.....do	Starling Medical College.	1846	Starling Loving, L. D.	Apr. 11	14	16
96	Lebanon, Ohio.	National Normal University, Medical School (preparatory).	1889	Selden S. Scoville, A. M.	Mar. 17	8	2
97	Toledo, Ohio.	Toledo Medical College.	1880	Daniel E. Haag	Apr. 26	17	---
98	Portland, Oreg.	University of Oregon, Medical Department.	1887	S. E. Josephi	Apr. 1	15	9
99	Salem, Oreg.	Willamette University, Medical Department.	1865	W. H. Byrd	Apr. 3	16	---
100	Philadelphia, Pa.	Jefferson Medical College	1825	James W. Holland	May 15	23	18
101	.....do	Medico-Chirurgical College of Philadelphia.	1880	Seneca Egbert, A. M.	May 19	29	17
102	.....do	University of Pennsylvania, Department of Medicine.	1765	John Marshall, Nat. Sc. D.	June 10	21	---
103	.....do	Woman's Medical College	1850	Clara Marshall	May 15	10	20
104	Pittsburg, Pa.	Western Pennsylvania Medical College, Western University of Pennsylvania.	1885	J. C. Lange	June 1	22	20
105	Charleston, S. C.	Medical College of the State of South Carolina.	1823	Francis L. Parker	Apr. 2	8	12
106	Chattanooga, Tenn.	Chattanooga Medical College.	1889	E. A. Cobleigh	Apr. 24	13	15
107	Knoxville, Tenn.	Tennessee Medical College.	1888	Charles P. McNabb	Apr. 1	14	4
108	Memphis, Tenn.	Memphis Hospital Medical College.	1880	W. B. Rogers	Apr. 30	10	14
109	Nashville, Tenn.	Central Tennessee College, Meharry Medical Department.	1876	G. W. Hubbard	Feb. 21	10	6
110	.....do	University of Nashville, Medical Department.	1850	W. G. Ewing	Mar. 29	12	4
111	.....do	University of Tennessee, Medical Department.	1876	Paul F. Eve	Apr. 2	14	6
112	.....do	Vanderbilt University, Medical Department.	1873	Wm. L. Dudley	Apr. 4	12	11
113	Sewanee, Tenn.	University of the South, Medical Department.	1892	J. S. Cain	Jan. 20	13	4
114	Ft. Worth, Tex.	Ft. Worth University, Medical Department.	1894	Bacon Saunders	Apr. 5	15	2
115	Galveston, Tex.	University of Texas, Medical Department.	1891	Henry P. Cooke	May 31	10	5
116	Burlington, Vt.	University of Vermont, Medical Department.	1823	A. P. Grinnell	June 30	7	18
117	Charlottesville, Va.	University of Virginia, Medical Department.	1825	John W. Mallet	June 19	7	5
118	Richmond, Va.	Medical College of Virginia.	1838	Christopher Tompkins.	May 10	12	17
119	.....do	University College of Medicine.	1893	J. Allison Hodges	May 2	18	16

* Statistics of 1898-99.

~ Approximately.

medicine for the year 1899-1900—Continued.

Students.		Graduated in 1900.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Are graduates of literary colleges admitted to the second year in medicine?	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Estimated value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in library.	Instruction in day or evening.	
Men.	Women.															
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
0	30	5	10	4	28	-----	\$50	\$25	\$285	\$20,000	-----	-----	-----	0	Day	89
231	1	59	----	4	28	Yes.	100	25	a 430	-----	-----	-----	-----	-----	Day	90
116	---	27	9	4	30	Yes.	100	25	430	20,000	-----	-----	\$11,600	-----	Day	91
83	5	24	24	4	32	Yes.	100	10	a 480	50,000	-----	-----	9,600	300	Day	92
144	---	30	----	4	32	-----	125	-----	-----	275,000	\$175,000	-----	-----	2,500	Day	93
227	9	50	34	4	23	Yes.	50	10	a 270	63,000	14,000	0	-----	a 500	Day	94
175	---	39	13	4	26	Yes.	50	25	284	50,000	0	0	-----	a 3,000	Day	95
44	4	---	2	2	28	-----	60	-----	-----	(b)	-----	-----	-----	-----	Day	96
72	3	18	2	4	32	Yes.	80	25	-----	25,000	-----	-----	-----	3,000	Day	97
58	10	11	10	4	26	Yes.	130	30	395	-----	-----	-----	7,370	a 2,000	Day	98
20	1	5	6	4	24	Yes.	75	30	350	-----	-----	-----	-----	-----	Day	99
639	---	105	35	4	30	c Yes	150	0	603	500,000	-----	-----	93,000	2,600	Day	100
363	---	40	---	4	31	c Yes	140	25	527	-----	-----	-----	-----	a 1,500	Day	101
679	---	180	151	4	34	No	200	0	810	-----	50,000	0	-----	10,000	Day	102
0	159	26	15	4	29	-----	129	0	516	122,579	276,314	0	23,288	a 2,100	Day	103
310	7	63	31	4	36	c Yes	130	0	-----	100,000	0	0	37,000	700	Day	104
116	4	43	----	4	26	-----	100	---	a 365	-----	-----	-----	-----	-----	Day	105
212	0	58	----	4	26	Yes.	50	30	a 490	a 120,000	0	0	-----	-----	Day	106
101	---	23	----	4	26	Yes.	60	25	310	-----	0	0	-----	0	Day	107
559	---	142	30	4	26	Yes.	75	25	350	60,000	0	0	45,475	a 200	Day	108
169	6	34	22	4	24	Yes.	30	10	150	30,000	18,000	\$5,600	5,000	800	Day	109
191	3	84	4	4	26	c Yes	100	25	425	40,000	-----	-----	-----	-----	Day	110
224	---	84	20	4	26	Yes.	100	25	395	-----	-----	-----	14,000	-----	Day	111
290	0	94	----	4	27	-----	100	25	425	83,000	0	0	30,000	0	Day	112
180	---	80	15	4	24	Yes.	65	25	-----	(b)	(b)	0	-----	-----	Day	113
138	2	24	4	4	26	c Yes.	75	25	325	35,000	0	0	9,500	0	Day	114
148	7	16	6	4	35	No	0	0	95	288,800	0	0	45,160	a 3,000	Day	115
191	---	40	----	---	---	-----	---	---	---	-----	-----	-----	-----	-----	Day	116
187	---	39	21	4	40	Yes.	87	0	350	(b)	-----	-----	16,628	-----	Day	117
209	---	40	23	4	30	Yes.	65	30	290	125,600	-----	5,000	16,194	250	Day	118
241	---	61	19	4	31	No	85	30	370	65,000	-----	-----	-----	250	Day	119

b In common with the university.

c Under certain conditions.

TABLE 11.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Professors.	Special or assistant instructors.
	1	2	3	4	5	6	7
120	Milwaukee, Wis.	Milwaukee Medical College.	1894	W. H. Earles.....	May 5	24	12
121	.....do.....	Wisconsin College of Physicians and Surgeons.	1893	A. H. Levings.....	Apr. 5	20	18
		ECLECTIC AND PHYSIO-MEDICAL.					
122	Atlanta, Ga.....	Georgia College of Eclectic Medicine and Surgery.	1839	A. G. Thomas.....	Apr. 1	10	1
123	Chicago, Ill.....	Bennett College of Eclectic Medicine and Surgery.	1868	A. L. Clark, A. M.....	May 10	30	10
124	.....do.....	Chicago Physiomedical College.*	1891	H. P. Nelson.....	Apr. 20	32	10
125	Indianapolis, Ind.	Physiomedical College of Indiana.	1873	N. D. Woodard.....	Mar. 21	18	3
126	St. Louis, Mo....	American Medical College.	1873	E. Younkin.....	Apr. 2	13	2
127	Lincoln, Nebr...	Lincoln Medical College of Colner University.	1889	W. S. Latta.....	Mar. 15	24	4
128	New York, N. Y.	Eclectic Medical College of the City of New York.	1865	George W. Boskowitz	May 1	12	16
129	Cincinnati, Ohio.	Eclectic Medical Institute	1845	Fred. J. Locke.....	Apr. 9	15	3
		HOMOEOPATHIC.					
130	San Francisco, Cal.	Hahnemann Hospital College.	1884	James W. Ward.....	May —	19	11
131	Denver, Colo.....	Denver Homeopathic Medical College.	1893	James P. Willard....	May —	17	13
132	Chicago, Ill.....	Chicago Homeopathic Medical College.	1876	N. B. Delamater.....	Apr. 24	24	7
133	.....do.....	Dunham Medical College.	1895	James T. Kent.....	Apr. 6	34	31
134	.....do.....	Hahnemann Medical College.	1860	E. Stillman Bailey....	Apr. 26	19	26
135	.....do.....	Hering Medical College.	1892	Henry C. Allen.....	Apr. 10	18	11
136	.....do.....	National Medical University.	1891	Julia Holmes Smith....	.....	25	25
137	Iowa City, Iowa..	State University of Iowa. Homeopathic Medical Department.	1877	George Royal.....	Mar. 31	12	10
138	Louisville, Ky...	Southwestern Homeopathic Medical College.	1893	A. Leight Monroe...	Apr. 3	17	5
139	Baltimore, Md....	Southern Homeopathic Medical College.	1891	George T. Shower....	May 4	10	7
140	Boston, Mass.....	Boston University School of Medicine.	1873	John P. Sutherland...	June 6	22	26
141	Ann Arbor, Mich.	University of Michigan. Homeopathic Medical College.	1875	Wilbert B. Hinsdale..	June 21	32	8
142	Detroit, Mich....	Detroit Homeopathic Medical College.	1899	D. A. MacLachlan....	May 9	20	12
143	Minneapolis, Minn.	University of Minnesota. College of Homeopathic Medicine and Surgery.	1888	A. P. Williamson.....	June 6	15	....
144	Kansas City, Mo..	Hahnemann Medical College of Kansas City University.	1896	W. H. Jenney.....	Mar. 27	16	12
145	.....do.....	Kansas City Homeopathic Medical College.	1888	A. E. Neumeister.....	.....do....	10	10
146	St. Louis, Mo.....	Homeopathic Medical College of Missouri.	1857	W. C. Richardson....	Apr. 12	21	9

* Statistics of 1898-99.

a Approximately.

medicine for the year 1899-1900—Continued.

Students.															Estimated value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in library.	Instruction in day or evening.	
Men.	Women.	Graduated in 1900.		Students having A. B. or B. S.		Years in the course.		Weeks in year.		Are graduates of literary colleges admitted to the second year in medicine?		Tuition fee.	Graduation or examination fee.	Fees of the entire course.							
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23						
151	2	32	8	4	26	No	\$110	\$10	\$450	\$150,000	0	0	-----	500	Day	120					
101	6	7	7	4	28	Yes	100	30	347	75,000	0	0	-----	0	Day	121					
60	2	26	5	4	26	Yes	80	25	-----	10,000	-----	-----	-----	1,000	Day	122					
86	9	18	-----	4	32	Yes	100	25	-----	40,000	-----	-----	\$10,000	200	Day	123					
30	7	7	8	4	23	-----	65	0	295	0	0	0	-----	-----	Day	124					
33	4	8	-----	4	26	Yes	70	-----	280	20,000	0	0	2,200	-----	Day	125					
50	6	2	-----	4	26	Yes	75	25	-----	2,500	-----	-----	-----	300	Day	126					
51	4	4	7	4	26	Yes	50	25	291	-----	-----	-----	4,000	-----	Day	127					
65	18	13	18	4	26	No	100	25	500	42,000	-----	\$1,500	11,250	2,308	Day	128					
125	2	8	11	4	28	Yes	75	25	275	60,000	0	0	10,000	500	Day	129					
26	14	12	5	4	30	Yes	75	0	365	30,000	0	0	3,000	2,400	Day	130					
44	-----	6	-----	4	28	Yes	100	0	a 405	30,000	0	0	-----	0	Day	131					
140	-----	36	8	4	30	Yes	65	10	355	60,000	-----	-----	11,038	1,600	Day	132					
85	37	26	7	4	30	Yes	100	-----	-----	50,000	-----	6,500	-----	-----	Day	133					
129	36	42	-----	4	28	Yes	70	10	375	200,000	\$163,000	-----	13,750	1,500	Day	134					
30	31	20	5	4	28	Yes	100	-----	-----	-----	-----	-----	6,000	a 300	Day	135					
129	24	4	-----	4	26	Yes	65	25	250	30,000	0	0	12,000	-----	-----	136					
64	6	8	4	4	26	Yes	65	0	-----	50,000	0	0	7,000	500	Day	137					
16	6	5	1	4	26	Yes	75	0	-----	0	0	0	1,900	0	Day	138					
21	6	5	-----	4	30	Yes	100	30	-----	30,000	0	0	2,674	-----	Day	139					
101	49	35	14	4	32	c Yes	125	30	520	200,000	35,000	7,000	20,000	3,500	Day	140					
69	7	13	1	4	40	c Yes	60	10	a 275	150,000	-----	-----	-----	12,000	Day	141					
26	9	6	-----	4	-----	Yes	60	25	350	-----	-----	1,000	3,600	-----	Day	142					
23	1	7	1	4	34	Yes	90	0	360	(b)	-----	-----	-----	a 2,000	Day	143					
34	6	7	12	4	30	Yes	50	10	245	0	2,000	-----	2,000	600	Day	144					
40	14	9	2	4	28	Yes	50	10	-----	18,000	0	0	3,896	-----	Day	145					
48	15	28	0	4	24	No	50	25	-----	18,000	0	0	2,400	0	Day	146					

b In common with the university.

c Under certain conditions.

TABLE 11.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—	Professors.	Special or assistant instructors.
	1	2	3	4	5	6	7
		HOMEOPATHIC—cont'd.					
147	New York, N. Y.	New York Homeopathic Medical College.	1860	Wm. Tod Helmuth..	May 4	27	13
148	-----do-----	New York Medical College and Hospital for Women.	1863	M. Belle Brown.....	Apr. 13	18	12
149	Cincinnati, Ohio.	Pulte Medical College...	1872	J. D. Buck.....	-----	18	9
150	Cleveland, Ohio..	Cleveland Homeopathic Medical College.	1850	Gaius J. Jones.....	Apr. 10	25	9
151	Philadelphia, Pa.	Hahnemann Medical College.	1848	Pemberton Dudley, LL. D.	May 17	16	35

medicine for the year 1899-1900—Continued.

Students.													Men.	Women.	Graduated in 1900.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Are graduates of literary colleges admitted to the second year in medicine?	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Estimated value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income, excluding benefactions.	Bound volumes in library.	Instruction in day or evening.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
126	36	20	4	30	No	\$125	\$30	\$520	\$450,000																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															

TABLE 12.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.	Regular session closes—
	1	2	3	4	5
1	Birmingham, Ala.	Birmingham Dental College.	1893	T. M. Allen.....	May 1
2	Los Angeles, Cal.	University of Southern California, College of Dentistry.	1897	Edgar Palmer.....	June 15
3	San Francisco, Cal.	College of Medicine and Surgery, Dental Department.	1899	Alfred E. Blake.....	May 1
4	.....do.....	College of Physicians and Surgeons, Dental Dept.	1897	Charles Buxton.....	June 28
5	.....do.....	University of California, College of Dentistry.	1881	Louis L. Dunbar.....	May 31
6	Denver, Colo.	Colorado College of Dental Surgery.	1896	W. T. Chambers.....	Apr. 23
7	.....do.....	University of Denver, Dental Department.	1887	Lloyd S. Gilbert.....	Apr. 30
8	Washington, D. C.	Columbian University, Dental Department.	1886	J. Hall Lewis.....	May 1
9	.....do.....	Howard University, Dental Department.	1881	Robert Reyburn.....	May —
10	.....do.....	Washington Dental College*.	1897	William N. Cogan.....	May 1
11	Atlanta, Ga.	Atlanta College of Physicians and Surgeons, Dental Dept.*	1887	S. W. Foster.....	Apr. 30
12	.....do.....	Atlanta Dental College*.	1893	William Crenshaw.....	.....do.....
13	Chicago, Ill.	Chicago College of Dental Surgery, Lake Forest University.	1883	Truman W. Brophy, LL. D.	May 3
14	.....do.....	Illinois School of Dentistry.	1893	Frank N. Brown.....	Apr. —
15	.....do.....	Northwestern University, Dental School.	1889	G. V. Black, Sc. D., LL. D.	May 2
16	Indianapolis, Ind.	Central College of Dentistry.	1897	Milton F. Ault.....	May 3
17	.....do.....	Indiana Dental College.	1879	George E. Hunt.....	May 7
18	Iowa City, Iowa.	State University of Iowa, Dental Department.	1881	William S. Hosford.....	June 4
19	Keokuk, Iowa.	Keokuk Dental College.	1897	B. C. Hinkley.....	Apr. 10
20	Louisville, Ky.	Louisville College of Dentistry.	1886	W. E. Grant.....	May 9
21	New Orleans, La.	New Orleans College of Dentistry.	1899	Jules J. Sarrazin.....	June 4
22	Baltimore, Md.	Baltimore College of Dental Surgery.	1839	M. W. Foster.....	May 1
23	.....do.....	Baltimore Medical College, Dental Department.	1895	William A. Montell.....	May 6
24	.....do.....	University of Maryland, Dental Department.	1885	Ferdinand J. S. Gorgas, A. M.	Apr. 30
25	Boston, Mass.	Harvard University, Dental School.	1867	Eugene H. Smith.....	June 28
26	.....do.....	Tufts College, Dental School.	1868	Harold Williams.....	June 20
27	Ann Arbor, Mich.	University of Michigan, College of Dental Surgery.	1875	J. Taft.....	.....do.....
28	Detroit, Mich.	Detroit College of Medicine, Department of Dental Surgery.	1891	Theodore A. McGraw, A. M.	June 14
29	Minneapolis, Minn.	University of Minnesota, College of Dentistry.	1888	Wm. P. Dickinson.....	June 1
30	Kansas City, Mo.	Kansas City Dental College.	1881	J. D. Patterson.....	May 1
31	.....do.....	Western Dental College*.	1890	Drury J. McMillen.....	Apr. 4
32	St. Louis, Mo.	Marion Sims College of Medicine, Dental Department.*	1894	Young H. Bond, A. M.	Apr. 19
33	.....do.....	Missouri Dental College, Washington University.	1866	Albert H. Fuller.....	Apr. 27
34	Lincoln, Nebr.	Lincoln Dental College.	1899	W. Clyde Davis.....	Apr. 15
35	Omaha, Nebr.	University of Omaha, Dental Department.	1894	A. O. Hunt.....	May 2
36	Buffalo, N. Y.	University of Buffalo, Dental Department.	1892	W. C. Barrett.....	May 15
37	New York, N. Y.	New York College of Dentistry.	1866	Fannell D. Weiss.....	May 14
38	.....do.....	New York Dental School.	1893	Charles M. Ford.....	May 8
39	Cincinnati, Ohio.	Cincinnati College of Dental Surgery.	1893	G. S. Junkerman.....	Apr. 5

* In 1893-99.

dentistry for the year 1899-1900.

Professors.	Special or assistant instructors.	Students.				Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Estimated value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income.	Instruction in day or evening.	Bound volumes in library.
		Men.	Women.	Graduated in 1900.	Students having A. B. or B. S.											
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
7	13	41	---	10	3	3	23	\$100	\$25	\$350	0	0	0	---	Day	0 1
14	15	13	0	---	---	3	30	125	0	375	---	---	---	---	Day	0 2
10	2	60	---	0	0	3	28	100	---	305	---	---	---	---	---	---
14	12	164	6	39	5	3	23	160	25	---	\$60,000	0	0	---	Day	---
7	14	144	5	45	---	3	33	100	25	370	55,000	---	---	---	Day	---
16	11	59	2	11	---	3	28	75	10	270	---	---	---	---	Day	---
10	7	87	3	11	---	3	23	75	25	280	(b)	---	\$1,862	---	Day	---
7	7	72	0	13	18	3	30	100	10	310	---	---	---	---	Eve	---
12	6	30	2	7	4	3	28	80	---	240	---	---	---	---	Eve	---
10	5	22	0	1	5	3	28	100	0	300	---	---	---	---	Eve	---
8	7	86	0	30	---	3	28	190	25	352	20,000	\$9,000	---	---	Day	0 11
8	4	180	0	45	---	3	24	100	25	350	---	---	---	---	Day	300 12
13	11	598	0	144	---	8	23	100	20	365	---	---	0	---	Day	---
12	4	85	5	18	25	3	28	110	---	---	---	---	---	---	Day	---
14	26	542	24	186	---	3	30	100	20	370	---	---	---	---	Day	22,000 15
10	5	64	1	20	3	3	30	100	10	310	0	0	0	6,500	Day	---
10	7	213	4	65	---	3	28	100	10	325	35,000	0	0	2,000	Day	---
10	3	121	7	26	3	3	26	75	0	225	30,000	0	0	13,600	Day	321 18
13	6	57	3	13	2	3	28	75	---	225	---	---	---	6,050	Day	---
13	10	140	0	45	---	3	23	100	30	350	40,000	---	---	17,000	Day	---
7	11	32	1	3	0	3	27	100	25	330	---	---	---	3,600	Day	---
8	23	227	5	73	20	3	28	100	35	350	0	---	0	---	Day	---
12	16	93	0	28	19	3	28	100	30	345	---	0	0	---	Day	---
6	4	204	---	53	18	3	30	100	30	335	---	---	---	---	Day	---
16	40	121	---	33	2	3	38	150	---	511	---	80,000	\$500	30,000	Day	510 25
11	14	160	5	44	2	3	31	100	30	335	---	0	0	18,600	Day	---
9	4	237	10	65	6	3	35	125	10	300	50,000	0	0	20,000	Day	600 27
10	11	119	1	34	0	3	34	385	30	260	35,000	0	0	10,000	Day	---
11	5	126	0	36	---	3	34	100	0	300	(b)	---	---	12,000	Day	---
10	6	114	---	24	---	3	23	100	20	325	12,500	---	---	10,000	Day	---
13	14	191	9	34	---	3	26	100	20	245	---	---	---	---	Day	---
16	22	75	3	25	---	3	28	100	---	305	---	0	---	---	Day	---
12	10	116	0	30	2	3	30	100	0	---	0	0	0	11,500	Day	---
17	3	9	1	0	1	3	23	50	10	226	---	0	5,000	---	Day	0 34
15	10	64	1	10	10	3	28	100	20	305	---	---	0	---	Day	---
11	12	233	4	30	---	3	34	100	30	345	50,000	---	---	---	Day	(b) 36
5	30	316	---	26	4	3	32	150	30	540	120,000	0	0	44,844	Day	0 37
7	22	45	9	11	---	3	29	150	25	400	---	---	---	7,550	Day	---
8	2	78	3	32	6	3	30	100	0	305	35,000	---	---	13,000	Day	300 39

a Approximately.

b In common with the university.

TABLE 12.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Regular session closes—
	1	2	3	4	5
40	Cincinnati, Ohio...	Ohio College of Dental Surgery.	1846	H. A. Smith.....	May 9
41	Cleveland, Ohio...	Western Reserve University, Dental Department.	1892	H. L. Ambler.....	June 15
42	Columbus, Ohio...	Ohio Medical University, Dental Department.	1892	Otto Arnold.....	Apr. 24
43	Portland, Oreg....	North Pacific Dental College.	1899	S. J. Barber.....	May 1
44	Philadelphia, Pa....	Medico-Chirurgical College, Dental Department.	1897	Robert H. Nones.....	Apr. 30
45	.....do.....	Pennsylvania College of Dental Surgery.	1856	Wilbur F. Leitch.....	May 1
46	.....do.....	Philadelphia Dental College.	1863	S. H. Guilford, A. M.....	May 4
47	.....do.....	University of Pennsylvania, Department of Dentistry.	1878	Edward C. Kirk.....	June 15
48	Pittsburg, Pa.....	Pittsburg Dental College, Western University of Pennsylvania.	1896	George L. Simpson.....	May 1
49	Nashville, Tenn...	Central Tennessee College, Meharry Dental Department.	1886	G. W. Hubbard.....	Feb. 21
50	.....do.....	University of Tennessee, Dental Department.	1877	J. P. Gray.....	May 1
51	.....do.....	Vanderbilt University, Department of Dentistry.	1879	D. R. Stubblefield.....	May 7
52	Richmond, Va.....	Virginia School of Dentistry, Medical College of Virginia.	1897	Christopher Tompkins..	May 10
53	.....do.....	University College of Medicine, Dental Department.	1893	J. Allison Hodges.....	May 2
54	Milwaukee, Wis...	Milwaukee Medical College, Dental Department.	1894	George V. I. Brown.....	Apr. 5

dentistry for the year 1899-1900—Continued.

Professors. Special or assistant instructors.	Students.					Years in the course.	Weeks in year.	Tuition fee.	Graduation or exami- nation fee.	Fees of the entire course.	Estimated value of grounds and build- ings.	Endowment funds.	Benefactions received during the year.	Total income.	Instruction in day or evening.	Bound volumes in library.
	Men.	Women.	Graduated in 1900.	Students having A. B. or B. S.												
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
7	4	196	6	62	---	3	30	\$160	---	\$365	---	---	---	---	Day	40
10	4	91	0	30	1	3	32	100	\$10	335	---	---	---	---	Day	41
15	4	180	3	42	4	3	23	50	10	290	\$63,000	\$11,000	0	---	Day	500 42
13	4	73	2	5	---	3	32	100	20	335	---	---	---	\$10,000	Day	43
12	20	118	---	22	2	3	30	100	25	350	---	---	---	---	Day	1,500 44
8	25	321	11	125	9	3	30	166	30	345	35,000	---	---	---	Day	45
6	3	375	14	105	---	3	30	115	35	370	150,000	---	---	---	Day	46
9	5	484	---	144	---	3	37	100	30	345	245,000	0	---	---	Day	47
7	10	180	6	57	---	3	28	100	30	360	---	---	---	19,000	Day	48
7	2	18	1	2	1	4	24	30	10	140	---	---	---	500	Day	49
9	5	107	1	25	17	3	28	110	25	---	25,000	0	0	12,500	Day	50
9	10	133	2	40	0	3	23	100	25	360	---	---	---	---	Day	51
9	4	22	---	5	---	3	30	65	30	225	---	---	---	---	Day	52
10	7	34	---	6	---	3	31	85	30	285	65,000	---	---	---	Day	53
11	8	153	---	35	0	3	28	110	10	340	150,000	0	0	---	Day	500 54

a Approximately.

TABLE 13.—Statistics of schools of

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—
	1	2	3	4	5
1	Auburn, Ala.	Alabama Polytechnic Institute, Department of Pharmacy.	1895	Wm. L. Brown, M. A., LL. D.	June 13
2	Mobile, Ala.	Medical College of Albany, Department of Pharmacy, University of Alabama.*	.....	George A. Ketchum.	Apr. 2
3	San Francisco, Cal.	California College of Pharmacy, University of California.	1873	W. M. Searby.	Apr. 30
4	.....do	College of Physicians and Surgeons, Department of Pharmacy.	1898	Wm. J. Jackson.	June 30
5	Washington, D. C..	Howard University, Department of Pharmacy.	1868	Robert Reyburn.	May —
5	.....do	National College of Pharmacy	1872	Herbert E. Easterday.	Mar. 31
7	Atlanta, Ga.	Atlanta College of Pharmacy.	1891	George F. Payne.	Mar. 31
8	Chicago, Ill.	Chicago College of Pharmacy, University of Illinois.	1859	F. M. Goodman.	Apr. 23
9	.....do	Northwestern University, School of Pharmacy.	1886	Oscar Oldberg.	June 16
10	Lafayette, Ind.	Purdue University, School of Pharmacy.	1886	Arthur L. Green.	June 3
11	Notre Dame, Ind. ..	Notre Dame University, College of Pharmacy.	1896	I. V. S. Stanislaus. ....	.....
12	Valparaiso, Ind.	Northern Indiana School of Pharmacy.	1893	J. N. Roe.	Aug. 9
13	Des Moines, Iowa..	Highland Park College of Pharmacy.	1890	Sherman R. Macy. ....	.....
14	.....do	Iowa College of Pharmacy, Drake University.	1883	Wm. Stevenson. ....	.....
15	Iowa City, Iowa ...	State University of Iowa, Department of Pharmacy.	1885	Emil L. Boerner.	Mar. 29
16	Lawrence, Kans. ...	University of Kansas, School of Pharmacy.	1885	Lucius E. Sayre.	June 8
17	Louisville, Ky.	Louisville College of Pharmacy.	1873	Gordon L. Curry.	Apr. 4
18	New Orleans, La. ..	Tulane University of Louisiana, Course in Pharmacy.	1838	Stanford E. Chaillé, A. M.	May 2
19	Orono, Me.	University of Maine, School of Pharmacy.	1895	A. W. Harris.	June 10
20	Baltimore, Md.	Maryland College of Pharmacy.	1842	Charles Caspari.	May 1
21	Boston, Mass.	Massachusetts College of Pharmacy.	1867	Julian W. Baird.	May 17
22	Ann Arbor, Mich. ..	University of Michigan, School of Pharmacy.	1868	Albert B. Prescott.	June 21
23	Detroit, Mich.	Detroit College of Medicine, Department of Pharmacy.	1890	John E. Clark.	June 14
24	Minneapolis, Minn.	University of Minnesota, College of Pharmacy.	1892	Frederick J. Wulling.	June 5
25	Kansas City, Mo. ..	Kansas City College of Pharmacy.	1885	J. R. Moechel.	Apr. 15
26	St. Louis, Mo.	St. Louis College of Pharmacy.*	1865	James M. Good. ....	.....do
27	Newark, N. J.	New Jersey College of Pharmacy.	1892	P. E. Hommell. ....	.....do
28	Albany, N. Y.	Albany College of Pharmacy, Union University.	1881	Willis G. Tucker.	May 19
29	Brooklyn, N. Y.	Brooklyn College of Pharmacy.	1891	Elias H. Bartley.	May 16
30	Buffalo, N. Y.	Buffalo College of Pharmacy.	1886	Willis G. Gregory.	Apr. 27
31	New York, N. Y.	College of Pharmacy of the City of New York.	1829	Edward Kemp.	May 2
32	Chapel Hill, N. C. ..	University of North Carolina, Department of Pharmacy.	1897	E. V. Howell, professor.	June 5
33	Raleigh, N. C.	Shaw University, Leonard Medical School.	1890	William Simpson.	Mar. 17

* In 1893-99.

a Approximately.

pharmacy for the year 1899-1900.

Professors. Special or assistant instructors.	Students.				Graduated in 1900.	Students having A. B. or B. S.	Years in the course.	Weeks in year.	Years of practice re- quired.	Tuition fee.	Graduation or exami- nation fees.	Fees of the entire course.	Estimated value of grounds and build- ings.	Endowment funds.	Benefactions received during the year.	Total income.	Instruction in day or evening.	Bound volumes in li- brary.	
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	1	37	0	6	0	...	36	0	0	\$12	\$48	...	...	0	...	...	Day	...	1
3	1	17	...	1	...	...	2	26	0	\$50	10	120	...	...	...	...	Day	...	2
3	6	77	4	35	2	2	30	4	100	20	220	\$60,000	0	\$1,500	\$9,500	...	Day	a300	3
5	7	29	2	9	0	2	28	4	75	25	195	60,000	...	...	...	...	Eve	...	4
4	3	26	0	12	2	2	28	4	70	0	140	...	...	...	...	...	Eve	...	5
2	2	54	4	11	...	3	26	4	60	0	185	15,000	0	0	a3,500	...	Eve	350	6
2	2	34	...	5	...	...	23	...	65	15	140	...	...	...	0	...	...	...	7
4	4	144	5	40	1	2	30	2	75	5	155	...	...	...	...	11,000	Day	1,800	8
6	2	227	8	18	...	...	40	0	...	...	...	a75,000	...	...	...	...	Day	a550	9
3	3	81	0	23	0	2,4	37	0	a50	5	...	...	...	...	...	...	...	...	10
5	2	10	...	4	1	2	42	0	100	10	250	...	...	...	...	...	Day	(b)	11
8	6	110	5	80	3	2,4	25	0	35	5	70	...	...	...	...	...	Day	...	12
9	6	250	30	85	...	2	24	0	50	10	135	...	...	...	...	...	Day	...	13
4	4	36	...	15	5	2	25	0	62	20	142	(b)	0	0	0	...	Day	(b)	14
5	5	49	4	16	0	2	23	0	75	0	150	...	...	...	...	...	Day	...	15
6	6	75	4	21	...	2	40	2	0	5	76	...	...	...	...	...	Day	...	16
8	...	47	0	8	15	2	24	4	75	10	170	20,000	0	0	...	...	Day	a600	17
3	3	28	3	9	...	2	26	2	60	20	155	...	...	...	...	...	Day	...	18
12	9	10	...	3	0	2,4	36	1,3	50	3	(140) (270)	...	...	0	...	...	Day	...	19
4	2	98	...	47	...	2	32	...	80	15	185	20,000	0	...	...	...	Day	...	20
5	7	172	12	19	3	2,4	34	4	160	10	a225	69,300	\$14,215	0	14,841	...	Day	a5,132	21
11	6	65	11	29	0	2,4	36	0	35	10	...	(b)	...	...	...	...	Day	a5,000	22
5	2	47	2	20	...	2	36	0	30	10	130	...	...	...	...	...	Eve	...	23
7	5	57	7	17	9	2	33	0	75	10	165	...	...	...	...	...	Day	...	24
6	4	37	2	7	...	2	26	3	60	10	147	0	0	0	...	...	Eve	...	25
5	5	145	3	50	...	2	28	4	66	10	a150	35,000	0	...	...	...	Eve	...	26
5	3	22	2	8	0	2	30	4	75	15	170	0	...	0	3,060	(c)	...	...	27
3	4	78	1	30	...	2	23	4	60	10	138	0	3,487	0	4,728	...	Eve	...	28
5	6	125	6	...	0	2	32	4	70	10	155	0	1,500	0	7,122	...	Day	a1,560	29
5	12	94	5	37	0	2,4	28	0	60	10	133	0	0	...	...	...	Day	...	30
8	5	300	13	97	...	2,4	27	4	100	10	210	204,242	0	...	...	...	Day	a5,087	31
6	2	20	...	1	0	2	32	4	85	3	88	...	...	...	...	...	Day	...	32
1	...	10	...	6	...	3	24	0	25	10	106	2,500	...	...	...	...	Day	...	33

b In common with the university.

c Afternoon and evening.

TABLE 13.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—
	1	2	3	4	5
34	Ada, Ohio.....	Ohio Normal University, Department of Pharmacy.	1884	H. S. Lehr.....	July 21
35	Cincinnati, Ohio....	Cincinnati College of Pharmacy.	1870	Julius H. Eichberg.....	.....
36	Cleveland, Ohio....	Cleveland School of Pharmacy.	1882	Joseph Feil.....	Apr. 25
37	Columbus, Ohio....	Ohio State University, College of Pharmacy.	1885	George B. Kauffman, B. Sc.	June 19
38	Scio, Ohio.....	Scio College, Department of Pharmacy.	1890	J. H. Beal.....	June 21
39	Norman, Okla.....	University of Oklahoma, School of Pharmacy.	1892	Edwin De Barr.....	June 8
40	Corvallis, Oreg....	Oregon Agricultural College, School of Pharmacy.	1898	F. Buchtold, A. M.....	June 20
41	Philadelphia, Pa....	Medico-Chirurgical College, Department of Pharmacy.	1898	Harvey H. Mentzer.....	Apr. 25
42	.....do.....	Philadelphia College of Pharmacy.	1821	Joseph P. Remington...	Apr. 18
43	Pittsburg, Pa.....	Pittsburg College of Pharmacy.	1878	Julius A. Koch.....	Apr. 1
44	Charleston, S. C....	Medical College of South Carolina, Department of Pharmacy.	1896	Francis L. Parker.....	Apr. 7
45	Brookings, S. Dak..	South Dakota Agricultural College, Department of Pharmacy.*	1888	B. F. Whitehead, Prof..	June 28
46	Knoxville, Tenn....	University of Tennessee, Department of Pharmacy.	1898	Charles O. Hill, Prof....	June 20
47	Nashville, Tenn....	Central Tennessee College, Meharry Pharmaceutical Department.	1889	G. W. Hubbard.....	Feb. 21
48	.....do.....	Vanderbilt University, Department of Pharmacy.	1879	J. T. McGill.....	June 20
49	Galveston, Tex....	University of Texas, School of Pharmacy.	1893	Henry P. Cooke.....	May 31
50	Richmond, Va.....	University College of Medicine, Department of Pharmacy.	1893	J. Allison Hodges.....	May 2
51	.....do.....	Virginia School of Pharmacy, Medical College of Virginia.	1897	Christopher Tompkins..	May 9
52	Pullman, Wash....	Washington Agricultural College, School of Pharmacy.	1896	George H. Watt.....	June 19
53	Madison, Wis.....	University of Wisconsin, School of Pharmacy.	1883	Edward Kremers.....	June 21

* In 1898-99.

a Approximately.

pharmacy for the year 1899-1900—Continued.

Professors.	Special or assistant instructors.	Students.					Years in the course.	Weeks in year.	Years of practice required.	Tuition fee.	Graduation or examination fees.	Fees of the entire course.	Estimated value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Total income.	Instruction in day or evening.	Bound volumes in library.	
		Men.	Women.	Graduated in 1900.	Students having A. B. or B. S.														
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		
4	2	207	---	74	---	1,2	40	0	\$60	\$4	---	---	---	---	---	---	Day	---	34
7	2	29	2	23	4	---	34	0	100	15	---	---	\$35,000	0	0	\$3,500	Day	1,000	35
3	2	46	1	14	0	3	30	0	65	10	\$205	---	0	0	\$200	3,200	Day	500	36
11	20	34	3	*12	---	2,4	36	---	30	5	\$65	(b)	(b)	---	---	---	Day	---	37
3	4	26	4	14	0	2	36	0	30	5	77	---	---	---	---	---	Day	---	38
1	1	41	3	11	0	2	38	1	0	5	48	---	---	---	---	---	Day	---	39
7	5	33	13	2	0	4	36	0	---	---	---	---	---	---	---	---	Day	---	40
5	7	58	---	18	0	2	27	4	75	10	165	---	---	---	---	---	Day	1,500	41
5	6	427	13	100	---	3	29	4	100	15	250	175,000	0	0	---	---	Day	\$10,000	42
5	3	85	6	26	---	2	24	4	75	10	160	20,000	---	---	7,200	---	Day	400	43
4	2	28	---	11	---	2	26	2	40	---	125	---	---	---	---	---	Day	---	44
4	---	25	0	8	---	3	36	0	12	---	50	---	---	---	---	---	Day	---	45
4	0	6	1	2	0	1	40	0	0	6	130	(b)	0	0	500	---	Day	---	46
2	1	13	3	1	1	3	24	0	30	10	---	---	---	---	---	---	Day	---	47
5	4	39	3	9	1	2	36	0	50	5	\$200	(b)	---	---	---	---	Day	---	48
3	1	41	4	11	0	2	34	0	0	0	50	---	0	0	---	---	Day	---	49
4	6	20	1	8	---	2	31	2	60	15	135	---	---	---	---	(c)	---	---	50
5	2	12	---	2	1	2	30	0	60	15	135	---	---	---	---	---	Day	---	51
4	2	18	1	2	0	2	38	0	0	0	20	---	---	---	---	---	Day	0	52
20	10	46	5	12	3	2,4	36	0	0	0	---	(b)	---	---	---	---	Day	---	53

b In common with the university.

c Afternoon and evening.

TABLE 14.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—
	1	2	3	4	5
1	San Francisco, Cal.	University of California, Veterinary Department.	1895	Frank W. Skaife	Apr. 1
2	Washington, D. C.	United States College of Veterinary Surgeons.	1894	C. Barnwell Robinson...	Apr. 10
3	Chicago, Ill.	McKillip Veterinary College.	1894	E. Merillat.....	Apr. 1
4	Indianapolis, Ind. ..	Indiana Veterinary College..	1892	Samuel E. Crose, A. M..	Mar. 28
5	Ames, Iowa	Iowa State College of Agriculture, Veterinary Department.	1879	.....	June 13
6	Boston, Mass.	Harvard University, School of Veterinary Medicine.	1882	Charles P. Lyman.....	June 28
7	Grand Rapids, Mich	Grand Rapids Veterinary College.	1897	Leonard L. Conkey	Apr. 5
8	Kansas City, Mo....	Kansas City Veterinary College.	1891	S. Stewart.....	Mar. 15
9	Ithaca, N. Y.	New York State Veterinary College at Cornell University.	1896	James Law	June 22
10	New York, N. Y. ..	New York American Veterinary College.	1857	A. F. Liantard	Mar. 31
11	Columbus, Ohio.....	Ohio State University, College of Veterinary Medicine.	1884	David White	June 15
12	Philadelphia, Pa....	University of Pennsylvania, Department of Veterinary Medicine.	1884	Leonard Pearson.....	June 14
13	Pullman, Wash.	Washington Agricultural College, School of Veterinary Science.	1897	Sofus B. Nelson	June 21

a Afternoon and evening.

veterinary medicine for the year 1899-1900.

Professors. Special or assistant in- structors.	Students.					Years in the course.	Weeks in year.	Tuition fee.	Graduation or exami- nation fee.	Fees of the entire course.	Estimated value of grounds and build- ings.	Endowment funds.	Benefactions received in 1899-1900.	Total income.	Bound volumes in li- brary.	Instruction in day or evening.	
	Men.	Graduated in 1900.	Students having A. B. or B. S.														
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
7	---	2	---	---	3	25	\$100	\$25	\$335	\$35,000	---	---	---	---	---	Day	1
11	1	17	4	0	3	26	70	0	---	---	---	---	\$650	300	---	---	2
11	4	66	21	3	3	24	75	10	240	75,000	---	---	---	---	700	Day	3
9	10	29	13	3	2	27	75	20	---	---	---	---	---	---	---	Day	4
7	5	42	7	0	3	23	0	0	10	6,000	---	0	---	---	---	Day	5
9	13	25	7	---	3	35	150	---	450	9,000	\$5,064	---	23,330	---	---	Day	6
10	2	18	8	3	2	24	50	25	155	25,000	---	0	1,400	---	---	Day	7
23	0	31	8	0	3	25	80	10	250	0	0	0	2,480	---	(a)	---	8
4	4	30	7	---	3	40	0	5	---	150,000	---	---	---	---	---	Day	9
15	7	35	8	0	3	25	115	25	370	0	0	0	3,080	---	---	Both	10
8	6	22	6	2	3	36	0	5	70	---	---	---	---	---	---	Both	11
7	5	51	11	3	3	33	100	---	325	75,000	---	\$4,000	5,000	---	---	Day	12
3	4	3	0	0	3	36	0	0	15	---	---	---	---	---	---	Day	13

TABLE 14.—Statistics of training schools for nurses for the year 1899-1900.

Location.	Name of school.	Year of first opening.	Superintendent of school.	Session closes—	Pupils.			Years in the course.			Monthly allowance to pupils, a			Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions during the year.	Expenditure for nurse training school.
					Men.	Women.	Graduated in 1900.				First year.	Second year.	Third year.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1 Los Angeles, Cal.	California Hospital Training School.	1898	C. G. Patterson	June 27		70	15	2	\$6	\$11		100	\$75,000				
2 do	County Hospital Training School.		Uintah M. Carter	June 15		24	11	2	5	10		200	150,000				
3 San Francisco, Cal.	City and County Hospital.	1891	Mary Patton	June 30		28	10	3	10	10	\$10	450		0	0	0	687,710
4 do	French Hospital.	1895	Mrs. F. Reyland	(c)	0	25	8	2	9	13		130				0	
5 do	Homeopathic Sanatorium.	1896	E. Blanche Chatken			24	6	3	8	12		40				0	
6 do	Hospital for Children.	1880	J. M. Newbury			0	68	18	5	5		155					
7 do	Lane Hospital.	1895	Jessie R. Nelson	(c)	4	40	10	9	9	9		100	200,000	\$51,000	\$5,000	500	
8 do	St. Luke's Hospital.	1889	Hannah J. Brierley	(c)	0	30	15	10	15	15		99	75,000	0	0	0	
9 do	San Francisco Lying-in Hospital and Foundling Asylum.	1898	Anita Pugh			17	9	3	5	5							
10 San Jose, Cal.	San Jose Sanitarium	1898	Sister Mary Agnes	June 15	1	15	7	3	5	10		100	200,000				638
11 Boulder, Colo.	Hospital of University of Colorado.*		Mattie German	June 1		6	0	2	8			40					
12 Denver, Colo.	Arapahoe County Hospital	1887	Maudie Marker	(c)		25	13	3	8	8		210	500,000	1,500			
13 do	Denver Homeopathic Hospital		Abbie G. Thurston, principal.	May 31		9	1	3	6	8		24	30,000				
14 do	St. Luke's Hospital	1891	Mrs. T. A. Bradford			25	11	3	6	12	18	70	100,000	14,000	2,207		
15 Pueblo, Colo.	Pueblo Hospital	1895	Mrs. T. A. Bradford			8	0	3	10	10	10	50					
16 Bridgeport, Conn.	Bridgeport Hospital.	1880	Emma E. Gross	June 30		40	9	2	8	12		100	160,000	300,000	5,000		
17 Danbury, Conn.	Danbury Hospital.	1894	Sue W. Cutler	(c)		19	5	3	10	14		22	20,000		0		
18 Hartford, Conn.	Hartford Hospital.	1877	Elizabeth M. Friend	Sept. 30		0	43	15	8	10	12	200					
19 New Haven, Conn.	Connecticut Training School, New Haven Hospital.	1873	Anna D. Schultze	June 28		0	59	19	6	8		165				7,542	
20 do	Grace Hospital	1895	Julia B. Han	June 10		14	7	2	6	8		100	100,000	0	0	3,000	
21 New London, Conn.	Memorial Hospital	1893	Minnie J. Wallace	Oct. 15		0	7	3	10	10		38					
22 Norwich, Conn.	William W. Backus Hospital.	1893	May L. Love	(c)		10	4	2	5	8		64	500,000		5,000		

23	Wilmington, Del	1897	Emma Stillwell	June 1	12	0	3	7	9	12	37	42,000	40,000	700
24	do	1889	Alida H. Turner	(c)	0	10	1	3	8	9	36	40,000	7,600	4,320
25	Washington, D. C.	1891	Elida D. Cumberland		0	40	17	3	9	9	75			
26	do	1894	Freedmen's Hospital	July 1	0	32	11	2	5	5	230	250,000		
27	do	1889	Garfield Memorial Hospital	June 1	0	36	6	3	7	7	128	250,000		0
28	do	1893	National Homeopathic Hospital *	May	0	15	14	3	7	10	50			
29	do	1895	Providence Hospital	June 19	10	40	8	3	5	10	313	350,000	624,000	390
30	do	1898	Shibley Memorial Hospital	Sept. 30	29	4	0	0	0	0	65	30,000	2,500	
31	do	1898	Washington Asylum and Emergency Hospital	(c)	17	0	3	5	5	5	35	56,000		
32	Jacksonville, Fla	1893	St. Luke's Hospital *	Mar. 31	0	19	3	2	10	10	50			
33	Atlanta, Ga.	1893	Grady Hospital	May 1	0	18	6	3	9	9	112	150,000		
34	do	1886	Spelman Seminary Training School	May	0	47	1	3	0	0	20			
35	Annapolis, Md.	1892	City Hospital *	June 1	0	6	2	2	5	7	30	370,000		0
36	Chicago, Ill.	1894	Alexian Brothers Hospital	May 31	17	12	2	0	0	0	236	122,000		0
37	do	1894	Augustana Hospital		33	10	2	8	8	8	127	40,000		0
38	do	1894	Chicago Baptist Hospital	Apr. 15	1	20	14	2	0	0	75	40,000		0
39	do	1895	Chicago Hospital	Feb. 15	33	11	2	0	0	0	45	125,000		0
40	do	1894	Englewood Union Hospital	(c)	13	5	2	5	5	5	50	40,000		3,500
41	do		Frances Willard National Temperance Hospital	Sept. 5	0	12	5	2	0	0	30			
42	do	1896	German Hospital	(c)	23	17	3	2	3	5	90			
43	do	1894	Hahnemann Hospital	June 5	0	35	14	2	0	0	105	150,000	100,000	7,500
44	do	1880	Illinois Training School, Cook County and Presbyterian hospitals *	do	0	170	30	3	0	0	1,025			
45	do	1894	John S. Michell Training School, Chicago Homeopathic Hospital	May 22	14	8	2	6	8	8	38	25,000		990 1,200
46	do	1892	Lakeside Hospital	May 31	0	31	16	2	0	0	75	40,000		0
47	do	1895	Marion Sims Sanitarium	June	8	0	2	2	0	0	24	75,000	18,700	
48	do	1895	Mary Thompson Hospital	June	25	1	2	0	0	0	80	85,000	5,000	
49	do	1896	Maurice Porter Children's Hospital		7	1	2	8	12	12	40			
50	do	1892	Mercy Hospital	June 20	45	19	3	8	8	8	329	200		4,000
51	do	1890	Michael Reese Hospital	Oct. 13	36	12	3	8	12	15	40	35,000		
52	do	1895	Norwegian Lutheran Father's Hospital		0	11	3	2	0	0	75			
53	do	1893	Polychinic Hospital	June	20	8	2	4	6	6	75	100,000		6,000
54	do	1890	Post-Graduate and Chicago Charity Hospital	(c)	0	30	10	2	0	0	100	90,000		3,655
55	do	1891	Provident Hospital		14	6	2	3	5	5	40			
56	do	1893	St. Joseph Hospital	June 28	36	6	3	5	5	5	100			

* In 1898-99.

a Board and lodging are supposed to be furnished free unless otherwise stated.

b Approximately.

c No definite session.

TABLE 14.—Statistics of training schools for nurses for the year 1899-1900.—Continued.

Location.	Name of school.	Year of first opening.	Superintendent of school.	Session closes—	Pupils.			Years in the course.				Monthly allowance to pupils.			Beds for patients.	Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions during the year.	Expenditure for nurse training school.
					Men.	Women.	Graduated in 1900.					First year.	Second year.	Third year.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17			
Chicago, Ill.	St. Luke's Hospital	1884	Augusta C. Robertson.	(a)	0	47	18	3	\$4	\$4	\$4	172	\$250,000	\$275,000	0	—			
do.	Wesley Hospital	1888	Emma C. Wilson	Apr. —	16	9	18	2	4	6	—	30	250,000	0	0	—			
do.	West Side Hospital	1896	Anna L. Davis	June 30	23	13	13	2	—	—	—	125	75,000	0	0	—			
do.	Woman's Hospital *	1882	Ella H. Morse	(a)	0	23	16	2	—	—	—	45	—	—	—	—			
East St. Louis, Ill.	Henrietta Hospital	1895	Jeanette Newington	(a)	0	7	3	4	8	10	—	50	20,000	0	0	—			
Elgin, Ill.	Sherman Hospital	1888	Harriet L. Gerhard	June 30	0	11	4	0	0	(b)	(b)	30	35,000	0	\$300	—			
Evanston, Ill.	Evanston Hospital	1899	Annie L. Locke	May 1	0	4	0	5	4	6	—	19	34,000	0	25,000	—			
Galesburg, Ill.	Galesburg Hospital	1894	Christina MacLennan.	May 1	0	9	5	2	4	—	—	21	—	—	—	—			
Peoria, Ill.	Cottage Hospital	1894	Eleanor J. Coolidge	May 10	—	12	4	4	7	9	—	45	30,000	60,000	55,000	—			
Quincy, Ill.	Blessing Hospital	1891	Mary C. Wheeler	June 7	0	12	5	2	8	10	—	37	30,000	17,000	1,250	—			
Rockford, Ill.	Rockford Hospital	1889	Eliza C. Glenn	(a)	7	0	11	2	8	12	—	30	22,044	—	—	—			
Evansville, Ind.	Evansville Sanitarium	1894	(a)	June 30	0	7	3	3	10	10	—	20	30,000	0	0	—			
do.	St. Mary's Hospital	1893	Sister Regis	June 30	0	14	3	3	5	5	—	100	150,000	—	—	—			\$680
Fort Wayne, Ind.	Hope Hospital *	1897	Mrs. E. G.ournier	Oct. 1	0	8	8	2	0	4	—	40	50,000	0	0	—			
Indianapolis, Ind.	City Hospital *	1896	Alice Ashly	June —	0	28	11	2	4	4	—	135	—	—	—	—			
Lafayette, Ind.	Home Hospital	1899	Mary B. Sollers	June —	—	6	1	2	4	4	—	14	9,000	—	—	—			
South Bend, Ind.	Epworth Hospital	1894	Marcella Breman	May 31	0	13	3	3	6	6	—	20	15,000	—	—	—			
Burlington, Iowa	Burlington Hospital	1897	C. C. Keeler	June 1	0	13	3	3	8	9	—	40	25,000	0	0	—			
Cedar Rapids, Iowa	St. Luke's Hospital	1892	Beatrice B. Bartet	June —	—	9	3	3	8	10	—	22	—	—	—	—			
Council Bluffs, Iowa	Women's Christian Association Hospital.	1890	Madge E. Penny	June —	—	10	3	2	5	5	—	50	15,000	—	250	2,000	—		
Davenport, Iowa	St. Luke's Hospital	1895	Emma J. Vincent	June 1	0	14	4	2	5	8	—	30	20,000	7,000	2,000	2,500	—		
Dubuque, Iowa	Finley Hospital	1898	Ada J. Tayloe	Mar. 5	—	12	12	2	5	3	—	50	30,000	75,000	0	1,000	—		
Iowa City, Iowa	Honeopathic Hospital,	1888	Mary A. Raff	Mar. 28	1	13	3	3	8	10	—	54	30,000	—	—	—			
do.	Iowa State University Hospital.	1898	Florence E. Brown	Apr. 1	0	13	4	3	5	8	—	50	55,000	—	—	—			
do.	Iowa State University Hospital.	1898	Florence E. Brown	Apr. 1	0	13	4	3	5	8	—	50	55,000	—	—	—			
Kansas City, Kans.	Bethany Hospital	1892	Renette Hill	May 31	—	20	1	3	6	6	—	50	20,000	0	0	—			

82	Leavenworth, Kans.	Cushing Hospital	1893	Carrie L. Tanquary	June 1	0	17	13	2	0	0	30	30,000		300
83	Topoka, Kans.	Christ's Hospital	1892	Tannie G. McKibben	June 2	1	10	4	2	10	10	50	50,000	1,000	13,000
84	do	do	1896	Jessie C. Channum	do	0	8	4	2	8	4	10	50,000	0	0
85	Wichita, Kans.	Wichita Hospital	1893	L. A. Wells	(a)	1	4	2	4	2	4	50	40,000	10,000	500
86	Lexington, Ky	Good Samaritan Hospital	1890	May McIntyre	Jan. 10	1	12	7	2	7	7	80	40,000	10,000	25,000
87	Louisville, Ky	John N. Norton Memorial Infirmary	1885	M. M. Cartwright	do	0	23	9	2	9	2	100	100,000	25,000	750
88	do	Louisville City Hospital	1894	Alice M. Gages	June 14	21	10	2	5	5	5	250		0	4,000
89	New Orleans, La	Charity Hospital	1873	Sister Agnes	Dec. 16	0	28	11	2	8	10	818	5,000	1,200	0
90	do	Phyllis Wheatley Sanitarium	1897	H. J. Clements, M.D.	Apr. 1	0	12	7	2	0	0	15			0
91	do	Touro Infirmary	1836	Frances M. Quafe	Oct. 1	0	19	7	2	6	12	110	100,000	35,000	3,500
92	Augusta, Me.	Augusta City Hospital	1898	Sarah Hayden	do	0	3	8	0	3	10	18	100,000	0	0
93	Bangor, Me	Eastern Maine General Hospital	1892	Ellen F. Faine	do	14	3	2	10	10	60	45,000	6,000		0
94	Lewiston, Me	Central Maine General Hospital	1891	Mary G. Hills	July 1	20	9	2	8	12	60	100,000			0
95	Portland, Me	Maine General Hospital	1885	Amelia L. Smith	June 16	3	32	19	2	10	14	110	250,000	178,450	7,482
96	Baltimore, Md	Good Samaritan Hospital	1894	Mary McCartney	do	0	8	3	3	2	2	30	30,000	5,000	
97	do	Hospital for Crippled and Deformed Children	1896	M. D. MacVan	do	0	10	2	2	8	10	40	30,000		
98	do	Johns Hopkins Hospital	1889	Mary A. Nutting	do	72	24	3	0	0	0	320	2,400,000	3,300,000	
99	do	Maryland General Hospital	1882	Sarah A. Pinyon	do	27	13	2	0	0	0	150	300,000		1,200
100	do	Maryland Homeopathic Hospital	1890	Elizabeth A. Parker	(a)	0	15	4	2	0	0	54	50,000	0	4,500
101	do	Robert Garrett Hospital for Children	1889	Sarah T. Martin	do	4	2	2	8	10	25				
102	do	St. Agnes Hospital	1896	Sister Victoria	June 15	0	7	0	3	5	5	200	400,000	6,000	0
103	do	University of Maryland Hospital	1889	Katharine A. Taylor	(a)	0	36	8	3	5	5	5			c3,000
104	Cumberland	Western Maryland Hospital	1894	J. M. Morrison	July 1	7	3	3	6	8	12	22	30,000	4,000	
105	Beverly, Mass	Beverly Hospital	1893	Mary H. Paterson	(a)	0	5	1	2	8	12	25		600	
106	Boston, Mass.	Boston Almshouse and Hospital	1895	Mary A. Morris	(a)	30	14	2	10	12	262	130,000			
107	do	Boston City Hospital	1878	Lucy L. Drown	do	0	179	49	2	7	10	828	52,700	228,000	10,000
108	do	Boston Lying in Hospital	1888	Mary L. Keith	(a)	40	27	3	12	52	5	52	52,700	228,000	10,000
109	do	Carney Hospital	1892	Sister M. Lucia	June 15	30	11	3	0	5	5	100	200,000	0	1,400
110	do	Children's Hospital	1889	Florence A. Baugh	June	30	12	3	0	0	0	180	150,000	2,200	
111	do	Free Hospital for Women	1895	H. J. Ewin	Oct. 1	0	8	8	6	9	30	150,000	2,200		
112	do	Infants Hospital	1894	Mary A. Jones	do	16	10	9	20	29,200	27,710	20	29,200	27,710	
113	do	Massachusetts Charitable Eye and Ear Infirmary	1895	Mary Coonahan	do	0	21	12	10		150				
114	do	Massachusetts General Hospital	1873	Pauline L. Dooliver	June 30	0	58	31	2	6	6	250	914,945	2,910,360	133,741
115	do	Massachusetts Homeopathic Hospital	1886	Alice A. Griswold	June 1	0	55	23	3	6	8	14		1,155,722	109,270
116	do	New England Baptist Hospital	1895	Emma A. Anderson	(a)		10	3	2	6	10	24	25,000	0	

c Approximately.

\$100 at graduation.

No definite session,

* In 1898-99.

TABLE 14.—Statistics of training schools for nurses for the year 1899-1900.—Continued.

Location.	Name of school.	Year of first opening.	Superintendent of school.	Session closes—	Pupils.			Years in the course.			Monthly allowance to pupils.			Beds for patients.	Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions, during the year.	Expenditure for nurse training school.
					Men.	Women.	Graduated in 1900.				First year.	Second year.	Third year.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
117 Boston, Mass.	New England Deaconess Hospital.	1897	M. Elizabeth Booker	June 1	0	6	3	2	86	88	---	---	---	14	\$8,500	\$8,000	\$840	\$2,000
118 do	New England Hospital for Women and Children.	1873	Clara D. Noyes	June 1	0	20	8	2	10	10	---	---	---	120	164,900	6600,000	---	---
119 do	Eufas S. Frost Hospital.	1891	Elizabeth Rice	(b)	0	10	3	2	6-9	12-15	---	---	---	50	30,000	20,000	0	---
120 do	St. Elizabeth's Hospital.	1895	Anna Clupe	June 1	0	20	5	3	8	8	---	---	---	24	42,000	---	---	---
121 do	Somerville Hospital.	1893	Anna C. Hogle	(b)	0	16	6	6	9	12	---	---	---	36	42,000	---	---	---
122 do	Woman's Charity Club Hospital.	1896	F. Madeline Shaw	July 15	0	20	4	2	8	10	---	---	---	28	40,000	22,270	15,000	---
123 Brockton, Mass.	Brockton Hospital.	1897	Grace B. Beattie	June 15	---	5	2	2	10	12	---	---	---	27	35,000	0	0	---
124 Clinton, Mass.	Clinton Hospital.	1893	Ella Frezzo	June 1	0	13	5	2	12	12	---	---	---	22	25,000	4,996	7,000	---
125 Everett, Mass.	Whitden Memorial Hospital.	1897	Alice M. Hodgson	(b)	10	10	5	2	9	12	---	---	---	15	15,000	0	0	---
126 Fall River, Mass.	Emergency Hospital.	1894	Augusta Briggs	May 31	0	32	2	2	7	8	---	---	---	40	40,000	10,576	2,517	3,500
127 do	Fall River Hospital.	1888	Elizabeth M. Smith	(b)	0	12	4	2	10	10	---	---	---	26	90,000	13,500	---	---
128 Fitchburg, Mass.	Bank Hospital.	1894	Corneil L. Walker	June 30	1	12	4	2	6	10	---	---	---	30	60,000	42,000	0	3,500
129 Gloucester, Mass.	Adison Gilbert Hospital.	1897	Grace G. Pillsbury	June 1	0	12	2	2	6	12	---	---	---	25	---	---	---	---
130 Greenfield, Mass.	Franklin County Hospital.	1895	Mrs. M. H. Laurance	do	0	8	4	3	7	10	---	---	---	30	---	---	---	---
131 Holyoke, Mass.	Holyoke City Hospital.	1883	Lillian O. West	June 28	14	10	3	2	6	3	---	---	---	43	50,000	0	0	---
132 Lawrence, Mass.	Florence E. Redwood General Hospital.	1882	Florence E. Redwood	June 1	10	10	3	2	10	10	---	---	---	30	10,000	49,560	9,019	---
133 Lowell, Mass.	Lowell General Hospital.	1893	Helen M. Garratt	July 1	0	12	3	2	7	10	---	---	---	45	---	---	---	---
134 do	Lowell Hospital.	1887	Edw. E. Ethering-ton.	July 1	0	11	3	2	10	14	---	---	---	35	---	---	---	---
135 do	St. John's Hospital.	1893	Christina Pearce	June 15	2	22	5	2	5	5	---	---	---	85	75,000	---	---	---
136 Lynn, Mass.	Lynn Hospital.	1883	Rose L. Brainerd	June 1	15	12	2	2	9	12	---	---	---	54	51,000	42,000	---	2,500
137 Malden, Mass.	Malden Hospital.	1892	Jeanie E. Whitmore	June 20	16	6	2	2	8	11	---	---	---	45	70,000	200,000	100,000	---
138 Melrose, Mass.	Melrose Hospital.	1891	Lucy I. Des-Bresay	do	0	12	7	2	8	10	---	---	---	18	20,000	---	---	---
139 New Bedford, Mass.	St. Luke's Hospital.	1884	Jessie I. Howard	do	0	13	4	2	10	10	---	---	---	50	144,304	117,000	21,900	---
140 Newburyport, Mass.	Anna Jacques Hospital.	1888	Brenda F. Mattice	(b)	0	8	5	2	9	12	---	---	---	18	20,000	90,000	4,000	---

			(b)	0	30	6	4	3	10	10	10	130	130,000	60,000	0
141	Newton Lower Falls, Mass.	Newton Hospital	Annie McDowell	1889											
142	North Adams, Mass.	North Adams Hospital	Margaret E. Stanley	1892	0	9	4	3	6	8	12	30			
143	Pittsfield, Mass.	Henry W. Bishop Training School, House of Mercy.	Anna G. Clement	1885	40	24	3	3	8	10	12	60	68,000	5,000	
144	Quincy, Mass.	City Hospital	Blanche M. Thayer	1899	0	6	4	2	8	12		25	35,000	5,000	
145	Salem, Mass.	Salem Hospital	Martha P. Parker	1873	1	12	6	2	10	12		50	18,200	300,000	500
146	South Framingham, Mass.	Framingham Hospital	Annabel L. Stewart	1893	45	16	3	3	8	10	12	25			
147	Springfield, Mass.	Springfield Hospital	Annie M. Reed	1892	0	14	7	2	8	10		50	114,000	108,520	8,171
148	Taunton, Mass.	Morton Hospital	Ella Sears	1889	8	4	2	2	10	10		20	40,000	20,000	1,500
149	Tewksbury, Mass.	State Hospital	Ed. Maude Ellis	1896	0	26	8	3	13	17	20	490	913,719	0	0
150	Waltham, Mass.	Waltham Hospital *	B. De Voeber	1885		54	9	3	0	4	4	60			
151	Worcester, Mass.	City Hospital	Rachel A. Metcalf	1883	5	51	17	3	8, 18	8, 20	8	150	395,000	278,523	2,030
152	do.	Memorial Hospital	Caroline Osborne, M. D.	1888	19	9	2	2	10	14		60	97,374	536,149	500
153	Ann Arbor, Mich.	University Homeopathic Hospital.	Bertina J. Bryant	1885		18	6	3	4	6	6	75	160,000		
154	do.	University Hospital	Lillian G. Ellsworth	1892	0	20	10	2	4	6		62	190,000	2,500	
155	Battlecreek, Mich.	Battlecreek Sanitarium	Abbie M. Winegar, M. D.	1884	109	191	140	2		16		350	350,000	0	
156	Detroit, Mich.	Emergency Hospital *	A. E. Tucker	1888	0	8	3	2	0	0		50			
157	do.	Farrand Training School, Harper Hospital.	Lystra E. Gretter	1885	June 1	0	50	18	3	0	(c)	240	175,000	193,750	2,698
158	do.	Grace Hospital	Lucetta J. Gross	1889	Dec. 31	6	28	17	3	0	0	125	250,000	300,000	5,838
159	do.	St. Mary's Hospital	Susan J. Fisher	1894	June 1	20	4	3	5	5	5	120	150,000	18,000	3,000
160	Grand Rapids, Mich.	Butterworth Hospital	Ida M. Barrett	1890	Apr. 25	0	17	4	2	0	0	75	75,000	0	4,500
161	do.	Union Benevolent Association Home and Hospital *		1886	May	0	35	17	2	0	0	60			
162	Kalamazoo, Mich.	Borgess Hospital	Sister M. Raphael, M. D.	1894	Aug. 20	9	4	3				30	25,000		
163	Lake Linden, Mich.	Lake Superior General Hospital.	Zette De Wette	1897	Mar. 23	5	2	2	3	5		25	10,000	0	500
164	Saginaw, Mich.	Saginaw General Hospital.	Annie M. Coleman	1890	(b)	10	3	2	4	6		40		7,000	
165	do.	St. Mary's Hospital	Sister M. Agnes	1891	July 1	2	15	4	3	5	5	75	40,000		1,428
166	do.	Woman's Hospital *	Henrietta D. Mandall	1881	Henrietta	8	3	2	4	4		15			
167	Duluth, Minn.	St. Luke's Hospital	Mary G. Thornton	1890	May 1	0	* 9	2	3	5	8	40		0	2,500
168	Minneapolis, Minn.	Asbury Methodist Hospital	Charlotte E. Bushnell	1892	June	24	6	3	8	8		53	15,000		
169	do.	City Hospital *	Isabel Mildarius	1893	Oct.	17	6	2	8	8		90			
170	do.	Northwestern Hospital	Eleanor Weston	1883	June 1	26	17	2	6	14		55	50,000	12,000	5,000
171	do.	Norwegian Lutheran Deaconess Institute.	Ingeborg Spouland	1888	May 31	8	0	2	6	8		30	16,000		
172	do.	St. Barnabas Hospital		1894		0	24	5	3	5	5	75	75,000	14,963	600
173	St. Paul, Minn.	City and County Hospital	Frances D. Campbell	1884	June 15	23	10	2		10		250	250,000		1,680
174	do.	St. Joseph's Hospital	Mother Bernardine	1884		36	8	3				108			3,500

c \$100 at graduation.

b No definite session.

a Approximately.

* In 1898-99.

TABLE 14.—Statistics of training schools for nurses for the year 1899-1900—Continued.

Location.	Name of school.	Year of first opening.	Superintendent of school.	Session closes—	Pupils.			Years in the course.			Monthly allowance to pupils.			Beds for patients.	Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions during the year.	Expenditure for nurse training school.
					Men.	Women.	Graduated in 1900.				First year.	Second year.	Third year.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
175 St. Paul, Minn.	St. Luke's Hospital	1892	Helen S. Hill	June 1	0	30	12	3	0	\$5	\$5	125	\$12,000	0	0	\$2,500		
176 Winona, Minn.	Winona General Hospital	1895	Elizabeth D. Davis	Sept. —	0	10	3	2	0	(c)	8	50	36,061	0	\$4,139	0		
177 Kansas City, Mo.	Agnew Hospital	1894	C. A. Dannaker, M.D.	Oct. 1	18	4	5	2	\$4	8	20	8,000	0	0	0	500		
178 do	Scarritt Hospital *	1892	Emma D. Cushman	May —	13	5	3	2	0	0	0	25	0	0	0	0		
179 do	University Hospital	1895	Helena A. Eoe	Apr. 1	0	14	6	2	60	0	40	40	12,000	0	0	0	500	
180 do	Women and Children's Hospital	1895	Adelle Aber	June 1	12	1	1	2	4	4	4	25	0	0	0	0		
181 St. Joseph, Mo.	Emsworth Deaconess Hospital	1898	Olive M. Weaver	Oct. 1	1	15	0	3	5	8	8	60	0	0	0	0		
182 do	St. Joseph's Hospital	1895	Sister M. Agatha	June 15	3	11	2	3	5	5	5	52	200,000	0	0	750		
183 St. Louis, Mo.	Evangelical Deaconess Home and Hospital	1889	Sister Magdalene Gerhold	(c)	0	12	6	2	24	24	3	50	35,000	0	1,200	1,800		
184 do	Missouri Baptist Sanitarium	1894	Margaret McKinley	Apr. 1	30	10	10	2	6	8	110	125,000	0	0	0	2,000		
185 do	Protestant Hospital	1891	Mary E. Stebbins	(c)	0	8	4	3	8	10	10	25	35	0	0	0		
186 do	Rebekah Hospital	1893	Mary I. Forbes	(c)	9	2	2	2	6	8	35	0	0	0	0	0		
187 do	St. Louis City Hospital	1883	Emma L. Warr	(c)	30	14	2	3	10	12	680	200,000	0	0	0	0		
188 do	St. Louis Mullanphy Hospital	1894	Sister Cecilia	May 15	15	5	3	3	5	5	175	0	0	0	0	0		
189 do	St. Luke's Hospital	1890	Gertrude M. Gibson	Apr. 30	0	20	10	3	0	5	5	34	70,000	\$50,000	0	439		
190 Omaha, Nebr.	Omaha Hospital	1891	Allie Primmer	Mar. 1	0	10	4	2	5	5	8	50	34	0	0	0		
191 do	Presbyterian Hospital	1891	E. Kite	Feb. 1	1	13	6	2	5	6	40	15	9,700	0	0	0		
192 Claremont, N. H.	Claremont Cottage Hospital	1895	Rose Jeffers	June 30	0	12	5	2	8	10	10	45	0	0	0	0		
193 Concord, N. H.	Margaret Pillsbury General Hospital	1890	Ellen Smith .....	.....	8	4	2	10	14	14	18	37,865	25,000	37,865	1,274	0		
194 do	N. H. Memorial Hospital for Women and Children	1897	Esther Dart .....	.....	0	6	3	2	10	10	18	14,000	6,111	14,000	6,111	0		
195 Hanover, N. H.	Mary Hitchcock Memorial Hospital.*	1893	Theresa G. Leach	May 28	0	15	6	2	10	12	36	0	0	0	0	0		

1907	Keene, N. H.	Elliot City Hospital	1892	Ella McCobb	27	7	2	7	10	18	15,000	7,367	5,000
1906	Manchester, N. H.	Elliot Hospital	1896	May E. Parr	10	4	3	8	10	35	—	—	—
1905	do.	Sacred Heart Hospital	1894	Sister Mary Ursula	2	4	2	10	10	70	—	—	—
1904	Bayonne, N. J.	Bayonne Hospital	1890	Margaret Orr	9	3	2	10	10	45	20,000	—	—
1903	Camden, N. J.	Cooper Hospital	1899	Rachel Bourke	0	3	3	9	12	55	180,000	363,000	0
1902	do.	West Jersey Homoeopathic Hospital	1894	Emma J. Morgan	0	10	3	3	6	22	10,000	2,000	1,500
1901	Elizabeth, N. J.	Elizabeth General Hospital	1890	N. E. Dodge	(c)	30	5	3	8	105	90,000	33,200	2,500
1900	Englewood, N. J.	Englewood Hospital *	1893	Helen A. Lord	8	4	2	6	8	20	—	—	—
1899	Hackensack, N. J.	Hackensack Hospital	1888	Emma F. Orum	1	6	3	10	10	40	—	—	—
1898	Jersey City, N. J.	Christ Hospital	1880	Katharine Ouston	0	30	3	11	85	103,100	60,180	—	—
1897	Longbranch, N. J.	Monmouth Memorial Hospital	1896	Margaret J. Herries	13	6	2	5	10	65	—	—	—
1896	Montclair, N. J.	Montclair Hospital	1892	Laura B. Hlick	0	10	5	3	10	12	35	45,425	0
1895	Newark, N. J.	City Hospital	1886	May F. Mason	26	11	2	9	14	170	330,000	10,000	0
1894	do.	St. Barnabas Hospital	1892	P. M. Debeck	10	18	3	5	3	70	60,000	2,500	—
1893	St. Barnabas Hospital *	St. Barnabas Hospital	1896	Annie E. Kirchhoff	0	15	3	11	5	70	—	—	—
1892	Orange, N. J.	Orange Memorial Hospital *	1883	Fannie S. Smith	650	25	3	2	6	80	25,000	0	0
1891	Parsippany, N. J.	Parsippany General Hospital *	1897	Gertrude M. Healy	0	10	6	12	12	50	—	—	—
1890	Patterson, N. J.	Patterson General Hospital	1897	Evelyn C. Kelley	0	23	12	7	12	110	90,000	51,850	5,000
1889	do.	St. Joseph's Hospital	1896	Josephine Corcoran	19	11	3	5	5	130	200,000	7,000	3,000
1888	Plainfield, N. J.	St. Hubert Hospital	1894	Louise Moss	9	10	10	25	30,000	14,550	850	—	—
1887	Albany, N. Y.	Albany Hospital	1897	Emily T. MacDonnell	0	50	12	7	7	35	16,000	0	1,000
1886	Amsterdam, N. Y.	Amsterdam Hospital	1892	Mrs. M. D. Lingen- teller	—	8	1	8	—	—	—	—	—
1885	Auburn, N. Y.	Auburn City Hospital	1888	Emma Garbert	11	5	2	8	10	45	29,170	45,928	0
1884	Binghamton, N. Y.	City Hospital	1896	Annie M. Shonson	0	16	3	8	10	40	—	—	0
1883	Brooklyn, N. Y.	Brooklyn Hospital	1883	M. Isabel Merritt	0	18	12	3	5	175	70,000	0	0
1882	do.	Homoeopathic Hospital and Maternity	1871	Esther J. Melure	0	35	9	2	0	12	—	—	—
1881	do.	Kings County Hospital	1897	Martha O'Neil	0	64	19	2	10	10	600	0	0
1880	Long Island College Hos- pital.	Long Island College Hos- pital.	1882	Ira L. Sutfire	0	57	0	3	13	225	—	—	—
1879	Memorial Hospital for Wo- men and Children.	Memorial Hospital for Wo- men and Children.	1890	Bertha M. Smith	20	8	2	8	12	75	125,000	—	—
1878	Methodist Episcopal Hos- pital.	Methodist Episcopal Hos- pital.	1888	Eva Hall	40	12	3	0	0	110	856,407	284,200	36,000
1877	St. John's Hospital	St. John's Hospital	1896	Mabel Wilson	26	3	5	5	d5	75	—	—	1,530
1876	St. Mary's Hospital	St. Mary's Hospital	1889	Margaret McCarthy	50	10	3	8	9	200	420,000	—	—
1875	Buffalo, N. Y.	Buffalo General Hospital	1877	Amy G. Goodwyn	32	17	3	6	8	250	371,333	67,150	4,000
1874	do.	Buffalo Homoeopathic Hos- pital.	1887	Josephine Sheslin- ger	18	9	2	0	0	61	6,000	1,000	2,545
1873	do.	Buffalo Hospital of Sisters of Charity.	1889	Sister Mary Grace	30	12	3	5	6	350	200,000	0	9,360
1872	do.	Buffalo Woman's Hospital.	1892	Harriet D. Storck	8	3	2	0	0	29	2,541	0	—
1871	do.	Children's Hospital	1882	Olivia Moore	5	2	8	12	54	51,000	12,000	—	1,039
1870	do.	Erle County Hospital	1894	Emma J. Keating	Oct. —	17	3	10	13	40	—	0	0
1869	do.	do.	1894	do.	Oct. —	35	35	35	35	35	—	—	—

* In 1898-99.

a \$100 at graduation.

b Uniforms are furnished.

c No definite session.

d \$50 at graduation.

*In 1898-99.

Uniforms are furnished.

• No definite session.

\$50 at graduation.

TABLE 14.—Statistics of training schools for nurses for the year 1899-1900.—Continued.

Location.	Name of school.	Year of first opening.	Superintendent of school.	Session closes—	Pupils.			Years in the course.	Monthly allowance to pupils.			Beds for patients.	Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions during the year.	Expenditure for nurse training school.
					Men.	Women.	Graduated in 1900.		First year.	Second year.	Third year.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
234 Buffalo, N. Y.	German Deaconess Hospital.	1897	Ida Tabschall.	Apr. 10	—	8	3	2	\$4	\$8	—	7 ²	\$55,000	—	—	—
235 do.	Lexington Heights Hospital.	1890	Alta E. Phillips.	Dec. 31	—	10	4	2	—	—	—	14	—	—	—	—
236 do.	Riverside Hospital.	1892	Lillian C. Randall.	June 6	0	10	2	2	0	0	0	35	20,000	—	0	—
237 Corning, N. Y.	Corning Hospital.	1900	Frances Edman.	June —	—	5	—	3	7	8	\$10	16	—	—	—	—
238 Elmira, N. Y.	Arnot Ogden Memorial Hospital.	1889	Grace R. D. Kinney.	June —	—	12	6	2	9	12	—	70	110,000	\$142,000	\$30,000	—
239 Flushing, N. Y.	Flushing Hospital.	1891	Mary M. Goodrich.	June 30	0	14	6	2	7	12	—	50	—	—	—	—
240 Geneva, N. Y.	Geneva City Hospital.	1890	S. H. Holmes.	—	—	6	3	2	6	7	—	18	30,000	—	—	—
241 Gloversville, N. Y.	Nathan Littauer Hospital.	1893	Ida M. Root.	—	0	6	3	2	6	10	10	25	60,000	4,500	1,500	—
242 Jamestown, N. Y.	Woman's Christian Association Hospital.	1890	Christina Hall.	Sept. 28	1	6	3	2	7	10	—	23	25,000	—	0	—
243 Kingston, N. Y.	City Hospital.	1894	Mary A. C. Moore.	—	0	5	3	2	8	10	—	21	20,000	5,500	0	—
244 Liberty, N. Y.	Loomis Sanitarium.	1898	Helen Kimber.	June 30	0	12	0	2 ¹	6	6	—	80	400,000	—	—	\$4,992
245 Melrose, N. Y.	Lebanon Hospital.	1893	Elsie Wallace.	do.	17	17	16	2	7	10	—	100	150,000	—	—	3,000
246 Middletown, N. Y.	Thrall Hospital.	1894	Martha Kaiser.	June —	0	6	3	2	8	12	—	25	18,000	20,756	20,756	—
247 New Brighton, N. Y.	Smith Infirmary.	1894	Alice L. Twitchell.	(a)	30	6	—	3	8	10	12	100	100,000	85,000	16,000	—
248 New York, N. Y.	Babies Hospital.	1889	Marianna Wheeler.	—	23	23	23	2 ¹	5	7	—	35	5,750	0	5,750	—
249 do.	Bellevue Hospital Training School for Women.	1873	Agnes S. Brennan.	—	78	23	23	2	7	12	—	900	—	—	—	31,488
250 do.	Beth Israel Hospital.	1896	—	June 1	2	5	1	2	10	12 ¹	—	28	75,000	1,002	—	—
251 do.	City Hospital Training School for Male Nurses.	1887	T. Amanda Silver.	(a)	29	—	10	1 ¹	11	13 ¹	—	350	—	—	—	5,397
252 do.	General Memorial Hospital.	1893	Isabel D. Richmond.	(a)	—	39	39	1	—	—	—	80	—	—	—	—
253 do.	German Hospital.	1893	Charlotte Ehrlicher.	Nov. —	0	44	17	3	5	5	12	185	431,500	237,500	10,000	—
254 do.	Hahnemann Hospital.	1894	Elizabeth C. Telford.	(a)	24	10	10	3	7	12	15	90	—	—	—	—

255	do	Mills Training School for Male Nurses, Bellevue Hospital.	1898	Ada J. Willard.	84	0	23	10	12	54			
256	do	Mothers and Babies' Hospital.	1893	F. S. Robinson.		25	16			45			
257	do	New York City Training School for Nurses.	1875	Mary S. Gilmore.	May 31	76	27	2	10	1,000			29,000
258	do	New York Infirmary for Women and Children.	1877	Irene H. Sutcliffe.	(a)	0	72	20	3	16	175		
259	do	New York Polyclinic Hospital.	1894	Mary W. McKechnie.	Oct. 1	23	9	21	6	8	70		
260	do	New York Postgraduate Hospital.	1897	Agnes D. Carson.		0	42	28		8	70		
261	do	New York Postgraduate Hospital.	1897	Annie M. Rykert.	Mar.		66	15	3	7	8	9	183
262	do	Presbyterian Hospital.	1892	Anna C. Maxwell.	May 15	0	47	0	3	8	8	8	330
263	do	Roosevelt Hospital.	1896	Mary A. Samuel.	(a)	0	48	13	3	7	7	7	237
264	do	St. Mark's Hospital.	1894	Mrs. A. M. Ehrenburg.	(May 1	30	10	2	5	5	81		90,000
265	do	St. Vincent's Hospital.*	1892	Katharine Sanborn.	July 1	33	8	2			100		0
266	do	Woman's Infirmary and Maternity Home.	1894	J. F. O'Reilly.	(a)	22	9	1	4		24		0
267	Niagara Falls, N. Y.	Niagara Falls Memorial Hospital.	1898	Margaret W. Martin.	June	11	4	2			22		23,000
268	Rochester, N. Y.	Lee Hospital.	1898	Laura M. Black.	June 18	2	12	5	2	9	11		40,000
269	do	Rochester City Hospital.	1881	Sophia F. Palmer.	June 1	39	10	3	8	10	12		242,796
270	do	Rochester Homeopathic Hospital.	1889	Eva Allerton.	June 1	44		3	7	7	7		270,000
271	do	St. Mary's Hospital.	1892		Sept. 15	4	42	9	3	5, 12	5, 15	250	
272	Sonyea, N. Y.	Craig Colony for Epileptics.	1897		June	6	10	8	2	16	18	20	720
273	Syracuse, N. Y.	House of the Good Shepherd.	1895	Lina Lightburne.	June 1	0	22	0	3	3	9	10	75
274	do	St. Joseph's Hospital.	1893	Any A. Higgins.	Dec.	28		2	5	7			140
275	do	Syracuse Homeopathic Hospital.	1897	Edith A. Lampman.	May 5	8		2	8	10			16
276	do	Syracuse Hospital for Women and Children.	1887	Laura A. Slee.	May 1	24	10	2	5	5			96
277	Troy, N. Y.	Samarian Hospital.	1899	Eva P. Pennewill.	Sept. 30	0	18	0	3	7	8	12	125
278	Utica, N. Y.	Faxon Hospital.*	1892	Katharine Newman.	June 25	16	4	3	8	12	14	45	
279	do	St. Luke's Hospital.	1888	Harriet Sutherland.	Oct. 21	15	5	3	10	10	10	50	
280	Yonkers, N. Y.	St. John's Riverside Hospital.	1894	Dora Traylen.	June 1	0	18	1	2	7	10		50
281	do	St. Joseph's Hospital.	1896	K. L. B. Tully.	Mar. 19	16	4	24			60		0
282	Akron, Ohio	Akron City Hospital.	1898	Marie A. Lawson.	June 1	6	0	2	8	12	22		37,000
283	Canton, Ohio	Autman Hospital.	1892	Alice M. Montgomerie.	May 31	11	6	2	6	10	50		
284	Cincinnati, Ohio	Christ Hospital.	1888	Lucia Morrow.	June 24	0	13	7	2	13	20		100,000
285	do	Cincinnati Hospital.*	1893	Oliver Fisher.	(a)	60	19	7	2	9	500		400
286	do	Good Samaritan Hospital.	1896	Sister Sebastian.	June 30	2	18	7	21	7, 10	150		
287	do	Jewish Hospital.	1892	Mary H. Greenwood.	June 6	2	14	7	3	4	80		50,000

\$100 at graduation.

* No definite session.

* In 1898-99.

TABLE 14.—Statistics of training schools for nurses for the year 1899-1900—Continued.

Location.	Name of school.	Year of first opening.	Superintendent of school.	Session closes—	Pupils.			Years in the course.			Monthly allowance to pupils.			Beds for patients.	Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions during the year.	Expenditure for nurse training school.
					Men.	Women.	Graduated in 1900.	First year.			Second year.								Third year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
Cincinnati, Ohio.....	Ohio Hospital for Women and Children.....	1887	Laura E. Ball.....	May 12	---	3	---	2	\$9	\$13	---	21	\$1,500	\$3,000	\$2,000	---		
Cleveland, Ohio.....	Cleveland City Hospital *.....	1897	Caroline Kirkpatrick.....	June —	3	14	---	2	10	10	---	162	---	---	---	---		
do.....	Cleveland General Hospital.....	1894	E. M. Smythe.....	Sept. 1	0	26	13	21	8	8	\$10	85	---	---	0	---		
do.....	Cleveland Homeopathic Hospital.....	1882	Alice Bowman.....	Apr. 15	1	25	8	21	4	6	8, 10	100	135,000	---	---	---		
do.....	Lakeside Hospital.....	1898	M. Helena McMillan.....	June —	---	56	6	3	---	---	---	225	650,000	245,000	187,500	---		
do.....	St. Vincent's Charity Hospital.....	1898	Sister M. Charles.....	June —	---	---	---	3	---	---	---	75	---	---	---	---		
Toledo, Ohio.....	St. Vincent's Hospital.....	1896	Sister A. Perron.....	June 1	14	4	2	12	0	0	---	50	55,000	21,639	500	---		
do.....	Toledo Hospital *.....	1892	Helen R. Slack.....	June 30	27	13	12	12	8	10	---	100	30,000	0	0	---		
Youngstown, Ohio.....	City Hospital.....	1896	Sadie A. Simms.....	Nov. —	9	5	3	5	8	10	---	15	12,000	0	0	---		
Zanesville, Ohio.....	City Hospital.....	1894	M. H. Lindley.....	(a)	27	7	5	7	7	12	12	125	---	---	---	---		
Portland, Oreg.....	Good Samaritan Hospital.....	1890	Emily L. Loveridge.....	---	0	23	5	5	6	9	12	200	---	---	---	---		
do.....	St. Vincent's Hospital.....	1882	Sister M. Andrew.....	May —	0	23	5	5	6	9	12	120	141,993	27,527	12,500	\$4,320		
Allegheny, Pa.....	Allegheny General Hospital.....	1885	Alice E. Pierson.....	May —	0	35	28	3	6	9	12	120	141,993	27,527	12,500	\$4,320		
do.....	Presbyterian Hospital.....	1895	Margaret Strathie.....	May 31	7	0	3	7	7	8	10	40	35,000	25,100	0	752		
Allentown, Pa.....	Allentown Hospital.....	1899	Clara V. Haring.....	June 30	8	0	2	6	7	8	---	30	35,000	0	0	---		
Bradford, Pa.....	Bradford Hospital.....	1891	Kate M. Ryan.....	May 31	0	10	3	2	6	8	---	22	15,000	0	0	---		
Carbondale, Pa.....	Carbondale Hospital.....	1891	Florence E. Wright.....	Oct. 31	12	5	2	6	6	8	---	36	31,000	5,000	4,500	1,008		
Chester, Pa.....	Chester Hospital.....	1893	L. D. Magee.....	June 20	12	5	2	6	6, 8	10	---	40	45,000	5,000	4,500	1,750		
Fountain Springs, Pa.....	State Hospital for Injured Persons of Anthracite Coal Region.....	1894	J. C. Biddle, M. D.....	---	0	12	6	2	5, 10	10	---	102	158,700	0	0	---		
Greensburg, Pa.....	Westmoreland Hospital.....	1895	Isabel M. Woodburn.....	May 31	9	3	3	3	6	10	14	38	33,000	---	---	---		

	Hazleton, Pa.	1893	Annie M. Shields.	May 15	7	3	1	---	55	30,000	---	---	---	1,240
308	State Hospital for Injured Persons.	1897	Jessie L. Greene.	May 31	0	14	6	2	8	12	---	---	---	---
309	Conemaugh Valley Memorial Hospital.	1897	Lilla B. Church.	Sept. 14	---	---	---	---	---	---	---	---	---	---
310	Lockhaven, Pa.	1895	Edith M. Heller.	May 1	---	---	---	---	---	---	---	---	---	---
311	McKeesport Hospital.	1897	Ada B. Shaw.	June 1	8	3	5	9	16	30,500	0	0	0	1,246
312	Meadville, Pa.	1897	M. V. Knisley.	do.	12	1	3	5	10	23,900	---	---	---	---
313	New Brighton, Pa.	1898	do.	do.	12	1	3	5	10	15,000	---	---	---	---
314	Norristown, Pa.	1892	Pena Schneider.	May 1	10	4	2	4	11	45,357	0	0	0	---
315	Oil City, Pa.	1894	Mira B. Herrick.	June 30	10	---	---	---	---	---	---	---	---	---
316	Philadelphia, Pa.	1896	Anna Dairds.	June 1	0	16	0	24	7	10	80,000	4,126	---	---
317	do.	1897	F. V. Ludekens.	Apr. 30	0	23	14	2	6	9	---	---	---	---
318	do.	1895	Hattie E. Mosely.	Nov. 1	6	3	2	0	0	0	---	---	---	---
319	do.	1897	Maudie P. Vaughan.	---	17	5	3	8	9	10	---	---	---	---
320	do.	1890	Mary A. Knabb.	Aug. 31	8	4	2	10	10	40	65,000	0	---	---
321	do.	1890	Alice Brownlee.	Apr. ---	0	55	12	3	7	10	---	---	---	---
322	do.	1885	Jessie W. Brown.	---	0	67	10	3	8	10	---	---	---	---
323	do.	1886	Maudie W. Boyd.	June 1	0	10	2	5	7	14	100,000	---	---	---
324	do.	1891	Susan C. Earle.	Oct. 1	40	14	3	6	7	8	---	---	---	---
325	do.	1892	Elizabeth Hanson.	May 30	0	14	5	2	8	10	---	---	---	---
326	do.	1894	Blanche L. Gamble.	May 10	0	6	4	1	5	---	---	---	---	---
327	do.	1884	Margaret J. Maloney.	---	0	12	6	1	6	---	---	---	---	---
328	do.	1886	Mrs. A. L. Lippincott.	---	8	8	---	---	---	---	---	---	---	---
329	do.	---	Jennie S. Cottle.	---	0	45	3	0	0	0	39,000	44,000	8,030	2,533
330	do.	1892	Alice M. Seabrook.	May 23	25	16	3	6	6	8	---	---	---	---
331	do.	1876	Lucy Walker.	(a)	---	---	---	---	---	---	---	---	---	---
332	do.	1885	Marion E. Smith.	---	0	10	23	3	9	9	---	---	---	---
333	do.	1888	Jennie M. Shaw.	July 1	0	28	23	1	0	---	---	---	---	---
334	do.	1887	Margaret S. Wilson.	(a)	1	22	10	2	6	6	---	---	---	---
335	do.	1892	Maud Banfield.	June 15	0	21	6	3	5	5	121,000	27,200	---	---
336	do.	1889	Caroline I. Milne.	---	0	48	3	7	9	12	---	---	---	---
337	do.	1888	Mary S. Littlefield.	June ---	0	66	0	3	8	10	---	---	---	---
338	do.	1895	Mary Maura.	June 14	1	11	3	3	6	6	400,000	0	0	---
339	do.	1892	St. Joseph's Hospital.	June 10	43	5	3	5	5	5	---	---	---	---
340	do.	1886	Katharine Johnson.	May 24	9	0	3	6	6	7	3,500	---	---	---

b Approximately.

a No definite session.

* In 1898-99.

TABLE 14.—Statistics of training schools for nurses for the year 1899-1900—Continued.

Location.	Name of school.	Year of first opening.	Superintendent of school.	Session closes—	Pupils.			Years in the course.	Monthly allowance to pupils.			Beds for patients.	Estimated value of grounds and buildings of the hospital.	Endowment funds of the hospital.	Benefactions during the year.	Expenditure for nurse training school.	
					Men.	Women.	Graduated in 1900.		First year.	Second year.	Third year.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
341 Philadelphia, Pa.	St. Timothy's Hospital	1899	Beatrice G. Cunningham-ham.	June —	0	8	—	2	\$3	\$9	—	—	32	\$78,580	\$29,590	\$5,000	—
do.	Samaritan Hospital	1893	Wilhelmina Salen.	June —	—	15	3	3	5	5	—	—	—	50	59,735	43,331	\$1,818
do.	West Philadelphia Hos- pital for Women.	1890	A. Maud Crawford.	June —	0	23	10	2	6	14	—	—	—	35	—	—	—
do.	Woman's Hospital.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
344 Pittsburg, Pa.	Homeopathic Hospital.	1885	Ella B. Everitt, M. D.	May 23	0	56	11	3	4	4	10	128	168,230	283,958	0	6,374	—
do.	South Side Hospital.	1886	Ida F. Giles.	Apr. 2	0	17	14	3	5	8	12	160	275,000	105,148	8,875	—	—
do.	Western Pennsylvania Hospital.	1892	Agnes T. Coe.	Oct. 1	0	17	17	3	8	12	12	68	109,000	10,000	14,747	—	—
348 Pottstown, Pa.	Pottstown Hospital	1893	Ella S. Book.	June 1	—	56	12	3	6	8	10	250	230,000	319,735	10,000	10,262	—
349 Pottsville, Pa.	Pottsville Hospital	1895	Maud J. Milbury.	Apr. 30	—	12	4	12	4	10	11	50	45,400	30,000	0	—	—
350 Reading, Pa.	Reading Hospital *	1891	E. F. Darling.	—	—	12	5	2	5	8	(b)	60	60,000	25,000	5,000	2,434	—
351 Scranton, Pa.	Reading Hospital	1897	Louise Brakemeier.	Nov. 7	—	15	2	2	4	5	8	75	—	—	—	—	—
do.	Hackemann Hospital	1893	Grace E. M. Smith.	June 21	—	18	6	2	5	8	—	—	—	30	0	0	581
353 do.	Hackemann Hospital	1892	Elin K. Kraemer.	June —	0	17	6	2	3	8	—	—	—	63	82,500	0	—
354 South Bethlehem, Pa.	Moses Taylor Hospital	1892	Janet G. Grant.	June —	0	14	7	2	5	8	—	—	—	86	330,014	0	—
355 Westchester, Pa.	St. Luke's Hospital	1884	Victoria White.	Oct. 18	0	14	8	2	6	—	—	—	—	64	210,000	50,000	1,100
356 Wilkesbarre, Pa.	Quaker County Hospital	1891	I. King.	May 25	0	15	8	2	6	—	—	—	—	50	14,000	1,630	—
357 Williamsport, Pa.	Wilkesbarre City Hospital	1888	Robert M. West.	June 15	0	20	10	2	0	—	—	—	—	125	127,487	20,000	50,000
358 do.	City Hospital.	1884	Daisy B. Mann.	June 1	0	18	6	2	8	12	—	—	—	75	60,000	1,500	—
359 York, Pa.	York Hospital *	1892	Emmie W. Hughes.	(c)	0	21	8	3	7	7	—	—	—	60	—	—	—
360 Newport, R. I.	Newport Hospital	1882	Lucy V. Pickett.	Sept. 30	0	21	8	3	6	6	d6	7	—	70	18,352	13,225	—
do.	Providence Lying-in Hos- pital.	—	Martha M. Russell.	(c)	—	23	9	1	10	—	—	—	—	—	—	—	—
361 do.	Rhode Island Home o- pathic Hospital.	1892	as superintendent.	(c)	0	16	6	2	8	10	(b)	—	—	70	63,438	4,465	4,340
362 do.	Rhode Island Hospital.	1882	Jennie L. Bassett.	(c)	—	—	—	—	—	—	—	—	—	—	—	—	—
363 do.	Rhode Island Hospital.	1882	Emma L. Stowe.	June 15	10	50	11	3	8, 22	{ 10 } 12	—	—	—	350	1,000,000	No.	No.
364 Charleston, S. C.	St. Joseph's Hospital	1892	Sr. M. Buttrand.	Sept. —	2	6	0	3	6, 15	8, 25	10	—	—	125	200,000	No.	750
do.	City Hospital *	1895	Leila V. Jones.	Sept. —	0	15	6	2	7	—	—	—	—	150	—	—	—

Clinton, S. C.	Fairchild Infirmary of Thornwell Orphanage.	1893	Mary M. Wilson	June 25	6	2	2	0	0	12	5,000	24,000	0	500
Memphis, Tenn.	City Hospital	1898	Ada Robinson	June 30	0	12	8	10	10	125	100,000	0	840	
Nashville, Tenn.	City Hospital	1891	Mary Monahan	(c) May 15	0	10	8	15	15	120	100,000	0	2,000	
Gastonville, Tex.	John Seely Hospital *	1899	Hanna Kindbom	May 15	0	18	8	10	10	100	80,000	5,000	1,500	
Salt Lake City, Utah	St. Mark's Hospital	1894	Nellie F. Crossland	Sept. 1	26	10	3	6	8	86	4,000	0	0	
Proctor, Vt.	Proctor Hospital	1899	Lettitia Jackson	Oct. 1	8	4	2	6	12	8	40,000	0	0	
Alexandria, Va.	Alexandria Infirmary	1894	Marjorie Adanson	June 1	1	21	6	4	4	69	40,000	0	0	
Hampton, Va.	Dixie Hospital	1890	Frances Weidner	June 1	1	21	6	4	4	21	6,000	0	0	
Norfolk, Va.	Norfolk Protestant Hos- pital.	1891	Mattie T. Shackel- ford.	June 1	16	6	2	8	8	40	25,000	0	0	
do	St. Vincent's Hospital	1894	M. Laura Eckenonde	June 15	0	22	6	3	5	275	10,000	5,000	1,108	
Petersburg, Va.	Home for the Sick	1895	L. N. Nevins	June 30	0	5	3	2	7	9	24	10,000	0	0
Richmond, Va.	Old Dominion Hospital	1895	S. E. Cabanis	June 5	0	29	16	3	0	85	50,000	0	0	
do	St. Luke's Hospital	1887	Louise M. Powell	Aug. 1	0	18	6	3	8	10	30,000	0	0	
do	Virginia Hospital	1893	Agnes Randolph	Oct. 1	18	6	3	6	8	10	70	30,000	0	0
Seattle, Wash.	Seattle General Hospital	1893	Mary P. King	Jan. 3	0	15	7	2	5	37	60,000	0	0	
Spokane, Wash.	Maria Beard Deaconess Home and Hospital	1898	Mary P. Johnson	May 31	8	0	2	5	8	18	10,000	0	1,500	
Tacoma, Wash.	Fannie C. Paddock Memo- rial Hospital *	1895	M. D.	June 1	13	2	2	5	10	80	50,000	0	12,000	
Wheeling, W. Va.	City Hospital *	1891	Harriett Hartly	(c)	12	2	2	8	12	75	0	0	0	
Ashtand, Wis.	Dodd's Hospital	1895	E. A. Freney	Sept. 30	1	4	0	2	15	25	0	0	0	
Milwaukee, Wis.	St. Mary's Hospital	1892	Sister Lucia James	June 15	0	22	4	3	5	120	150,000	0	0	
do	Trinity Hospital	1889	N. E. Casey	June 15	45	18	3	0	0	100	150,000	0	0	
do	Wisconsin Training School for Nurses	1889	Maria Tweed	Oct. —	20	13	2	0	0	0	0	0	0	
Oconomowoc, Wis.	Waltheim Sanatorium	1894	Mrs. V. Green	June 1	0	11	6	2	0	50	80,000	0	0	
Palmyra, Wis.	Palmyra Springs San- atorium	1896	Katherine Kearney	June 30	0	17	5	3	5	35	0	0	0	
Wausau, Wis.	Riverside Hospital *	1895	Mrs. Simms	July 1	8	0	2	8	10	20	135,000	0	0	
Wauwatosa, Wis.	Milwaukee County Hos- pital.	1896	Harriet Price	July 15	0	23	9	2	8	200	20,000	0	0	
Rock Springs, Wyo.	Wyoming General Hos- pital.	1897	W. C. Burke, M. D.	June 30	6	2	3	8	10	42	20,000	0	0	
HOSPITALS FOR THE IN- SANE.														
Tuscaloosa, Ala.	Alabama Bryce Hospital for Insane.	1894	Mary L. Buck and S. S. Crawford.	June 20	12	25	8	2	8,15	8,25	1,491	750,000	0	0
Washington, D. C.	Government Hospital for Insane.	1884	Lelia Pizzini	Sept. 15	24	29	0	2	18	20	1,250,000	0	0	0
Hospital, Ill.	Eastern Illinois Hospital for Insane.	1895	Sarah Dunkle	Apr. 30	29	28	16	2	18	20	562,385	0	0	0
Logansport, Ind.	Northern Indiana Hospi- tal for Insane.	1895	Sarah Dunkle	Apr. 30	29	28	16	2	18	20	562,385	0	0	0

a Approximately.

b \$50 at graduation.

c No definite session.

d \$75 at graduation.

e \$100 at graduation.

* In 1898-99.

a Approximately.

b \$50 at graduation.

c No definite session.

d \$75 at graduation.

e \$100 at graduation.

410	St. Joseph, Mo.	1898	S. McCormic.	{ Sept. 1 Apr. 10 }	300	50	0	3	84	16	25	1,080	400,000	-----	0
411	Concord, N. H.	1888	Mrs. M. C. Godfrey	June 10	-----	25	13	2	31	4	-----	420	500,000	300,000	\$58,000
412	Morris Plains, N. J.	1894	Mary R. Keegan	May 23	17	21	9	2	{ 15 16 }	18	-----	1,380	2,700,000	0	0
413	Newark, N. J.	1886	-----	June 1	11	15	7	2	{ 20 21 }	17	-----	629	500,000	0	0
414	Binghamton, N. Y.	1892	Charles G. Wagner, { M. D. }	May 20	15	19	14	2	{ 20 21 }	18	-----	1,350	1,000,000	-----	-----
415	Brooklyn, N. Y.	1896	R. M. Elliott, M. D.	May 15	11	14	10	2	{ 21 22 }	16	-----	1,141	-----	-----	-----
416	Buffalo, N. Y.	1884	Arthur W. Hurd, { M. D. }	June 7	36	39	24	2	{ 14 15 }	16	-----	1,866	2,500,000	0	0
417	Gowanda, N. Y.	1898	Daniel H. Arthur, { M. D. }	Oct. 5	7	8	3	2	{ 20 21 }	24	-----	326	500,000	-----	5,000
418	Kings Park, N. Y.	1897	-----	May 3	6	19	16	2	{ 15 16 }	17	-----	2,717	-----	-----	-----
419	Middletown, N. Y.	-----	-----	Mar. 15	8	9	5	2	{ 14 15 }	23	-----	1,225	-----	-----	0
420	New York, N. Y.	1896	-----	Apr. 21	1	74	38	2	{ 20 21 }	33	-----	2,507	2,228,800	0	0
421	Ogdensburg, N. Y.	1891	Wm. Mabon, M. D.	May 3	8	20	11	2	{ 14 15 }	16	-----	1,630	2,568,881	-----	-----
422	Poughkeepsie, N. Y.	1886	Charles W. Pilgrim, { M. D. }	May 26	9	31	24	2	{ 22 23 }	18	-----	2,040	2,412,796	-----	0
423	Rochester, N. Y.	1891	E. H. Howard, M. D.	Sept. 30	4	5	6	2	{ 14 15 }	23	-----	552	326,580	-----	-----
424	Utica, N. Y.	1888	-----	May 3	9	23	11	2	{ 21 22 }	23	-----	1,133	1,082,000	-----	-----
425	Willard, N. Y.	1887	S. Louise Laird	May 10	7	20	8	2	{ 14 15 }	16	-----	2,286	1,466,205	-----	7,916
426	Cleveland, Ohio	1891	A. B. Howard	Apr. 9	16	21	16	2	{ 16 17 }	20	-----	1,115	1,500,000	-----	-----
427	Danville, Pa.	1889	-----	July 10	30	28	12	2	{ 16 17 }	17	-----	1,065	-----	0	0
428	Dixmont, Pa.	1895	Stella Marshal	Mar. 31	70	43	9	2	{ 20 21 }	22	-----	830	1,035,089	136,140	0
429	Norristown, Pa.	1897	Emma E. Neal	June	-----	57	24	2	{ 20 21 }	22	-----	1,073	1,500,000	-----	0
430	Philadelphia, Pa.	1894	Grace E. White, M. D.	June 15	30	35	8	2	{ 13 14 }	15	-----	150	250,000	-----	-----
431	Providence, R. I.	1896	Mary J. Moffitt	Oct. 1	11	17	12	2	{ 14 15 }	20	-----	167	-----	327,720	125,000
432	Marion, Va.	1895	-----	Oct. 15	4	12	-----	2	{ 23 24 }	16	-----	410	175,000	-----	-----
433	Mendota, Wis.	1896	Thomas Stone and { M. A. Sanders }	May 15	25	25	0	2	{ 18 19 }	21	-----	430	500,000	0	0

* In 1898-99.

CHAPTER XXXVII.

AGRICULTURAL AND MECHANICAL COLLEGES.

The reports for the year ending June 30, 1900, received from the presidents of the institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890, for the establishment and for the more complete endowment and support of colleges for the benefit of agriculture and the mechanic arts show a decided increase in instructors, students, property, income, etc., as well as the inauguration of new lines of work. The number of such institutions has increased from 64 to 65 by the establishment in Oklahoma of the Colored Agricultural and Normal University at Langston, Okla., and its designation by the legislature to receive a portion of the funds authorized to be paid annually to the Territory of Oklahoma by the act of Congress approved August 30, 1890. Women are admitted to all but 10 of the 65 institutions. Those not admitting women are: Delaware College, Georgia State College of Agriculture and Mechanic Arts, Louisiana State University, Maryland Agricultural College, Alcorn Agricultural and Mechanical College (Mississippi), Rutgers Scientific School (New Jersey), North Carolina College of Agriculture and Mechanic Arts, Clemson College (South Carolina), Agricultural and Mechanical College of Texas, and Virginia Agricultural and Mechanical College.

TEXTILE INDUSTRY.

Instruction in textile industry with special reference to the manufacture of cotton fabrics has been undertaken by three of the agricultural colleges of the South.¹

The Clemson College of South Carolina established a textile course in 1898. The textile building is a two-story brick structure of modern cotton-mill design, protected from fire by automatic sprinklers and a 10,000-gallon water tank in the tower. The first floor is occupied by recitation rooms, carding and spinning rooms, and office. On the second floor are the dyeing and weaving departments. Much of the equipment of the textile building was donated to the school by manufacturers of machinery in the North and South. In the freshman and sophomore years the textile course is the same as the mechanical course, but specialization in textile subjects begins in the junior year. The course in textile industry, leading to the degree of bachelor of science, is as follows:

FRESHMAN YEAR.

Subjects.	Hours per week.		Subjects.	Hours per week.	
	First term.	Second term.		First term.	Second term.
Mathematics	5	5	Woodwork	3	3
English	4	4	Mechanical drawing	3	3
Composition and spelling	1	1	Free-hand drawing	4	4
History	3	3	Forge work	3	3
Agriculture	2	2	Military drill	2	2

SOPHOMORE YEAR.

Mathematics	5	5	Mechanical drawing	3	2
English	3	3	Foundry	3	3
Chemistry	3	3	Chemical laboratory	4	2
Natural philosophy	2	2	Descriptive geometry	0	2
History	2	2	Military drill	2	2
Woodwork	3	3			

¹ The State of Georgia has a textile department at the State School of Technology, Atlanta, Ga. a Chemistry first half; surveying second half.

JUNIOR YEAR.

Subjects.	Hours per week.		Subjects.	Hours per week.	
	First term.	Second term.		First term.	Second term.
Mathematics	5	5	English	2	2
Chemistry	2	2	Mechanics	2	0
Chemical laboratory	4	4	Machine shop	4	4
Textile industry	3	5	Military science	1	1
Textile industry (practice)	5	5	Military drill	2	2

SENIOR YEAR.

Applied mechanics and hydraulics	3	3	Mechanical drawing	2	2
Textile industry	6	6	English	2	2
Textile industry (practice)	11	11	History	2	2
Mechanism	1	0	Military science	1	1
Steam engine	0	1	Military drill	2	2

The North Carolina College of Agriculture and Mechanic Arts established two courses of study in textile industry in 1899—a four years' course leading to the degree of bachelor of engineering, and a short or manual course of two years. As in the case of the Clemson College, specialization in the regular course begins in the junior year. The courses are as follows:

REGULAR COURSE.

Subjects.	Hours per week.			Subjects.	Hours per week.		
	First term.	Second term.	Third term.		First term.	Second term.	Third term.
FRESHMAN YEAR.				JUNIOR YEAR.			
Free-hand drawing	4			Cotton milling	5	5	5
Mechanical drawing	4	4	4	Cotton machinery (practice)	6	6	6
Carpenter shop	2	2	2	Drawing and designing	5	5	5
Forge shop	2	2	2	Analytical geometry	5		
Lathe shop	2	2	2	Calculus		5	5
Algebra	5	5		Organic chemistry	2	2	2
Geometry	1	1	5	Qualitative analysis	4	4	4
Bookkeeping	2	2	2	English literature		3	3
Elementary physics	2		2	English history	3		
Physical geography	2		2	Military drill	3	3	3
Physiology	2						
Rhetoric and composition	3	3	3	SENIOR YEAR.			
History	2	2	2	Mechanics of engineering	3		
Civics	2	2	2	Mechanics of machinery		3	
Military drill	3	3	3	Graphics of mechanism			3
SOPHOMORE YEAR.				Machine design	4	4	4
Steam engine	1	1	1	Cotton milling	5	5	5
Mechanical drawing	2	2	2	Cotton machinery (practice)	8	8	8
Turning and pattern shop	5	5	5	Textile chemistry and dyeing	3	3	3
Architecture	1	1	1	Textile chemistry and dyeing (laboratory)	3	3	3
Architectural drawing	4	4	4	English	2	2	2
Geometry	5			Political economy	2	2	2
Trigonometry		5		Military science	1	1	1
Analytical geometry			5	Military drill	3	3	3
Mechanics	2	2	2				
Inorganic chemistry	3	3	3				
Inorganic chemistry (laboratory)	4	4	4				
Higher rhetoric	3	3					
American literature			3				
Military drill	3	3	3				

SHORT OR MANUAL COURSE.

Subjects.	Hours per week.			Subjects.	Hours per week.		
	First term.	Second term.	Third term.		First term.	Second term.	Third term.
FIRST YEAR.				SECOND YEAR.			
Drawing	5	5	5	Mechanical technology	3	3	3
Shop	10	10	10	Drawing	8	5	5
Cotton milling	5	5	5	Shop	2	2	2
Cotton machinery (practice)	6	6	6	Cotton milling	5	5	5
Arithmetic	5	5	5	Cotton machinery (practice)	8	8	8
Algebra	3	3	3	Algebra	5	5	5
English composition	3	3	3	Geometry	2	2	2
Military drill	3	3	3	Physics	3	3	3
				Military drill	3	3	3

The Mississippi Agricultural and Mechanical College announces the establishment of a textile department for the year 1900-1901, but has not yet published an outline of the course of study provided. The building for the textile school is to cost \$20,000.

The nature of the work included in the general term "textile industry" is shown in the following statement taken from the catalogue of Clemson College for the year 1899-1900:

Chemistry and dyeing.—Physical and chemical nature of the cotton fiber, bleaching agents, mordants and dyestuffs, coal-tar colors, aniline dyes, preparation and application of mordants and dyestuffs to cotton; experimental dyeing of loose cottons, yarns, and cloth; practical work in the dyehouse.

Carding and spinning.—The cottons of the world; their suitability for different yarns; botany of cotton; structure and composition of the fiber; selection of cotton for different classes of work; classification of cotton; conditions, favorable and unfavorable, to the manipulation of the fiber; strength of fiber; detection of faults in raw cotton; picking and handling of cotton; advantages and disadvantages of the saw gin, construction, speeds, etc.; roller gin, uses, speed, production, etc.; baling of cotton, square and cylindrical bales; compressing and its effects on the fiber; testing for cotton and other fibers.

Mixing.—Reasons for mixing cottons; hand and machine mixing; the advantages and disadvantages of each system; blending, methods of blending, combining of cottons of different characteristics to produce special effects in the yarns.

Picker room.—The arrangement and construction of picker rooms; dust trunks, their forms, construction and use; automatic feeders, their construction, action of the feeder on the cotton, speeds and adjustments of the various parts; the breaker lapper, use, construction, different kinds of beaters, speeds and settings of the different parts of the machine; intermediate and finisher lappers, feed rolls, evener motions; different kinds of beaters, speeds, settings, etc., advantages of each; shape and setting of screens; regulation of air currents; formation of a good lap; care and operation of lapper; all calculations on the above machines, drafts, length of laps, etc.

Carding.—The principle and purpose of carding; different types of cards; construction of the feed plate, the licker-in, cylinder, doffer, coiler head, flats, screens, etc.; the different settings of the cards to produce the best results on different lengths and qualities of fibers; the regulation of waste made in the card; card clothing, and different methods of grinding the same; setting of the various parts of the card; calculations.

Railway heads and draw frames.—Object, use, construction, advantages, and disadvantages of railway heads; comparing metallic and leather rolls; explanation of stop motions and evener; calculations. Principle of drawing slivers; object and purpose of draw frames; method of setting the rolls; size and speed of rolls; distribution of draft between the rolls; stop motions and calculations.

Fly frames.—Slubber, intermediate, roving, and jack frames; construction of the modern fly frames; the bobbin and flyer lead, method of driving the bobbin in each; the differential motion and its purpose; traverse, builder, and stop motions; the formation of a bobbin; drawing rolls and their adjustment; calculations for drafts, twist, lay, tension, and other gears.

Spinning both on frames and mules.—Construction and use of the ring spinning frame: its principal parts, such as rings, spindles, travelers, builder motion, etc.; the effect of twist on the strength, color, and elasticity of the yarn; calculations; the spinning mule and its uses; special features; description of the head stock, cam shaft, and other parts; the coping rail and formation of a cop; different movements in the mule and timing of the same; calculations.

Miscellaneous.—Reelings; bandling; twisting; doubling; spooling; warping, etc.; calculations and information regarding each process.

Slashing.—The slasher, construction and use; necessity for slashing; creel, cylinders, size box, etc.; mixing of size; different sizing ingredients for special purposes; methods of preparing warps for the slasher.

Designing.—Principles generally used in the formation of weaves; design paper and the method of representing weaves on same; explanation of warp and filling; the plain or cotton weave; twill weaves, satin weaves, and methods of construction; foundation weave derived from plain weaves; rib weaves, basket weaves; weaves derived from twills and broken twills; steep or diagonal, skip, reclining and curve twills; combination steep twills, corkscrew twills, entwining twills, twills producing checker-board effects, pointed twills; the method of making drawing-in drafts, chain drafts; methods used in reducing weaves to the lowest number of harness; plain and fancy drafts—point, skip, mixed, or crossed draws; rules for finding number of heddles required for each harness; fancy effects produced with the plain weaves using colored warp and filling; effects produced by using two or more colors on ribs and basket weaves; weaves derived from satins, shading of satin weaves, figured effects produced by using warp and filling satins; honeycomb weaves; imitation gauze weaves; fabrics constructed by combining weaves with one system of warp and two systems of filling; figuring with two warps and one filling; double cloth, construction of double-cloth weaves, methods of indicating them on design paper, stitching of double-cloth weaves to give figured effects, the double plain weave to give reversible figured effects; weaves for special fabrics—Bedford cords, pique, matelasses.

Jacquard designing.—Explanation of the Jacquard machine; Jacquard harness, tying up of the harness—the straight through, center, French and English systems of tying up; the single and double lift Jacquard, the single and double cylinder machine; the open and closed shed machine explained; method of laying out patterns for Jacquard designs, size of sketch required; enlarging and reducing figures from sketches; comber board and method of figuring texture for same; casting out of hooks to reduce texture of goods; card cutting, lacing and wiring.

Cloth analysis.—Methods used for arranging cloth for analysis; figuring the size of cotton, woolen, worsted, and silk yarns; calculations for converting one system of yarns into that of another; finding the weights, counts, etc., from the analysis; reed calculations.

This work takes up all classes of weaves that can be woven on harness, and gives the student a thorough knowledge of figuring yarns, weights, ends, picks per inch, etc. The results obtained in this manner are very instructive, as they show the good and the bad qualities of the various weaves and color effects.

Power-loom weaving.—Construction of the plain loom; various shedding motions; open-shed machine; side-cam loom, setting the cams; pick motion, methods of picking; take-up and let-off motions; box motion, drop box, skip box; timing and setting box motion; the dobby and its uses, pattern chains for single and double index dobbies, setting and timing of the dobby; leno motion and setting of the same; doup harness and setting of same; Jacquard loom analyzed and explained.

The equipment of the textile department of Clemson College consists of the following:

Pickers.—1 Atherton automatic feeder; 1 Atherton combination breaker and finisher lapper with evener motion.

Cards.—1 Saco & Pettee 40-inch revolving flat card; 1 Mason 40-inch revolving flat card; 1 Entwistle traverse wheel grinder; 2 Entwistle drum grinders; stripping and burnishing rolls; complete set carder's tools.

Combing.—1 silver lap machine; 1 ribbon lapper; 1 combing machine.

Railway heads.—1 Saco & Pettee railway head with evening motion, stop motion, and metallic rolls; 1 Mason railway head with evening motion, stop motion, and metallic rolls.

Drawing.—1 Saco & Pettee drawing frame, 4 deliveries, stop motion, and metallic rolls; 1 Mason drawing frame, 4 deliveries, stop motion, and metallic rolls.

Fly frames.—1 Saco & Pettee 40-spindle slubber with latest improved differential motion; 1 Saco & Pettee 60-spindle intermediate roving frame with latest improved differential motion; 1 Saco & Pettee 80-spindle fine roving frame with latest improved differential motion.

Ring spinning.—1 Saco & Pettee combination warp and filling ring spinning frame, 128 spindles; 1 Mason combination warp and filling ring spinning frame, 112 spindles.

Mule spinning.—1 Mason spinning mule, 120 spindles, 1 $\frac{1}{4}$ -inch gauge, with all latest improvements.

Spooling.—1 Draper spooler, 40 spindles; 1 Saco & Pettee spooler, 72 spindles.

Twisting.—1 Draper combination wet and dry twister, 48 spindles.

Winding.—1 Schaum & Uhlringer bobbin winder; 1 Atwood-Morrison Company winder.

Reeling.—1 D. A. Tompkins Company 50-spindle adjustable reel.

Warping.—1 Draper beaming machine.

Hand looms.—Hand-loom weave room fully equipped with 4 by 4 box looms, fitted with 30 harness-shedding engines for fancy cottons; also drawing-in frames, warping frames, beaming frames, etc.

Power looms.—One 28-inch Northrop loom with warp stop motion and automatic filling magazine; one 40-inch Northrop loom with cams for weaving up to 5-harness fabrics; 1 Mason 4 by 1 drop-box loom with Stafford 20-harness dobby; 1 Mason 40-inch loom with Stafford 20-harness dobby; 1 Mason 24-harness dobby loom; 1 Stafford 20-harness loom with leno attachment; 1 Stafford dress-goods loom with Stafford 400-hook, single lift, swing cylinder, Jacquard.

Jacquard card cutting.—1 John Royle French index foot-power card cutter; 3 card-lacing frames.

STATISTICS.

The number of instructors in the agricultural and mechanical departments of these institutions has increased from 1,958 in 1899 to 2,321 in 1900. This increase is at the rate of 18.4 per cent. The increase in men is 12.7 per cent and in women 18.2 per cent.

The students in the undergraduate courses of the agricultural and mechanical departments have increased from 15,084 to 18,066, or at the rate of 19.8 per cent. The men have increased at a greater rate than the women—men 20.9 per cent and women 14.3 per cent. A considerable increase is shown in the number of students pursuing courses of study in agriculture and in the various branches of engineering.

The income shows an increase of \$918,733. This is due to greatly increased State appropriations and the increase in endowment funds.

Summary of statistics.

	Men.	Women.
Professors and instructors:		
In departments of agriculture and mechanic arts.....	1,922	299
In all departments.....	2,769	372
Students:		
In departments of agriculture and mechanic arts—		
Preparatory.....	4,707	2,206
Collegiate.....	15,103	2,963
Graduate.....	556	119
In other departments.....	9,023	4,826
Total.....	29,389	10,114

Distribution of students in courses of study.

Agriculture.....	5,035
Engineering:	
Mechanical.....	3,938
Civil.....	1,964
Electrical.....	1,617
Mining.....	822
Architecture.....	8,341
Household economy.....	292
Veterinary science.....	1,868
Dairying.....	1,167
Military tactics.....	1,215
	12,860

PROPERTY.

Libraries:	
Number of volumes	1,153,380
Number of pamphlets	336,938
Endowment funds	\$26,748,465
Land:	
Total number of acres	23,471
Acres under cultivation	11,000
Acres used for experiments	3,822
Value	\$2,508,559
Value of buildings:	
Total	\$17,618,823
Used for instruction in subjects specified in act of August 30, 1890	\$13,039,343
Value of equipment:	
Total	\$7,604,635
Used for instruction in subjects specified in act of August 30, 1890	\$6,453,821

INCOME.

Federal aid:	
From land grant of July 2, 1862	\$644,177
From act of August 30, 1890	1,200,000
Total	1,844,177
State aid	2,916,837
Fees and other receipts	2,350,735
Total income	7,111,749

EXPENDITURES.

For instruction in subjects specified in act of August 30, 1890	\$2,763,707
For instruction in other subjects and administrative expenses	2,555,593

The following table gives the amounts that have been received each year from the General Government by the several States and Territories in accordance with the provisions of the act of Congress approved August 30, 1890, for the more complete endowment and support of colleges of agriculture and the mechanic arts:

Year ending June 30—

State or Territory.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.
Alabama.....	\$15,000	\$16,000	\$17,000	\$18,000	\$19,000	\$20,000	\$21,000	\$22,000	\$23,000	\$24,000	\$25,000	\$25,000
Arizona.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Arkansas.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
California.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Colorado.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Connecticut.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Delaware.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Florida.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Georgia.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Idaho.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Illinois.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Indiana.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Iowa.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Kansas.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Kentucky.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Louisiana.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Maine.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Maryland.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Massachusetts.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Michigan.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Minnesota.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Mississippi.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Missouri.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Montana.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Nebraska.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Nevada.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
New Hampshire.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
New Jersey.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
New Mexico.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
New York.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
North Carolina.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
North Dakota.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Ohio.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Oklahoma.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Oregon.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Pennsylvania.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Rhode Island.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
South Carolina.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
South Dakota.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Tennessee.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Texas.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Utah.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000

Disbursements to the States and Territories of the appropriation in aid of colleges of agriculture and the mechanic arts, etc.—Continued.

State or Territory.	Year ending June 30—											
	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.
Vermont.....	\$15,000	\$15,000	\$17,000	\$18,000	\$19,000	\$20,000	\$21,000	\$22,000	\$23,000	\$24,000	\$25,000	\$25,000
Virginia.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Washington.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
West Virginia.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Wisconsin.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Wyoming.....	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000	23,000	24,000	25,000	25,000
Total.....	620,000	704,000	782,000	864,000	912,000	960,000	1,008,000	1,056,000	1,104,000	1,152,000	1,200,000	1,200,000

NEW BUILDINGS.

The reports of 27 institutions show that during the year there were erected or in course of construction new buildings costing \$1,159,224. A description of the buildings, together with their purpose and cost, so far as reported, are given in the following pages:

Alabama Polytechnic Institute.—The forge and foundry building of the mechanic arts department has been enlarged and the equipment increased. A separate building for the experiment station chemical laboratory has been built and the laboratory for instruction enlarged. A second greenhouse for the horticultural department has also been built. These improvements cost \$2,402.83.

University of Arizona.—A substantial brick dormitory has been built for the use of male students and teachers at a cost of \$12,000. It contains 40 rooms and has many modern conveniences.

University of Arkansas.—A valuable addition has been made to the chemical and physical laboratory. It is 60 by 30 feet, two stories high, with basement built of bricks with stone foundation. A neat cottage residence for the farm manager has been erected. Many important repairs and improvements have been made on the farm lands and buildings and on the station grounds.

University of California.—Additions to buildings have been made as follows: Chemical laboratory, cost \$5,167; students' observatory, cost \$1,575; gymnasium, cost \$13,387.

Florida Agricultural College.—Foster Hall has been erected as a residence for the director of the experiment station and as a home for a limited number of women students. The building will furnish accommodations for 30 young women. The cost of the building, grounds, fencing, and furniture will aggregate about \$9,000.

University of Idaho.—The State has completed and furnished the main building, which has been incomplete for a number of years. This was done at a cost of \$14,000. A farm house costing \$1,000 has been erected, and plans are now drawn for a new barn, to cost about \$1,300.

University of Illinois.—An agricultural building, costing \$150,000, will be ready for occupancy September 1, 1900. It consists of four separate structures built around an open court and connected by corridors. The main building is 248 feet long, from 50 to 100 feet in depth, and three stories high, and contains offices, class rooms, and laboratories for the departments of agronomy, animal husbandry, dairy husbandry, horticulture, and veterinary science; offices of the State entomologist; the chemical laboratory of the experiment station; commodious administration rooms; an assembly room with a seating capacity of 500; and on each floor a fireproof vault for records. The other three buildings are each 45 by 116 feet and two stories high; one is for dairy manufactures, one for farm machinery, and one for veterinary science and stock judging. An adjacent glass structure serves the departments of agronomy and horticulture. The building is of stone and brick, roofed with slate, and contains 113 rooms and a total floor space of nearly 2 acres.

Purdue University (Indiana).—A portion of the men's dormitory has been remodeled for recitation rooms. Eleven additional rooms are thus made available for class work. Over 11,000 square feet of cement walks have been laid on the campus, completing the work so far as present needs go. The equipment in all departments has been added to, to the value of not less than \$10,000.

Iowa State College of Agriculture and Mechanic Arts.—A horse barn, composed of brick walls, slate roof, and modern equipment, has been contracted for \$13,500. A house for the residence of the president of the college is building, and when completed will cost about \$12,000. The contract has been let for an engineering

hall, to house the civil, mechanical, electrical, and mining engineering departments. The building is four stories and fireproof. The contract price is \$154,800.

Kansas State Agricultural College.—The agricultural hall, 90 by 95 feet, two stories and basement, contains offices, class rooms, and laboratories for the department of agriculture. It is well equipped with modern improved machinery for butter and cheese making, milk testing, etc. All the workrooms are lined with opalite tiling. The building cost \$23,000; equipment and apparatus \$19,286. The dairy barn is 40 by 175 feet, and will be fitted up with modern swinging stalls for 80 head of cows, arranged in two rows, with driveway between. Cost of building \$3,000. Additions have been made to Mechanics Hall at a cost of \$9,000, and to the heating plant at a cost of \$5,000.

Louisiana State University.—Garig Hall, costing about \$10,000, is a handsome brick building facing the parade ground on the east. It is a gift to the university from Mr. William Garig, of Baton Rouge, and is used as an assembly hall, having a seating capacity of about 1,200. A two-story wooden laboratory for the experiment station, costing \$2,500, and a two-story wooden addition to the mechanical workshop, costing \$3,200, were also erected during the year.

University of Maine.—A drill hall is in process of erection at a cost of about \$25,000.

Michigan Agricultural College.—Three buildings are now in course of construction, and will be ready for occupancy during the next school year.

The women's building will cost when completed, with the furnishings, \$95,000. It is well constructed of finely pressed brick and red sandstone, and has hard wood floors, red-oak trimmings, and adamant plaster throughout. The heating, plumbing, and lighting are of modern design and of first-class quality of material. In this building are the offices and private rooms of the dean and of the various women instructors; a suite of four rooms for the department of domestic art; a kitchen laboratory, with adjacent dining room for classes in cooking; a large recitation room; pleasant parlors; a large dining room, kitchen, and serving room on third floor; a two-story gymnasium; music rooms; waiting and reception rooms; toilet and bath rooms; living rooms for 120 young women.

The dairy building is a brick structure of 64 by 70 feet, two stories high, with basement. In the basement are the storerooms, cold storage, cheese-curing rooms, lockers, and wash rooms for students. On the first floor, are the home dairy room, butter room, cheese room, wash room, and testing room. The second floor is given up to class rooms, offices, and laboratories. The cost of the building is \$15,000.

The barn is a two-story building, 44 by 72 feet, with a wing 40 by 76 feet.

University of Minnesota.—A building for instruction in horticulture and forestry, costing \$30,000, was erected. It consists of a three-story brick building, 80 by 50 feet, with adjoining greenhouses 66 by 125 feet in area.

Mississippi Agricultural and Mechanical College.—Since the last report there has been erected a new creamery building at a cost of more than \$2,000, and equipped at an additional cost of more than \$2,000. There is in course of construction now a new textile school building to cost \$20,000; also a new dormitory and chapel to cost about \$30,000.

Alcorn Agricultural and Mechanical College.—About \$4,000 has been expended in erecting a professor's residence and making general repairs.

Missouri School of Mines and Metallurgy.—Erected one temporary building for lecture and drawing purposes; also extended the building used for shops by a 50-foot addition. Both buildings are temporary in nature and were necessitated by the crowded condition of the school.

Montana College of Agriculture and Mechanic Arts.—A new building has been erected for a gymnasium at a cost of \$1,100. Additional ground has been pur-

chased amounting to 35 acres, at a cost of \$4,000, as an addition to the college campus.

University of Nebraska.—University Soldiers' Memorial Hall, an addition to Grant Memorial Hall (armory and gymnasium), is now in course of construction. It is designed for use in giving enlarged accommodations for the military department, and also as a women's gymnasium, but for a time will provide a temporary auditorium and chapel, with a seating capacity of 1,500.

New Mexico College of Agriculture and Mechanic Arts.—A large adobe corral, for the accommodation of the horses, cattle, feed, agricultural implements, etc., with a well and windmill, is partly completed, and will cost, when finished, about \$2,000.

North Dakota Agricultural College.—A new building, 40 feet square, has been added to the drill hall, giving the building now the shape of the letter T. The new portion corresponds in general appearance to the main building, and has been fitted up with lockers, dressing rooms, and shower baths for the benefit of the athletic association; also a room for the custodian of the gymnasium. The new building is steam heated and has water connections.

Oklahoma Agricultural and Mechanical College.—Two two-story brick buildings, with basements, have been erected; a library building, costing \$20,000; and a chemistry building, costing \$8,000. The library building will contain, besides the library, the departments of languages, history, and biology.

Oregon State Agricultural College.—The mechanical hall has been completed at an additional cost of \$8,416. A steam heating plant has been put in at a cost of \$18,877.

Colored Normal, Industrial, Agricultural and Mechanical College (South Carolina).—A barn and stables have been erected, at a cost of \$1,500. There is now in course of construction a manual-training building 125 by 90 feet, three stories high. The first floor of the north wing will contain the woodworking by machinery, and the south wing the blacksmith, wheelwright, and machine shops. The second floor of the north wing will contain the textile school, and the third floor the saddling, shoemaking, and tailoring shops. The second floor of the south wing will contain the plumbing and tinning shops, and the third floor the painting and glazing shops. The cost of the building will amount to about \$10,000.

South Dakota Agricultural College.—Two new buildings have been completed and occupied during the year. The gymnasium is a brick structure 66 by 70 feet and two stories high. The ground floor is devoted to a girls' gymnasium, offices, bath rooms, etc. The second floor consists of one room without posts and is used as a drill hall and gymnasium for the cadets. The cost of the building was \$12,500. The dairy building, costing \$7,500, is also two stories and of brick, 32 by 52 feet. The ground floor is occupied by the dairy proper, and has the usual machinery, such as separators, vats, churns, etc. Off from the main room are the laboratory, cheese-making room, and storage room. The second floor contains class rooms, offices, and the agricultural dairy museum.

Agricultural and Mechanical College of Texas.—There have been completed during the year Foster Hall, costing \$28,000, three professors' residences and a bachelors' hall, costing \$6,500, and an artesian well, costing \$2,500. Nearing completion are an agricultural and horticultural building, costing \$31,000, and a sewer system, costing \$8,000. Foster Hall is a brick dormitory, and consists of three separate parts; the central one is four stories high and contains 19 rooms; the two ends are three stories high and contain 18 rooms each. The building has a capacity for 165 students. The Agricultural and Horticultural Building is planned to accommodate the agricultural and horticultural features of the college and experiment station by furnishing specially designed rooms for class instruction, laboratory investigations, museum purposes, butter and cheese making,

pasteurizing milk, canning fruits and vegetables, seed storeroom, photographic room, and the necessary offices for the accommodation of these departments. The building is 160 by 77 feet, covered with slate, two stories high, and built of brick. It will contain 27 rooms fitted with the best apparatus and machinery now in use for the instruction of students in the several branches of agriculture. The live-stock room will permit the introduction of animal subjects for the purposes of class instruction.

Prairie View State Normal and Industrial College, Prairie View, Tex.—A new three-story brick dormitory for boys, 29 rooms, cost \$10,000.

Virginia Agricultural and Mechanical College.—New barn, costing \$8,000, largely for experimental purposes; Y. M. C. A. Hall, cost \$20,000.

Washington Agricultural College.—Science Hall, costing \$53,000 and devoted to the departments of botany, zoology, agriculture, horticulture, bacteriology, geology, and museum, has been completed. It is 170 by 80 feet, three stories, pressed brick and sandstone. Ferry Hall, the boys' dormitory, costing \$40,000, is four stories, 140 by 90 feet, and is arranged for 180 students, with dining hall, kitchen, etc. The Mechanical Building has been enlarged by an addition 65 by 95 feet. A hospital has been fitted up for the veterinary department and 110 animals received for treatment during the year.

West Virginia Colored Institute.—There has been erected a new boys' dormitory, brick and stone, at a cost of \$16,000, and a brick addition to the Academic Building, at a cost of \$7,000. The third story of the girls' dormitory has been finished at a cost of \$500.

University of Wisconsin.—The horse barn of the Agricultural College has been thoroughly rebuilt at an expenditure of about \$10,000. A central heating plant, costing \$17,000, has been installed in a separate building, heat being conducted by steam pipes through tunnels to buildings near enough to make this practicable. A cheese-curing room, costing about \$7,000, is in process of erection for experimental work on the curing of cheese. In this new cheese-curing building facilities will be provided for the manufacture of so-called foreign cheese. A building for the College of Engineering, to cost \$100,000, is in process of erection, to be completed about October 1, 1900.

University of Wyoming.—A new science hall, to cost \$35,000, is in course of construction. About 20 acres of land have been added to the campus and 80 acres to the experiment-station farm.

CHANGES IN COURSES OR METHODS OF INSTRUCTION.

The work of the agricultural and mechanical colleges is constantly broadened by the strengthening of existing courses of study and by the establishment of new courses. The past few years have witnessed the organization of special courses of study in a large number of the institutions, prominent among which are the short winter courses in agriculture for farmers and the special courses in dairying. These courses are of special benefit to and intended for persons who can not spare the time to complete a regular college course. The new courses established during the year by the various institutions, as well as the changes in courses or methods of instruction, are as follows:

University of Arizona.—Courses in domestic science were added to the curriculum, and classes were maintained through the year in cooking, plain sewing, and dressmaking. The young women showed much enthusiasm in the prosecution of this work.

University of Arkansas.—A department of elocution and physical culture has been organized. This has been attended mainly and quite largely by women. Besides various experiments in farm crops, increased attention has been devoted to horticulture and pomology.

Colorado Agricultural College.—The preparatory year has been dropped.

Connecticut Agricultural College.—The only change made in the course of study was from the regular course for the senior class to three elective courses, beginning with the winter term: (a) General course; (b) course in agriculture; (c) course in horticulture. In these courses students were permitted to specialize to a certain extent.

Florida Agricultural College.—Provision has been made for the study of Greek and the adoption of a full classical course.

Purdue University (Indiana).—The winter course in agriculture put into active operation for the first time industrial courses especially designed for women, as follows: Floriculture, household economy, household sanitation, domestic economy, botany, drawing, studies in literature. About 20 women attended one or another of these courses.

Iowa State College of Agriculture and Mechanic Arts.—A two-year course in mining engineering, a review course in mining engineering, a two-year course in ceramics, and a course in technology have been added. The review course in mining engineering is designed to assist young men to meet the requirements of the law passed by the last legislature requiring examinations of mine foremen, pit bosses, and hoisting engineers.

Kansas State Agricultural College.—The requirements for admission were raised by the addition of physiology, composition, one-term algebra, and bookkeeping. The work of the first year was made the same in all courses except such difference as sex requires. An electrical engineering course was added.

Louisiana State University.—A commercial course of four years leading to the degree of B. S. has been established.

Southern University (Louisiana).—The printing department has been made more elaborate and it has done much better work. The boys of the printing class, who learned all they know in that line at the institution, have all secured work for the summer vacation, on good pay, as printers, in New Orleans.

University of Maine.—The classical course was inaugurated in the fall of 1899.

Massachusetts Agricultural College.—The only changes in the course have been making French, German, and geology required studies in freshman, sophomore, and junior years, respectively, and electives in senior year. The course in chemistry has been greatly extended.

Massachusetts Institute of Technology.—Two new courses have been established, one in landscape architecture and the other in heating and ventilation. In the former, besides the time spent in the general courses given in the course in architecture, time is given to horticulture, surveying, topographical drawing, biology, and botany, natural landscape, curves and earthworks, geology, landscape design, landscape gardening, sanitary engineering and drainage, and masonry. In the latter, besides the subjects followed in the course in mechanical engineering, the subjects of hygiene of ventilation, dynamo electric machinery, and heating and ventilation in a less elementary way are treated.

University of Minnesota.—Texts or class bulletins have been prepared by members of the faculty of the School of Agriculture and of the College of Agriculture on the following subjects: Soils and Fertilizers; Sheep in Minnesota; Forage Crops; Feeding Dairy Cattle, and Sewing. The need of texts and class helps is fully appreciated, and several other text-books on the industrial and scientific lines taught in the agricultural high school are nearing completion. Text-books are becoming an imperative necessity, since the School of Agriculture last year registered 407 students, the College of Agriculture 23 students, and the Dairy School 73 students. Women having been admitted to the Agricultural High School three years ago, the four-year college course was last year modified by the addition of subjects in household economics and other more general subjects, and

women graduates of the Agricultural High School are now admitted to the college course.

The work in mechanical engineering shows a healthy development. The courses in railroad engineering have been materially strengthened, and especial attention has been given to the practice of locomotive testing, with very satisfactory results. Cooperation with the railway companies in the vicinity has been found mutually advantageous.

Mississippi Agricultural and Mechanical College.—A course in dairy husbandry and a textile course are to be added.

Montana College of Agriculture and Mechanic Arts.—A course in civil engineering has been added.

University of Nebraska.—In the Industrial College no changes have been made in the curriculum, as the group system, consisting of the general scientific and general agricultural with 8 special and 4 technical groups, still prevails. The last of the 8 technical groups, namely, that of chemistry and domestic science, was added this year. In the engineering groups the studies of the first three years have been more closely correlated. Owing to the advanced stage to which sugar culture in Nebraska has grown the past few years, the sugar school has been discontinued.

New Hampshire College of Agriculture and Mechanic Arts.—The standard is being raised as rapidly as possible, and an increasing number of the freshmen are graduates of good preparatory schools.

New Mexico College of Agriculture and Mechanic Arts.—The course of study has been revised so as to make a strong and well-balanced course in agriculture, beginning with the academic year 1900-1901, instead of the merely nominal course heretofore offered. Heretofore there had been no live stock on the college farm except the work horses, and all that related to animal husbandry had to be omitted from the course in agriculture, but even such theoretical instruction in scientific agriculture as might have been given was not offered, and the strength of the institution went into the scientific and mechanical engineering courses. Henceforth a good course in agriculture will be offered; the addition of a professor of civil engineering to the instructional force will make the civil engineering course a reality instead of a name; the mechanical engineering course will be stronger in the higher and post-graduate grades by reason of added equipment and an enlarged staff; and the general or scientific course has been so revised as to offer at the same time a more thorough and uniform educational foundation for all who take it and a wider range of election within the prescribed limits.

Cornell University, Ithaca, N. Y.—The legislature appropriated \$10,000 to the college of agriculture for promoting agricultural knowledge throughout the State from May 1 to October 1, 1900, and \$35,000 for continuing the work from October 1, 1900, to October 1, 1901. The work carried on by reason of these appropriations is divided into two bureaus—investigations and experiments, and university extension and nature-study work. Investigations are carried on through the cooperation of many farmers, who give their time and attention to the experiments mapped out by the field agents. These investigations are divided into two general groups—one, the testing of soils through application of fertilizers of various kinds under different conditions and to different crops. In addition, many soils are analyzed. The tillage experiments have also been conducted by cooperation with the farmers. Three leading farm crops have been selected, all requiring interculture. The object of these investigations is to discover what effect superior tillage has on productivity. Judging from results, nothing which the college has done gives promise of improving tillage more than this class of investigation.

The extension of agricultural knowledge is also carried on by means of printed literature and lectures, and is arranged under six principal heads:

1. Farmers' reading course, on the correspondence plan.
2. Publication of teachers' leaflets on nature study, treating in a popular form many of the common things of country life.
3. Junior naturalist clubs, which consist of a cooperation with the teacher in interesting pupils to observe and study salient principles of life of some of the common things.
4. Home nature-study course, designed for teachers, on the correspondence plan.
5. Lectures at teachers' institutes on topics pertaining to rural life.
6. Summer schools.

The farmers' reading course shows a most gratifying development. Ten thousand copies of each reading lesson sufficed to supply the demand last year; now 20,000 copies of each edition do not meet all the wants. During the last year 175,000 pages of instructional printed matter and 20,000 circulars and circular letters were sent to the farmers' reading-course students.

During the year the teachers' leaflets on nature study have been changed, and they are now issued at regular intervals in the form of a quarterly. Four editions have been published, containing 250,000 pages.

The junior naturalist clubs have grown during the year from 2,000 members to 35,000.

The home nature-study course is a correspondence course, designed exclusively for teachers, and numbers some 2,500 members.

Many lectures at teachers' institutes have been given during the year, and about fifty lectures have been delivered before various farmers' organizations. It is estimated that more than 30,000 persons received instruction by means of these lectures.

North Carolina College of Agriculture and Mechanic Arts.—The course of instruction has been enlarged by the addition of a textile department for instruction in cotton manufacturing. All the courses of instruction have been somewhat enlarged by additional requirements of shop work, drawing and designing, laboratory and field work. Enlarged instruction has been provided in industrial chemistry and electrical engineering. The college will not receive, hereafter, students desiring merely general education without technical instruction.

Oklahoma Agricultural and Mechanical College.—The courses of study were materially revised and enlarged over previous years. Courses were offered as follows: General science and literature course; agricultural course; mechanical engineering course; courses in special sciences: 1, chemistry; 2, biology; 3, botany. All of these courses extend through four years and lead to the degree of bachelor of science. A ten weeks' course in agriculture and the mechanic arts was given, beginning January 1, 1900. Instruction was given in stenography and typewriting and printing.

Pennsylvania State College.—Three changes have been made during the past year in the organization of the work of the college, which are regarded as of more than passing importance:

1. The work of the college year has been divided into two semesters, with examinations at the close of each, in the place of three sessions with three examinations, as heretofore. Students enter the freshman year with very different qualities of preparation, representing almost every grade of preparatory work throughout the State (55 counties of Pennsylvania being represented in the college this year), and the consequence has been that many have proved unable to stand the test of examinations at the close of the fall session. Under the new arrangement, such students will continue advanced work until the Christmas holidays, and then return after a period of respite and refreshment to review and take examination on

the work of the first session. An additional advantage of the new arrangement is a better sequence and coordination of studies in different departments.

2. Increased provision has been made for electives in English, French, and German, history, political science, and philosophy, with a view to making the general courses as thorough and attractive as the technical courses already are. In the general courses students may now drop mathematics at the end of the freshman year—that is, on the completion of college algebra, solid geometry, and plane and solid trigonometry—with an option subsequently between higher mathematics and certain branches of the general subjects above named.

3. The classical course has been thoroughly recast and expanded, with a view to making ample provision for such students as desire to take full work in Latin and Greek.

South Dakota Agricultural College.—Several important changes have been perfected in the courses of study. Forty-three courses above subfreshman are required of all candidates for the B. S. degree. These courses are quite uniform through the subfreshman and freshman years. After that, students may elect one study each term of the junior year and two each term of the senior year. Five of these electives must be in some one line of work, in which the student has already completed the amount required for graduation. All students are required to take one course in agriculture and one in horticulture. These are prepared with special care, so as to emphasize the importance of these studies as life vocations and to show how scientific knowledge may be useful in the improvement of agricultural methods and processes. A short course of twelve weeks' work in domestic science and another of two terms of twenty-four weeks in public-school drawing have been established. The institution is also conducting home reading courses, which are becoming quite popular throughout the State.

University of Tennessee.—The four years' course leading to the degree of B. S. in agriculture has been rearranged and greatly strengthened. A twelve weeks' course in agriculture, beginning with the opening of the second term in January and continuing until its close, was established. This course is designed especially to present in a practical way the results of the scientific experiments, etc., in agriculture, horticulture, stock raising, dairying, etc. A professorship of horticulture and forestry was established and an enlarged course in horticulture was adopted. The session has been divided into three terms instead of two, as heretofore. This was done to bring the opening of the second term immediately after the Christmas holidays, and thus make provision for new students desiring to enter at that time.

Virginia Agricultural and Mechanical College.—New course in bacteriology, also in Latin, making a three years' course in this language.

Hampton Normal and Agricultural Institute.—While the courses in agriculture have been much the same as during the previous years, it is felt that advance has been made along the following lines: Instruction in agriculture has been given to a larger number of pupils than heretofore; the time devoted to the subject has been extended; the method of presenting the subject to the pupils has been improved; a greater interest in the subject has been developed in the pupils; the amount of subject-matter treated has been enlarged. The junior class, which formerly received only one lesson per week, and that at night, has received four lessons per week during the past year, and all in the daytime. All the girls in the day school, except the middle-class girls, received the same instruction that was given to the boys. The method of presenting the subject has been more of the laboratory and field-observation method. It has been nature teaching with a practical application to the farm.

Instruction in agriculture has been introduced into one of the county schools over which the institution has control. This school is located on the institute grounds and numbers from 300 to 400 pupils, ranging in age from 3 to 17 years.

This year a school garden was conducted for these children by way of experiment. The experiment was so successful that a permanent garden will be laid out this fall. One hundred and seventy beds, ranging in size from 3 by 4 feet to 10 by 20 feet, were laid out and two pupils assigned to each bed. Vegetables and flowers were planted. The children took great pride in having gardens of their own, and many gardens were started at home as a result of their work. Aside from this and the interest and pleasure the children took in the gardens, three ideas, important factors in the solving of the negro problem, seemed to stand out and develop in the minds of the children: (1) The idea of possession, brought out by the individual bed system; (2) the idea of production, brought out and strengthened by allowing the children to carry home the products of their gardens; (3) the idea of cooperation, by having much of the work done as class work, all doing the same kind of work during part of each period.

Washington Agricultural College.—The course in veterinary science has been extended to three years.

West Virginia Colored Institute.—The only change in methods of instruction was the correlation of subjects. This year, for the first time, it has been possible to place kindred subjects under the direction of one teacher.

University of Wisconsin.—At a meeting held April 17, 1900, the board of regents established a school of commerce to supply facilities for the training of young men who desire to enter business careers, especially in such fields as domestic and foreign commerce and banking, or branches of the public service, like the consular, in which a knowledge of business is essential. Students who complete the prescribed course of study will receive diplomas conferring upon them the degree of bachelor of commercial science.

FARMERS' INSTITUTES.

According to the reports received from the agricultural and mechanical colleges endowed by acts of Congress, thirty-five of them took part in farmers' institute work during the year. The institutes are growing rapidly in popularity, and the demand for them is becoming so great in some of the States that the question of supplying instructors at institutes by the agricultural colleges is becoming serious. The number of institutes held in Kansas has grown from 10 in 1888-89 to 136 in 1899-1900, and for the six months ending December 31, 1900, twenty-seven different speakers from the Kansas Agricultural College attended 153 farmers' institutes. One of the speakers attended 49 institutes, traveling 7,648 miles; another attended 20, traveling 3,346 miles. The number of institutes attended by the twenty-seven speakers is as follows:

Number of teachers.	Number of institutes attended.	Number of teachers.	Number of institutes attended.	Number of teachers.	Number of institutes attended.
1	49	1	11	1	5
1	47	1	10	3	4
1	43	2	9	1	3
2	20	1	8	3	2
1	16	1	7	7	1

In some of the States the farmers' institutes are under the direct control of the agricultural colleges, while in others they are under the management of the State secretary or commissioner of agriculture. Even when the institutes are not under the control of the colleges these institutions furnish a great many of the lecturers. The following statements, made by the presidents of the several institutions, give some idea as to the work done by the staffs thereof in the line of farmers' institute work:

Alabama Polytechnic Institute.—One of the professors in the agricultural department was, two years since, appointed director of farmers' institutes. Since then a large part of every vacation is spent in conducting institutes with the farmers in different sections of the State. In some localities much interest is developed, and large numbers attend. In the past two years 25 institutes were held in 21 counties. In this way 2,000 farmers have received instruction of value.

University of Arizona.—The experiment station staff has organized, conducted, or materially assisted in nine farmers' institutes or agricultural conventions during the year.

University of Arkansas.—A pomologist was appointed by the board of trustees last year. During the year he attended a number of agricultural meetings in the State and arranged with some half dozen farmers in different sections of the State to make experiments in fruit growing.

University of California.—About 80 farmers' institutes have been held during the year, with an average attendance of about 200. The localities visited are required to bear local expenses, such as hall rent, printing, etc. The university from its general fund bears the compensation and traveling expenses of university speakers. The expenditure is about \$4,000 per year, and there is no State appropriation for this work. The institutes are increasing in popularity from year to year.

Colorado Agricultural College.—Institutes were held at fifteen points in the State, with increased interest and number in attendance. Three things contributed to this increase: (1) The widening possibilities of the sugar-beet industry; (2) the threatened cantaloupe blight; (3) the renewed interest in stock interests on the part of the college. The best talent the college affords was sent to these gatherings. Help was given in arranging programmes.

Connecticut Agricultural College.—Nine of the college instructors have been in attendance upon farmers' institutes during the year. They always readily respond when called upon at institutes and grange meetings, speaking upon subjects related to agriculture, horticulture, and the mechanic arts.

Delaware College.—The staff of workers in the agricultural department devoted a great deal of time during the winter months to lecturing at farmers' institutes, grange meetings, and other gatherings of farmers and fruit growers.

Florida Agricultural College.—Several farmers' institutes have been held in different parts of the State. These have been under the direction of the professor of agriculture, and he has been assisted by several other members of the college faculty. The expenses of these meetings have been borne largely by the communities in which the institutes have been held. The attendance has been fair and the results gratifying.

Georgia State College of Agriculture and Mechanic Arts.—No systematic work in farmers' institutes was done this year. The president, on invitation and at his own expense, attended and addressed ten meetings of farmers.

Georgia State Industrial College.—A farmers' institute was held at the college on March 5, 1900. It was well attended and did much good.

University of Idaho.—Farmers' institutes have been held in nearly every important agricultural center in the State, which have been well attended and productive of much interest. A farmers' short course was given at the university also, which was regularly attended for a month by 31 practical farmers, none of whom were regular students.

Purdue University (Indiana).—The State appropriation of \$5,000 has been inadequate of late years to meet the increasing demands of farmers' institutes. This sum is supplemented by appropriations from the university funds which pay the salary of the superintendent and the general expenses of administration. The university also places its corps of professors at the disposal of the institutes as lecturers. During the past year there were held, under the direction of the superin-

tendent, 104 regular institutes, and in addition to these, about 45 independent or supplementary institutes.

Iowa State College of Agriculture and Mechanic Arts.—The members of the faculty, especially of the experiment station and agricultural departments, take an active part in institute work throughout the season. The law is such that the work is not under the supervision of the college, but the college authorities aid in every way practicable in the development and work of the farmers' institutes.

Kansas State Agricultural College.—Farmers' institutes have been organized in about 60 counties of the State, in which from two to four members of the faculty share with the people in lectures, essays, and discussions upon topics of most interest to farmers and their families. There were held during the year 136 institutes. The extraordinary growth of this work is shown by the following tabular statement:

Year.	Institutes.	Year.	Institutes.
1888-89	10	1894-95	22
1889-90	8	1895-96	22
1890-91	11	1896-97	19
1891-92	11	1897-98	30
1892-93	11	1898-99	63
1893-94	17	1899-1900	136

State Normal School for Colored Persons (Kentucky).—During commencement week "Agricultural Day" was a number on the programme. Farmers from the neighborhood were present and took part in the discussions. The following are some of the subjects discussed: Industrial development: How to manage a farm; Need of educated mechanics; Poultry raising by farmers' wives and daughters; Need of educated cooks; Dairying as a business; Sewing in the home.

Louisiana State University.—A very successful series of farmers' institutes was held during the summer and fall of 1899 by the State commissioner of agriculture, most of the work being done by members of the university faculty and experiment station staff.

University of Maine.—There have been given at the university a series of institutes, continuing four days, of a rather higher grade of work than the ordinary farmers' institutes. In addition the director of the experiment station, the professor of horticulture and the professor of animal industry have attended about 150 institutes.

Massachusetts Agricultural College.—Seven members of the faculty have participated in farmers' institute work, averaging seven or eight institutes each.

Michigan Agricultural College.—The college has always taken an active part in farmers' institutes. For a number of years the faculty carried on this work without State aid. In recent years, however, the State has made an appropriation for this purpose, the amount for last year being \$5,500. The director of the experiment station is also superintendent of farmers' institutes. In this way the college keeps in close touch with this work. The members of the faculty take an active part and go from county to county addressing the meetings. Quite a number of them give up several weeks each year to this work; also a number of graduates of the college, who are now successful farmers, are among the principal State speakers. About 67 two-day institutes and 90 one-day institutes were held during the past year in all but about half a dozen counties of the State.

Mississippi Agricultural and Mechanical College.—There were held during the year about 30 farmers' institutes, which were a great success from every standpoint. The last legislature made an appropriation for this work.

Montana College of Agriculture and Mechanic Arts.—Institutes were held in several localities of the State, but the attendance was small. The work was done entirely under the supervision of the director of the experiment station.

University of Nebraska.—Fifty-one farmers' institutes were held by the university during the months of January, February, and March, covering all portions of the State. For this purpose \$1,500 was expended by the State superintendent of farmers' institutes, Prof. E. A. Burnett, head of the department of animal husbandry in the university. He was assisted in his work by specialists from the United States experiment station and the university, by speakers employed for special addresses, and by various State societies. All railroads generously furnished a large amount of transportation for these institutes. The meetings were well attended and successful throughout the State.

New Mexico College of Agriculture and Mechanic Arts.—One farmers' institute was held in November, 1899, at Aztec, in the northwestern part of the Territory. This was gotten up by the superintendent of the branch station at Aztec and largely conducted by the professor of agriculture. The frequent changes in the headship of the agricultural department of the college have conspired with the sparse population of the Territory and its great extent to prevent the college from doing much in the way of institute work. The principal railroads of the Territory have agreed to grant free transportation to the members of the staff when engaged on agricultural experiment station business, and it is believed that this concession of the railroads will enable the college to do more in the way of institute work and other extension work than ever before.

North Carolina College of Agriculture and Mechanic Arts.—Institutes have been conducted by the professors of agriculture and horticulture and by the instructors in animal industry and horticulture in conjunction with the State department of agriculture.

North Dakota Agricultural College.—The farmers' institute work in North Dakota is in charge of the assistant dairy commissioner, Prof. E. E. Kaufman, who is at the head of the department of dairying in the college. For the year ending June 30, 1900, 25 institutes were held, at which the attendance numbered 3,710. The director and members of the station staff were called upon to speak at the different institutes, and their work was of great practical value to the farmers of the State. The principal subjects discussed were: Crop rotation, maintaining the fertility of our soil, the cultivation of cereal crops, the selection of seed, the prevention of plant diseases, weeds and how to destroy them, the growing of forage crops, dairying, breeding and feeding live stock, relation of the agricultural college and experiment station to the industrial interests of the State.

Ohio State University.—The president and members of the faculty, during the past year, have participated in 54 farmers' institutes and delivered 54 lectures.

Oklahoma Agricultural and Mechanical College.—A persistent effort was made during the year to organize a system of farmers' institutes, but resulted in complete failure. But one institute was attended, and the attendance at this was very small. In the absence of some definite institute organization, so that meetings may be arranged in a circuit and attended without wasteful loss of time and expense, it appears that the institution must seek another way of doing this work. This it is doing, to a large extent, through correspondence and by attendance at the meetings of the different agricultural and live-stock associations which are held in the Territory. Three of these associations will hold their next meetings here, all of them beginning on the 4th day of December and continuing for several days.

Oregon State Agricultural College.—During the past year 12 farmers' institutes have been held under the auspices of the experiment station, with a total attendance of about 1,650 persons. In addition to regular institutes, seven special

lectures on dairying and diversified agriculture have been given, with a total attendance of about 700 persons.

Pennsylvania State College.—The farmers' institutes in the State are under the control of the State department of agriculture, but the college regularly furnishes the full time of three or four of its men as lecturers and instructors for a period of about three months. Two members of the board of trustees are also engaged in the same way.

Clemson Agricultural College (South Carolina).—During the past year farmers' institutes were held, under the management of the college, in many counties of the State. The president and professors of agriculture, chemistry, horticulture, dairying, veterinary science, botany, and other members of the faculty have taken part in these institutes. The purpose has been to bring practical information to the farmer, and to give him the results of scientific investigation in the interest of agriculture. The success thus far attained is most encouraging, and leads to the hope that these institutes may become a permanent feature in the work of the college. A special institute of ten days' duration is held at the college during the month of August.

Colored Normal, Industrial, Agricultural and Mechanical College (South Carolina).—Farmers' institutes were held by Thomas E. Miller, director of farm and lecturer on farming, and J. W. Hoffman, professor of agriculture, in 22 counties of the State.

South Dakota Agricultural College.—The last legislature appropriated \$2,000 for farmers' institutes, making possible the employment of some help outside the college faculty for a part of the year. There were held during the year 24 very successful institutes, with an average attendance of 100 people.

University of Tennessee.—During the year the university assisted the State commissioner of agriculture in holding institutes in different portions of the State. Institutes were held thus at about 20 different points, at each of which two or more of the professors and assistants were present and took part in the exercises. The interest in farmers' institutes continues to grow, and it is believed that they are doing great good in awakening farmers to study their business as a profession. The trustees and officers of the university are greatly gratified to report that the State is furnishing good support for these institutes.

Agricultural College of Utah.—During the past year, as required by State law, farmers' institutes have been held in different counties of the State by members of the faculty. The State provides a fund of \$1,500 annually for this purpose. In addition to the meetings held in different counties, a central institute was held at Ogden lasting three days, at which agricultural questions were discussed by members of the faculty and others. The proceedings of this central institute have been published in pamphlet form, and are distributed free among the farmers of the State.

University of Vermont and State Agricultural College.—Members of the faculty have attended meetings of the board of agriculture, and have given addresses in connection with these meetings and on other occasions.

Virginia Agricultural and Mechanical College.—Professors spoke at 3 institutes during the year.

Washington Agricultural College.—About 20 farmers' institutes were held during the year with an average attendance of about 100. The interest has been very great in this work and the demand beyond the ability of the institution to supply.

West Virginia University.—The dean of the college of agriculture has attended and spoken at a large number of farmers' institutes. Members of the experiment station staff have also spoken at institutes.

University of Wisconsin.—A carefully supervised system of farmers' institutes is maintained. The institutes are in immediate charge of a superintendent, who

elaborates and controls the organization and execution of the institutes. He is aided by special conductors, who assist in perfecting the details and carrying the whole into effect. Members of the agricultural faculty render as much assistance as is consistent with their other duties. Experts in different departments are engaged to present special important themes. Lecturers are often brought from other States to treat on specific topics in which they are recognized authorities. Local talent is used to some extent, and not the least of the educational benefits is the development of latent ability in writing, speaking, and experimenting, which has followed as a natural result of the interest awakened by this important stimulus. Institutes are placed for the most part in localities which show the greatest interest in this movement. Applications for institutes will be received by the superintendent and presented to the agricultural committee by September 30. The committee goes over the list and carefully considers the needs and interests of each locality and places the institutes where in its judgment they will prove the most helpful. Generally, there have been far more applications for institutes than it was possible to supply. Institutes were conducted during the year as follows: Summer, 1899: 12 one-day institutes and 1 three-day closing institute; winter, 1899-1900: 100 two-day institutes and 1 three-day round-up institute; 10 cooking schools of two sessions each were held in connection with the winter institutes.

GOVERNING BOARDS.

The methods of choosing the governing boards of the several institutions endowed by the acts of Congress of July 2, 1862, and August 30, 1890, vary greatly in the different States and Territories. In three States—Illinois, Nebraska, and Nevada—the governing boards are elected by popular vote. In several States they are elected by the State legislatures; several are self-perpetuating, but in a large majority of the States they are appointed by the governor, by and with the advice and consent of the senate. In the following pages are given, under the names of the several institutions, the titles of the governing boards, the *ex officio* members, the number of other members, by whom chosen, the length of term, and such other particulars as it has been possible to obtain.

Alabama Polytechnic Institute.—Board of trustees consisting of governor, State superintendent of education, *ex officio*; 1 member appointed by the governor for a term of six years from each Congressional district, except that the district in which the institution is located is entitled to two members.

Agricultural and Mechanical College for Negroes (Alabama).—Board of commissioners consisting of 3 members named in the act establishing the institution and who may fill any vacancy that may occur in the board.

University of Arizona.—Board of regents consisting of governor, State superintendent of public instruction, *ex officio*; 4 members appointed by the governor.

University of Arkansas.—Board of trustees consisting of governor, *ex officio*; 6 members appointed by the governor and confirmed by the senate for terms of six years, the terms of 2 members expiring every two years.

Branch Normal College (Arkansas).—Governed by board of trustees of University of Arkansas. (See above).

University of California.—Board of regents consisting of governor, lieutenant-governor, speaker of assembly, State superintendent of public instruction, president of State Agricultural Society, president of Mechanics' Institute, president of the university, *ex officio*; 16 members appointed by the governor and approved by the senate for terms of sixteen years.

Colorado Agricultural College.—State board of agriculture consisting of governor, president of the agricultural college, *ex officio*; 8 members appointed by the

governor and confirmed by the senate for term of eight years, the terms of 2 members expiring every two years.

Connecticut Agricultural College.—Board of trustees consisting of governor, director of Connecticut Experiment Station, ex officio; 6 members elected by the State senate for terms of four years; 1 member elected by the alumni; 1 member elected annually by the State board of agriculture.

Delaware College.—Board of trustees consisting of governor, president of Delaware College, ex officio; 15 members representing the original board who have power to fill all vacancies arising in their number; 15 members appointed by the governor, 5 from each of the 3 counties in the State.

State College for Colored Students (Delaware).—Board of trustees consisting of the president of the college, ex officio; 6 members, 2 from each county in the State, appointed by the governor for terms of four years or until their successors shall be appointed.

Florida State Agricultural College.—Board of trustees consisting of 7 members appointed by the governor and confirmed by the senate for terms of four years. Not more than two may be appointed from the county in which the college is located.

Florida State Normal and Industrial College for Colored Students.—State board of education consisting of governor, State superintendent of public instruction, secretary of State, attorney-general, State treasurer, ex officio.

Georgia State College of Agriculture and Mechanic Arts.—Board of trustees of University of Georgia consisting of governor, president of board of trustees of State School of Technology, president of board of commissioners of Georgia Normal and Industrial College, president of board of commissioners of Georgia Industrial College for Colored Youths, ex officio; 1 member from each Congressional district, 4 from the State at large, and 2 from the city of Athens appointed by the governor and confirmed by the senate.

Georgia State Industrial College for Colored Youths.—Under control of the board of trustees of the University of Georgia. The local board of commissioners consists of 5 members originally appointed by the governor. They have power to fill all vacancies arising in their number.

University of Idaho.—Board of regents consisting of 9 members appointed by the governor and confirmed by the senate for terms of six years.

University of Illinois.—Board of trustees consisting of governor, president of State board of agriculture, State superintendent of public instruction, ex officio; 9 members elected by popular vote, 3 at each biennial election, for a period of six years.

Purdue University (Indiana).—Board of trustees consisting of 9 members appointed by the governor for terms of four years. The State board of agriculture has the privilege of nominating 2 members and the State horticultural society 1 member.

Iowa State College of Agriculture and Mechanic Arts.—Board of trustees consisting of governor, State superintendent of public instruction, ex officio; 1 member from each Congressional district, elected by the State legislature for a term of six years.

Kansas State Agricultural College.—Board of regents consisting of the president of the college ex officio, and 6 members appointed by the governor and confirmed by the senate for terms of four years.

Agricultural and Mechanical College of Kentucky.—Board of trustees consisting of governor, president of the college, ex officio; 15 members appointed by the governor, one-third every two years, for terms of four years.

State Normal School for Colored Persons (Kentucky).—Board of trustees con-

sisting of State superintendent of public instruction ex officio; 3 members, residents of Franklin County, appointed by the governor and approved by the senate, for terms of three years.

Louisiana State University.—Board of supervisors consisting of governor, State superintendent of public education, president of university, ex officio; 12 members appointed by the governor and confirmed by the senate, 3 being appointed each year for terms of four years.

Southern University (Louisiana).—Board of trustees consisting of 12 members appointed by the governor and confirmed by the senate for terms of four years; at least 4 of the 12 shall be appointed from the colored race.

University of Maine.—Board of trustees consisting of 7 members appointed by the governor for terms of seven years; 1 member named by the alumni for a term of three years.

Maryland Agricultural College.—Board of trustees consisting of governor, comptroller of treasury, attorney-general, State treasurer, president of the senate, speaker of the house of delegates, ex officio; 1 member appointed by the governor from each Congressional district for a term of six years; 5 members elected by the stockholders and serving for one year or until their successors are elected.

Massachusetts Agricultural College.—Corporation consisting of governor, president of college, secretary of the board of education, secretary of the board of agriculture, ex officio; 14 members appointed by the governor, 2 annually, for terms of seven years. The alumni exercise the right of recommendation of candidates.

Massachusetts Institute of Technology.—Corporation consisting of governor, chief justice of supreme court, secretary of the board of education, ex officio; not more than 47 members to hold office for life and to be chosen by vote of the corporation by ballot.

Michigan State Agricultural College.—State board of agriculture consisting of governor, president of college, ex officio; 6 members appointed by the governor for terms of six years.

University of Minnesota.—Board of regents consisting of Hon. John S. Pillsbury, life member; governor, State superintendent of public instruction, president of university, ex officio; 9 members appointed by the governor and confirmed by the senate for terms of six years.

Mississippi Agricultural and Mechanical College.—Board of trustees consisting of governor, State superintendent of education, ex officio; 9 members appointed for terms of six years by the governor with the consent of the senate, 1 to be chosen from each Congressional district and the remainder from the State at large, 5 of whom shall be chosen from practical agriculturists or mechanics, or selected from both, as may be deemed advisable; one-third are appointed every two years.

Alcorn Agricultural and Mechanical College (Mississippi).—Board of trustees consisting of governor, State superintendent of education, ex officio; 9 members appointed for terms of six years by the governor with the consent of the senate, 1 to be chosen from each Congressional district and the remainder from the State at large, 5 of whom shall be chosen from practical agriculturists or mechanics, or selected from both, as may be deemed advisable; one-third are appointed every two years.

University of the State of Missouri.—Board of curators consisting of 9 members appointed by the governor and confirmed by the senate for terms of six years, one-third of the members being appointed every two years; not more than 1 can be appointed from the same Congressional district.

Lincoln Institute (Missouri).—Board of regents consisting of State superintendent of public schools ex officio; 6 members appointed by the governor, 2 every two

years, for terms of six years, who shall reside in the normal-school district for which they are appointed.

Montana College of Agriculture and Mechanic Arts.—The general control of the institution is in the hands of the State board of education, consisting of governor, attorney-general, State superintendent of public instruction, ex officio; 8 members appointed by the governor and confirmed by the senate, 2 each year, for terms of four years.

The direct supervision is vested in an executive board of 5 members, 1 of whom is appointed yearly by the governor, subject to the approval of the State board of education.

University of Nebraska.—Board of regents consisting of 6 members, one-third elected every two years for terms of six years by popular vote.

Nevada State University.—Board of regents consisting of 3 members elected by popular vote, the terms of 2 members expiring every two years. At each election 1 member is elected for a term of two years and the other for a term of four years.

New Hampshire College of Agriculture and Mechanic Arts.—Board of trustees consisting of governor, president of college, ex officio; 1 member elected by the alumni for a term of three years; 10 members appointed by the governor with the advice of the council, 1 at least from each councilor district and so classified and commissioned that the terms of 3 trustees shall become vacant annually. Not more than 5 of the trustees appointed by the governor and council shall belong to the same political party, and at least 7 of them shall be practical farmers.

Rutgers Scientific School (New Jersey).—Board of trustees of Rutgers College consisting of governor, chief justice, attorney-general, ex officio; 36 members, of whom two-thirds must be communicants in the Reformed (Dutch) Church.

Under supervision of a board of visitors consisting of 2 members from each Congressional district, appointed by the governor for a term of two years.

New Mexico College of Agriculture and Mechanic Arts.—Board of regents consisting of 5 members appointed by the governor and confirmed by the legislature for terms of five years, the term of 1 member expiring each year. The governor and Territorial superintendent of public instruction are ex officio advisory members of the board.

Cornell University (New York).—Board of trustees consisting of eldest male lineal descendant of Ezra Cornell, president of university, governor, lieutenant-governor, speaker of the assembly, State superintendent of public instruction, commissioner of agriculture, president of State Agricultural Society, librarian of Cornell library, ex officio; 20 members elected by the board, 4 each year, for terms of five years; 10 members elected by the alumni, 2 each year, for terms of five years.

North Carolina College of Agriculture and Mechanic Arts.—Board of trustees consisting of president of college ex officio; 21 members elected by the State legislature for terms of six years, 1 from each Congressional district and 12 from the State at large.

Agricultural and Mechanical College for the Colored Race (North Carolina).—Board of trustees consisting of 15 members elected by the State legislature for terms of six years, 1 from each Congressional district and 6 from the State at large.

North Dakota Agricultural College.—Board of trustees consisting of 7 members appointed by the governor and confirmed by the legislature for terms of six years.

Ohio State University.—Board of trustees consisting of 7 members appointed by the governor and confirmed by the senate for terms of seven years, the term of 1 member expiring each year.

Oklahoma Agricultural and Mechanical College.—Board of regents consisting of governor ex officio; 5 members appointed by the governor, with the approval of the council, for a term of two years or until their successors are appointed.

Colored Agricultural and Normal University (Oklahoma).—Board of regents consisting of Territorial superintendent of public instruction, Territorial treasurer, ex officio; 3 members appointed by the governor.

Oregon State Agricultural College.—Board of regents consisting of governor, secretary of state, State superintendent of public instruction, master of State grange, ex officio; 9 members appointed by the governor and confirmed by the senate for terms of nine years.

Pennsylvania State College.—Board of trustees consisting of governor, secretary of state, president of college, president of State Agricultural Society, secretary of internal affairs, adjutant-general, State superintendent of public instruction, president of Franklin Institute, secretary of State board of agriculture, ex officio; 3 members, 1 elected annually by the alumni; 12 members, 4 elected annually by a body of electors composed of the executive committee of the Pennsylvania State Agricultural Society, the managers of the Franklin Institute of Pennsylvania, 3 representatives duly chosen by each county agricultural society which shall have been organized at least three months preceding the time of election, and 3 representatives duly chosen by each association, not exceeding one in each county, which shall have for its principal object the promotion and encouragement of the mining and manufacturing interests of the Commonwealth and the mechanical and useful arts and which shall, in like manner, have been organized at least three months preceding the time of election.

Rhode Island College of Agriculture and Mechanic Arts.—Board of managers consisting of 5 members appointed by the governor.

Clemson College (South Carolina).—Board of trustees consisting of 7 life members originally designated by will who have the right to fill all vacancies happening in their number and 6 members elected by the State legislature.

Colored Normal, Industrial, Agricultural and Mechanical College (South Carolina).—Board of trustees consisting of governor ex officio; 6 members elected by the State legislature, 2 every two years, for terms of six years.

South Dakota Agricultural College.—Regents of education consisting of 5 members appointed by the governor and confirmed by the Senate for a term of six years. The immediate supervision of the college is delegated to a committee, consisting at present of 2 members.

University of Tennessee.—Board of trustees consisting of governor, secretary of state, State superintendent of public instruction, ex officio; 30 members elected by the board for life from the different Congressional districts and approved by the legislature. The president of the university is ex-officio president of the board of trustees.

Agricultural and Mechanical College of Texas.—Board of directors consisting of 8 members appointed by the governor from the different portions of the State for terms of six years.

Prairie View State Normal and Industrial College (Texas).—Controlled by the board of directors of the Agricultural and Mechanical College of Texas. (See above.)

Agricultural College of Utah.—Board of trustees consisting of 7 members appointed by the governor and confirmed by the senate for terms of four years.

University of Vermont and State Agricultural College.—Board of trustees consisting of governor, president of university, ex officio; 9 members who have the right to fill all vacancies arising in their number; 9 members elected by the State legislature, 3 every two years, for terms of six years.

Virginia Agricultural and Mechanical College and Polytechnic Institute.—Board of visitors consisting of State superintendent of public instruction ex officio; 8 members appointed by the governor and confirmed by the senate, 4 every two years, for terms of four years.

Hampton Normal and Agricultural Institute (Virginia).—Board of trustees,

self-perpetuating, consisting of 17 members. The State curators, 6 in number, appointed by the governor for a term of four years, attend the annual meetings of the trustees, examine the condition of the school, its finances, etc.

Washington Agricultural College.—Board of regents consisting of 5 members appointed by the governor and confirmed by the senate for terms of six years. The governor is ex officio an advisory member of the board.

West Virginia University.—Board of regents consisting of 9 members appointed by the governor for terms of six years.

West Virginia Colored Institute.—Board of regents consisting of 5 members, not more than 3 of whom shall belong to the same political party, appointed by the governor, from time to time, as the occasion may require.

University of Wisconsin.—Board of regents consisting of president of university, State superintendent of public instruction, ex officio; 1 member from each Congressional district, and 2 from the State at large, appointed by the governor for terms of three years.

University of Wyoming.—Board of trustees consisting of State superintendent of public instruction, president of university, ex officio; 9 members appointed by the governor and confirmed by the Senate for terms of six years, 3 being appointed every two years.

14	Georgia Industrial College for Colored Youth, Col- lege, Ga.	R. R. Wright, LL. D.	14	1	14	1	202	67	97	68	0	0	0	0	0	399	135	----	0	0	0	-----	0	0	0	-----
15	University of Idaho, Moscow, Idaho.	J. P. Blanton, LL. D., & A. S. Draper, LL. D.	14	5	15	6	75	34	54	32	0	0	20	11	149	77	9	-----	6	-----	13	-----	-----	-----	-----	128
16	University of Illinois, Ur- bana, Ill.	W. E. Stone, Ph. D.	107	18	203	21	163	64	751	363	65	7	773	49	1,751	483	86	89	105	76	-----	56	-----	41	13	384
17	Purdue University, Lafay- ette, Ind.	W. M. Beardshear, LL. D.	62	5	64	7	0	0	724	73	39	13	0	0	763	86	128	202	106	163	-----	-----	20	81	39	
18	Iowa State College of Agri- culture and Mechanic Arts, Ames, Iowa.	E. R. Nichols, A. M.	45	17	45	17	150	36	608	119	19	5	0	0	775	160	154	81	74	164	21	-----	92	49	106	544
19	Kansas State Agricultural College, Manhattan, Kans.	J. K. Patterson, Ph. D., LL. D.	37	16	37	16	123	39	482	267	15	12	0	0	620	318	-----	-----	-----	-----	-----	-----	-----	-----	57	491
20	Kentucky Agricultural and Mechanical College, Lex- ington, Ky.	James E. Givens, A. B.	18	0	25	0	95	7	255	51	5	4	82	56	437	118	5	95	28	1	0	0	0	0	0	437
21	State Normal School for Col- ored Persons, Frankfort, Ky.	Thos. D. Boyd, LL. D.	5	3	5	3	44	17	43	64	2	0	0	0	89	81	72	59	0	0	0	0	70	-----	0	0
22	Louisiana State University and Agricultural and Me- chanical College, Baton Rouge, La.	H. A. Hill	21	0	21	0	137	0	231	0	3	0	0	0	371	0	35	38	29	-----	-----	-----	15	-----	304	
23	Southern University, New Orleans, La.	A. W. Harris, Sc. D.	8	7	8	7	34	129	91	125	0	0	0	0	125	254	37	65	0	0	0	21	0	0	11	0
24	University of Maine, Orono, Me.	R. W. Silvester	43	0	51	0	0	0	299	16	8	0	41	1	348	17	11	37	77	84	-----	-----	-----	-----	10	258
25	Maryland Agricultural Col- lege, College Park, Md.	H. H. Goodell, LL. D.	17	0	17	0	30	0	93	0	0	0	0	0	123	0	12	25	8	-----	-----	-----	8	-----	120	
26	Massachusetts Agricultural College, Amherst, Mass.	J. M. Crafts, LL. D.	21	0	21	0	0	0	104	1	11	1	0	0	175	2	165	-----	3	-----	-----	-----	8	165	62	
27	Massachusetts Institute of Technology, Boston, Mass.	J. L. Snyder, Ph. D.	133	2	133	2	0	0	1,125	53	-----	-----	-----	-----	1,125	53	-----	113	99	84	60	53	-----	-----	281	
28	Michigan Agricultural Col- lege, Agricultural College, Mich.	Cyrus Northrop, LL. D.	38	5	38	5	0	0	413	109	5	0	0	0	418	109	198	245	-----	-----	-----	109	62	74	240	
29	University of Minnesota, Minneapolis, Minn.	J. C. Hardy, A. M.	59	7	215	20	60	17	361	63	2	0	1,906	827	2,329	907	503	53	57	64	77	-----	80	-----	423	
30	Mississippi Agricultural and Mechanical College, Agri- cultural College, Miss.	W. H. Lanier, A. B.	20	0	21	0	136	1	220	13	6	0	0	0	372	14	367	333	-----	2	-----	-----	259	14	366	
31	Alcorn Agricultural and Me- chanical College, Westside, Miss.	R. H. Jesse, LL. D.	16	0	16	0	306	0	33	0	0	0	0	0	339	0	-----	-----	-----	-----	-----	-----	-----	-----	-----	
32	University of the State of Missouri, Columbia, Mo.	Geo. E. Ladd, Ph. D.	52	1	79	4	0	0	533	31	13	0	390	239	436	270	125	18	49	38	-----	13	-----	39	45	230
33	Missouri School of Mines and Metallurgy, Rolla, Mo.	John H. Jackson	11	0	11	0	0	0	143	21	3	1	0	0	146	22	0	0	6	100	-----	-----	-----	-----	-----	
34	Lincoln Institute, Jefferson Civ. Mo.		2	1	7	3	33	16	43	33	0	0	70	83	146	132	-----	6	-----	-----	-----	49	-----	-----	-----	

Succeeded by H. S. Pritchett, Ph. D.

a Succeeded by James A. McLean, Ph. D.

Statistics for 1899-1900 of institutions endorsed by the acts of Congress approved July 2, 1862, and August 30, 1890, etc.—Continued.

Institution.	President.	Professors and instructors.				College of agriculture and mechanic arts.										All other departments.				In all departments.		Pursuing courses in—																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
		College of agri- culture and mechanic arts.				In all departments.		Pre-para- tory.				Collegi- ate.		Gradu- ate.		All other departments.		In all departments.		Pursuing courses in—																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
		Men.		Women.		Men.		Women.		Men.		Women.		Men.		Women.		Men.		Women.		Pursuing courses in—																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Civil engineering.	Electrical engineer- ing.	Mining engineering.	Architecture.	Household econ- omy.	Veterinary science.	Dairying.	Military tactics.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
35	Montana College of Agriculture and Mechanic Arts, Bozeman, Mont.	13	6	13	6	26	39	37	16	0	0	0	50	0	113	55	14	11	5	10	11	11	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10

46	Oklahoma Agricultural and Mechanical College, Stillwater, Okla.	Angelo C. Scott, A.M.	15	3	15	3	105	33	141	83	3	1	0	0	249	117	36	44	6	8	---
47	Colored Agricultural and Normal University, Langston, Okla.	Inman E. Page, -----	6	1	6	1	2	0	0	2	0	0	76	92	78	94	93	---	---	---	---
48	Oregon State Agricultural College, Corvallis, Ore.	Thos. M. Gatch, Ph.D.	22	6	22	6	53	9	207	137	8	11	0	0	248	157	48	99	6	96	240
49	Pennsylvania State College, Pa.	G. W. Atherton, LL.D.	35	3	35	3	46	0	311	8	2	0	0	0	359	8	11	59	34	92	34 295
50	Rhode Island College of Agriculture and Mechanic Arts, Kingston, R.I.	J. H. Washburn, Ph.D.	17	9	17	9	20	11	58	21	0	5	0	0	78	37	25	20	7	---	78
51	Clemson Agricultural College, Clemson, S.C.	Henry S. Hartzog, LL.D.	31	0	31	0	136	0	307	0	18	0	0	0	461	0	55	118	6	40	0 55 55 461
52	Colored Normal, Industrial, Agricultural and Mechanical College, Orangeburg, S.C.	Thos. E. Miller, LL.D.	9	6	21	6	361	223	32	28	0	0	0	0	363	251	98	65	---	200	25 290
53	South Dakota Agricultural College, Brookings, S. Dak.	J. W. Heston, Ph.D., LL.D.	22	5	24	5	102	27	230	78	7	2	0	0	359	107	36	56	5	7 78	11 164
54	University of Tennessee, Knoxville, Tenn.	Chas. W. Dabney, Ph.D., LL.D.	29	4	75	4	0	0	239	90	5	5	381	0	655	95	79	66	---	---	220
55	Agricultural and Mechanical College of Texas, College Station, Tex.	L. L. Foster, -----	24	0	24	0	0	0	390	0	6	0	0	0	396	0	190	242	83	---	21 390
56	Prairie View State Normal and Industrial College, Prairie View, Tex.	E. L. Blackshear, -----	9	5	10	11	0	0	136	140	0	0	0	0	136	140	68	68	---	140	---
57	Agricultural College of Utah, Logan, Utah.	W. J. Kerr, B.S. -----	24	4	24	4	272	117	62	35	0	2	0	0	334	154	9	4	8	0 5 9 9	244
58	University of Vermont and State Agricultural College, Burlington, Vt.	Rev. M. H. Buckham, D.D.	34	0	63	0	0	0	230	48	4	1	240	0	474	49	23	23	23	0 0 23 49	196
59	Virginia Agricultural and Mechanical College, Blacksburg, Va.	J. M. McBryde, LL.D.	34	0	34	0	0	0	321	0	22	0	0	0	343	0	98	122	33	89	12 15 313
60	Hampton Normal and Agricultural Institute, Hampton, Va.	Rev. H. B. Frissell, D.D.	30	46	39	46	451	388	133	66	11	15	0	0	595	469	474	4	4	223	5 390
61	Washington Agricultural College, Pullman, Wash.	E. A. Bryan, A.M. -----	25	5	25	5	170	70	108	32	3	3	0	0	281	105	18	5	8	23 34	185
62	West Virginia University, Morgantown, W. Va.	J. H. Raymond, Ph.D. a	47	4	54	8	203	34	302	108	33	7	47	68	590	217	82	14	38	---	144
63	West Virginia Colored Institute, Institute, W. Va.	J. M. Jones, -----	9	3	10	3	23	18	41	82	1	1	0	0	65	101	7	0	0	3 34 85	60
64	University of Wisconsin, Madison, Wis.	C. K. Adams, LL.D. -----	79	2	149	20	0	0	694	1	13	0	1,117	597	1,824	598	381	76	110	108	250 120 565
65	University of Wyoming, Laramie, Wyo.	Rev. E. E. Smiley, D.D.	10	3	13	4	0	0	15	0	0	0	90	83	105	83	2	13	0	11 0 0 0	66

a Succeeded by D. B. Purinton, Ph. D., LL. D.

Statistics for 1899-1900 of institutions endorsed by the acts of Congress approved July 2, 1892, and August 30, 1890, etc.—Continued.

Institution.	Library.		Endow- ment funds.	Land.			Value of buildings.		Value of other equip- ment.	
	Volumes.	Pan- phlets.		Total num- ber of acres.	Acres under cul- tivation.	Acres used for experi- ment.	Value.	Total.	Used for instruc- tion in branches specified in act of Aug. 30, 1890.	Total. Used for instruc- tion in branches specified in act of Aug. 30, 1890.
1 Alabama Polytechnic Institute.	13,937	800	\$253,500	304	75	30	\$3,000	\$142,000	\$127,800	\$75,000
2 Agricultural and Mechanical College for Negroes (Alabama).....	2,047	2,016	.....	182	84	.....	10,000	29,654	29,654	11,966
3 University of Arizona.....	5,000	.....	0	80	40	40	4,000	98,600	43,100	44,747
4 University of Arkansas.....	8,000	7,439	130,000	130	60	30	9,000	235,500	185,500	49,717
5 Branch Normal College (Arkansas).....	4,100	900	.....	20	20	20	320	18,000	18,000	11,500
6 University of California.....	79,000	20,000	2,828,254	411	182	182	193,125	718,744	718,744	375,000
7 Colorado Agricultural College.....	10,600	.....	226,500	240	160	40	24,000	148,849	148,849	77,327
8 Connecticut Agricultural College.....	7,000	1,000	135,000	340	135	10	16,000	75,000	45,000	8,000
9 Delaware College.....	11,600	2,500	83,000	14	4	4	3,000	79,700	68,300	53,000
10 State College for Colored Students (Delaware).....	350	150	.....	97	90	.....	6,000	12,800	12,800	9,000
11 Florida Agricultural College.....	3,500	.....	153,800	155	93	93	11,000	50,000	50,000	18,800
12 State Normal and Industrial College (Florida).....	778	650	.....	137	116	4	8,805	20,500	20,500	.....
13 Georgia State College of Agriculture and Mechanic Arts.....	30,547	8,992	242,292	120	100	.....	10,000	300,000	200,000	400,000
14 Georgia Industrial College for Colored Youth.....	300	400	0	86	30	0	1,400	32,433	27,933	2,944
15 University of Idaho.....	4,000	1,700	50,000	115	115	115	5,200	175,000	172,300	40,800
16 University of Illinois.....	44,000	3,500	501,992	605	600	100	100,000	1,000,000	885,000	310,000
17 Purdue University (Indiana).....	10,051	3,272	340,000	190	149	90	60,000	357,000	317,000	288,000
18 Iowa State College of Agriculture and Mechanic Arts.....	12,400	.....	682,834	841	400	80	57,708	489,975	350,275	171,584
19 Kansas State Agricultural College.....	21,450	17,000	503,848	323	323	253	38,700	270,400	270,400	173,000
20 Kentucky Agricultural and Mechanical College.....	4,000	7,029	114,675	170	68	61	40,000	135,500	125,500	426,000
21 State Normal School for Colored Persons (Ken- tucky).....	704	1,000	20,925	300	100	15	17,500	22,003	11,468	8,149
22 Louisiana State University and Agricultural and Mechanical College.....	21,000	2,000	318,313	583	310	200	33,300	150,000	150,000	50,000
23 Southern University (Louisiana).....	2,003	.....	1,250	104	40	20	6,000	43,385	45,385	11,167
24 University of Maine.....	17,300	7,500	219,900	373	120	20	25,000	182,241	120,494	33,588
25 Maryland Agricultural College.....	3,000	2,000	105,000	286	140	40	28,000	85,000	75,000	18,000
26 Massachusetts Institute of Technology.....	21,075	0	390,575	425	390	75	37,000	213,775	175,000	77,822
27 Massachusetts Institute of Technology.....	50,149	14,672	3,099,206	3	.....	.....	.....	711,042	522,125	200,000
28 Michigan Agricultural College.....	19,802	4,000	818,044	671	500	50	46,970	341,075	329,070	130,435
29 University of Minnesota.....	60,000	.....	1,388,815	250	210	180	290,000	1,000,000	760,000	275,000
30 Mississippi Agricultural and Mechanical College.....	7,523	8,568	98,575	1,901	450	50	42,045	136,800	41,800	36,066
31 Alcorn Agricultural and Mechanical College (Mississippi).....	5,200	2,000	113,575	380	130	8	5,000	60,000	57,500	64,100

32	University of the State of Missouri.....	32,000	35,000	1,235,819	634	320	90	141,103	930,000	175,000	150,000	80,000
33	Missouri School of Mines and Metallurgy.....	4,000	46	-----	-----	-----	-----	-----	62,500	54,500	37,850	35,350
34	Lincoln Institute (Missouri).....	4,400	300	300	39	15	2	2,500	53,500	49,500	5,600	600
35	Montana College of Agriculture and Mechanic Arts.....	4,750	4,000	-----	215	170	50	10,000	110,000	100,000	40,000	30,000
36	University of Nebraska.....	46,500	7,500	1,000,000	320	160	60	206,000	455,000	280,000	316,000	210,000
37	Nevada State University.....	7,640	6,231	-----	95	91	60	28,000	142,975	30,974	68,542	30,542
38	New Hampshire College of Agriculture and Mechanic Arts.....	6,800	4,453	41,800	312	30	10	20,500	84,016	79,016	55,500	55,500
39	Rutgers Scientific School (New Jersey).....	41,381	5,000	500,000	97	97	15	30,000	386,500	273,500	70,000	65,000
40	New Mexico College of Agriculture and Mechanic Arts.....	3,649	2,000	-----	270	100	75	6,000	44,000	31,600	47,000	42,000
41	Cornell University (New York).....	298,676	38,000	6,756,370	270	105	30	37,000	1,874,373	1,351,773	1,218,343	1,187,358
42	North Carolina College of Agriculture and Mechanic Arts.....	3,400	1,000	125,000	589	118	32	26,193	87,596	80,596	24,226	21,226
43	Agricultural and Mechanical College for the Colored Race (North Carolina).....	749	-----	-----	125	100	5	7,500	42,200	42,300	15,000	15,000
44	North Dakota Agricultural College.....	8,000	250	-----	640	553	85	28,800	94,000	94,000	18,000	18,000
45	Ohio State University.....	25,000	10,000	553,894	315	290	200	300,000	779,000	579,000	290,000	180,000
46	Oklahoma Agricultural and Mechanical College.....	5,907	4,000	-----	200	175	100	5,000	53,000	48,000	60,000	50,000
47	Colored Agricultural and Normal University (Oklahoma).....	10	-----	-----	120	50	-----	1,500	15,000	15,000	2,000	2,000
48	Oregon State Agricultural College.....	8,000	-----	140,634	199	125	25	15,000	94,000	45,000	18,500	15,500
49	Pennsylvania State College.....	16,536	-----	517,000	400	300	100	40,000	750,000	60,000	60,000	60,000
50	Rhode Island College of Agriculture and Mechanic Arts.....	10,000	3,000	50,000	178	51	20	18,000	164,000	92,000	104,000	88,229
51	Clemson Agricultural College (South Carolina).....	4,200	1,500	95,900	1,102	400	60	26,280	240,000	100,000	92,000	92,000
52	Colored Normal, Industrial, Agricultural and Mechanical College (South Carolina).....	600	350	95,900	130	72	2	39,000	78,500	78,500	27,000	27,000
53	South Dakota Agricultural College.....	5,900	10,000	0	400	200	80	12,000	115,500	115,500	10,000	10,000
54	University of Tennessee.....	16,100	14,000	425,000	230	110	80	106,370	180,000	140,000	94,000	42,000
55	Agricultural and Mechanical College of Texas.....	5,000	4,000	209,000	2,416	250	40	48,320	331,155	172,155	43,521	33,521
56	Prairie View State Normal and Industrial College (Texas).....	800	100	0	1,500	300	-----	15,000	78,600	78,600	6,687	6,687
57	Agricultural College of Utah.....	6,481	6,161	0	110	103	85	12,000	155,000	155,000	42,809	42,809
58	University of Vermont and State Agricultural College.....	52,423	30,000	317,003	120	120	120	9,500	479,368	479,368	75,000	75,000
59	Virginia Agricultural and Mechanical College.....	3,340	1,200	344,312	404	350	100	30,000	161,250	161,250	75,600	75,600
60	Hampton Normal and Agricultural Institute (Virginia).....	10,000	-----	889,590	795	550	20	32,000	540,000	540,000	217,000	217,000
61	Washington Agricultural College.....	5,519	1,505	-----	242	242	200	15,000	200,000	138,400	62,000	62,000
62	West Virginia University.....	15,200	2,500	114,750	91	69	60	8,000	275,000	250,000	30,000	5,000
63	West Virginia Colored Institute.....	1,500	350	0	31	21	-----	7,500	64,500	29,500	24,000	12,500
64	University of Wisconsin.....	61,354	17,000	530,000	400	200	25	75,000	1,133,944	228,924	347,700	121,577
65	University of Wyoming.....	9,300	5,500	7,000	416	180	180	10,000	111,540	111,540	61,500	44,500

Statistics for 1899-1900 of institutions endorsed by the acts of Congress approved July 2, 1892, and August 30, 1890, etc.—Continued.

Institution.	Balance on hand July 1, 1899.	Receipts.			Expenditures.		
		From State.	From act of July 2, 1892.	From act of Aug. 30, 1890.	Fees and all other sources, in act of Aug. 30, 1890.	For instruction in subjects specified in act of Aug. 30, 1890.	Instruction in all other departments and administrative expenses.
1 Alabama Polytechnic Institute.	\$2,713	\$11,730	\$20,230	\$13,775	\$15,000	\$27,450	\$11,040
2 Agricultural and Mechanical College for Negroes (Alabama).	534	4,000	0	11,225	0	11,224	4,225
3 University of Arizona.	11,554	10,000	0	25,000	15,000	27,224	4,230
4 University of Arkansas.	30,222	33,230	10,400	18,132	15,000	43,014	23,980
5 Branch Normal College (Arkansas).	20,450	3,250	0	6,818	0	11,026	14,688
6 University of California.	3,068	320,559	43,860	25,000	15,000	92,407	185,953
7 Colorado Agricultural College.	425	32,507	10,913	25,000	15,000	28,301	42,205
8 Connecticut Agricultural College.	58,023	15,000	6,750	25,000	7,500	29,597	4,063
9 Delaware College.	2,462	0	4,980	29,000	15,000	20,833	6,223
10 State College for Colored Students (Delaware).	0	0	0	5,000	0	1,806	0
11 Florida Agricultural College.	0	7,500	9,107	12,500	15,000	13,513	1,100
12 State Normal and Industrial College (Florida).	1,025	6,500	0	12,500	0	12,500	16,449
13 Georgia State College of Agriculture and Mechanic Arts.	217	0	16,954	16,637	0	25,440	0
14 Georgia Industrial College for Colored Youths.	3,273	8,000	0	8,323	0	9,168	0
15 University of Idaho.	18,185	267,450	41,457	25,000	15,000	23,637	12,500
16 University of Illinois.	13,369	67,883	17,000	25,000	15,000	134,212	153,886
17 Purdue University (Indiana).	12,455	25,244	41,019	25,000	15,000	47,325	96,211
18 Iowa State College of Agriculture and Mechanic Arts.	13,369	90,340	27,160	25,000	15,000	48,800	82,238
19 Kansas State Agricultural College.	1,021	20,780	4,322	21,375	15,000	25,939	17,234
20 Kentucky Agricultural and Mechanical College.	535	3,000	1,256	3,625	0	32,240	33,991
21 State Normal School for Colored Persons (Kentucky).	610	15,500	13,673	12,107	15,000	14,165	8,293
22 Louisiana State University and Agricultural and Mechanical College.	2,058	10,000	5,823	25,000	15,000	11,903	40,302
23 Southern University (Louisiana).	12,730	20,000	7,300	16,667	15,000	12,893	9,564
24 University of Maine.	0	27,450	0	0	0	30,000	0
25 Maryland Agricultural College.	61,747	25,000	5,718	8,323	0	22,725	23,882
26 Massachusetts Agricultural College.	30,370	150,000	69,000	25,000	15,000	23,133	45,030
27 Massachusetts Institute of Technology.	0	234,423	22,036	25,000	15,000	34,576	9,891
28 Michigan Agricultural College.	0	70,519	3,915	11,617	0	32,756	20,694
29 University of Minnesota.	0	12,500	6,815	15,383	15,000	60,700	262,693
30 Mississippi Agricultural and Mechanical College.	7,849	74,479	17,745	15,383	15,000	22,394	30,153
31 Alcorn Agricultural and Mechanical College (Mississippi).	1,225	18,003	4,374	5,915	0	32,372	17,135
32 University of the State of Missouri.	407	15,235	0	1,310	0	32,109	28,256
33 Missouri School of Mines and Metallurgy.	0	13,235	0	5,915	0	12,604	17,036
34 Lincoln Institute (Missouri).	2,569	14,000	0	25,000	15,000	1,335	12,692
35 Montana College of Agriculture and Mechanic Arts.	0	192,000	0	25,000	15,000	23,137	17,500
36 University of Nebraska.	0	192,000	0	25,000	15,000	122,000	66,000

37	Nevada State University	24,490	17,000	25,000	15,000	110	25,000	15,571	8,897
38	New Hampshire College of Agriculture and Mechanic Arts	798	10,500	25,000	15,000	33,141	25,375	16,108	45,308
39	Rutgers Scientific School (New Jersey)	0	0	4,800	15,000	21,382	25,635	15,000	27,227
40	New Mexico College of Agriculture and Mechanic Arts	483	6,711	25,000	15,000	7,591	33,536	15,815	4,006
41	Cornell University (New York)	38,328	0	34,428	25,000	730,032	434,182	15,240	217,069
42	North Carolina College of Agriculture and Mechanic Arts	0	10,000	7,500	15,000	10,397	22,803	15,000	24,969
43	Agricultural and Mechanical College for the Colored Race (North Carolina)	0	7,500	0	8,765	7,525	8,445	0	9,400
44	North Dakota Agricultural College	25,153	0	0	25,000	6,197	25,855	17,846	19,567
45	Ohio State University	9,088	166,076	33,204	25,000	82,249	85,235	0	223,256
46	Oklahoma Agricultural and Mechanical College	49,915	28,480	0	22,500	3,826	45,655	17,970	3,859
47	Colored Agricultural and Normal University (Oklahoma)	0	18,877	0	2,500	15,000	1,636	15,497	22,859
48	Oregon State Agricultural College	6,115	32,293	12,323	25,000	2,576	26,542	15,000	60,881
49	Pennsylvania State College	0	33,159	25,637	25,000	19,839	40,110	15,000	17,290
50	Rhode Island College of Agriculture and Mechanic Arts	438	15,000	2,500	25,000	0	25,428	15,000	13,887
51	Clemson Agricultural College (South Carolina)	29,291	59,000	5,754	12,500	10,639	30,900	15,000	0
52	Colored Normal, Industrial, Agricultural and Mechanical College (South Carolina)	1,292	8,000	5,754	12,500	0	11,595	0	3,000
53	South Dakota Agricultural College	1,329	40,000	0	25,000	12,646	23,300	15,000	27,724
54	University of Tennessee	4,355	0	23,960	25,000	19,809	25,000	15,000	31,433
55	Agricultural and Mechanical College of Texas	0	0	14,280	18,750	0	28,325	15,000	7,400
56	Prairie View State Normal and Industrial College (Texas)	0	28,400	6,250	15,000	11,848	6,316	0	3,507
57	Agricultural College of Utah	467	18,300	0	25,000	8,633	24,127	17,441	34,962
58	University of Vermont and State Agricultural College	3,506	6,000	8,130	25,000	42,225	46,680	22,515	32,300
59	Virginia Agricultural and Mechanical College	0	15,000	20,659	16,667	17,798	16,667	18,863	42,760
60	Hampton Normal and Agricultural Institute (Virginia)	0	0	10,329	8,333	153,342	177,263	15,000	22,376
61	Washington Agricultural College	2,554	23,210	0	25,000	7,241	26,325	23,684	125,350
62	West Virginia University	52,643	108,360	6,168	20,000	36,301	23,290	0	5,789
63	West Virginia Colored Institute	1,876	21,350	0	5,000	943	6,876	39,169	204,141
64	University of Wisconsin	0	270,000	11,740	25,000	75,000	52,266	15,340	0
65	University of Wyoming	15,482	14,845	0	25,000	0	26,111	15,340	0

a From the Oklahoma Agricultural and Mechanical College.

CHAPTER XXXVIII.

STATISTICS OF NORMAL SCHOOLS.

This chapter summarizes and gives in detail the statistics of public and private normal schools. A list is given of the universities and colleges having departments of pedagogy and those offering courses for the training of teachers. A table appears in the summaries giving the number of public and private high schools having teachers' training courses and the number of students pursuing such courses.

The public and private normal schools reported for the year 1899-1900 students in the training courses for teachers proper to the number of 69,593, while in all other institutions there were 28,749 students pursuing such courses of study, making a grand total of 98,342 normal students for the United States.

The 172 public normal schools had 2,171 instructors, 47,421 students, and 9,072 graduates, while the 134 private normal schools had 917 instructors, 22,172 students, and 2,321 graduates.

The following table will give some indication of the progress made by the public and private normal schools since 1890:

	1889-90.				1899-1900.			
	Schools.	Instructors.	Normal students.	Normal graduates.	Schools.	Instructors.	Normal students.	Normal graduates.
Public normal schools.....	135	1,182	26,917	4,413	172	2,171	47,421	9,072
Private normal schools.....	43	274	7,897	824	134	917	22,172	2,321
Total	278	1,456	34,814	5,237	306	3,088	69,593	11,393

The growth of public normal schools has been constant, while the progress of private normal schools has shown many variations. Since 1896-97 the number of private normal schools has fallen from 198 to 134. Some weaker institutions have ceased to exist, while others have become private secondary schools. The 134 remaining schools have become stronger, having reported 22,172 normal students for 1899-1900 as against the 21,293 reported by the 193 schools in 1896-97.

The steady growth of the public normal school is well illustrated by the following table, which shows the amounts of public appropriations received each year since 1890 for support and for buildings and improvements:

Public appropriations to public normal schools for 11 years.

Year.	For support.	For buildings.	Year.	For support.	For buildings.
1889-90.....	\$1,312,419	\$300,533	1895-96.....	\$2,187,875	\$1,124,834
1890-91.....	1,235,700	469,913	1896-97.....	2,426,185	743,933
1891-92.....	1,567,082	394,635	1897-98.....	2,563,132	417,866
1892-93.....	1,452,914	816,823	1898-99.....	2,510,934	560,896
1893-94.....	1,996,271	1,583,369	1899-1900.....	2,769,093	718,507
1894-95.....	1,917,375	1,003,933			

With two exceptions all the States and organized Territories have public normal schools. Nevada and Wyoming have no public normal schools, but their State universities have departments for the free education of teachers.

The number of students graduating from the normal courses of public and private normal schools in 1900 was 11,393. The normal graduates of other institutions were not reported to this office, but it may be estimated that the number of students graduating from the courses for the training of teachers in all the institutions, including the normal schools, was not less than 15,500.

The following table shows the number of institutions of each class and the number of normal students in each class for four scholastic years:

Normal students reported for four years.

Classes of institutions.	1896-97.		1897-98.		1898-99.		1899-1900.	
	Institu- tions.	Stu- dents.	Institu- tions.	Stu- dents.	Institu- tions.	Stu- dents.	Institu- tions.	Stu- dents.
Public normal schools.....	164	43,199	167	46,245	166	44,803	172	47,421
Private normal schools.....	198	24,181	178	21,293	165	23,572	134	22,172
Public universities and colleges..	30	1,839	23	2,255	29	2,541	26	2,004
Private universities and colleges..	166	4,650	188	6,065	206	6,950	221	7,520
Public high schools.....	507	9,001	494	7,378	544	8,930	506	10,703
Private high schools.....	422	7,064	326	5,989	378	6,886	417	8,522
Grand total.....	1,487	89,934	1,376	89,225	1,488	93,687	1,476	98,342
In all public institutions.....	701	51,039	624	55,878	739	53,279	704	60,128
In all private institutions.....	786	38,895	692	33,347	749	37,408	772	38,214

The 172 public normal schools had an average of 276 students to the school, and the 134 private normal schools an average of 135 to the school. The 26 public universities and colleges reporting normal students had an average of 77 to the institution, while 221 private universities and colleges had an average of nearly 34. The average number of normal students in 506 public high schools was 21 and the average number in 417 private high schools 20. These averages have reference only to students pursuing training courses for teachers. Students in other courses are enumerated elsewhere.

PUBLIC NORMAL SCHOOLS.

The summarized statistics of the 172 public normal schools will be found in Tables 1 to 8, while detailed information concerning the schools will be found in Table 19.

The number of public normal schools in each State is shown in the first column of Table 1. Twelve States and Territories support only 1 school each. Massachusetts has 10 schools, New York 16, and Pennsylvania 15. These three States have nearly one-fourth the public normal schools in the United States and more than one-third of the normal students. In the 172 schools there were 2,171 teachers employed in instructing students in normal departments and 744 engaged wholly in other departments. The North Atlantic Division had 915 of the teachers for normal students, the North Central Division 656, the two Southern divisions 200 and 202, and the Western Division 198. Of the 2,171 teachers, 935 are men and 1,236 are women.

Tables 2 and 3 summarize the enrollment of students in the public normal schools. Of the 47,421 students in the normal departments, there were 12,432 males and 34,989 females. The North Atlantic Division has 17,679 students, 14,679 of these being in Massachusetts, New York, and Pennsylvania. In the North Central Division the students in normal departments numbered 17,537, quite evenly distributed. The South Atlantic Division had 4,228, the South Central 4,092, and the Western Division 3,885. The public normal schools had 709

students in business courses, 2,955 in secondary grades equivalent to high school grades, and 20,406 pupils in elementary grades. The grand total, as shown in the first column of Table 3, was 71,491. The number of colored normal students included was 2,707, nearly all in the public normal schools for educating colored teachers in the Southern States.

Many of the public normal schools use their elementary departments as model schools, while some maintain no model schools of their own, but use for the same purpose the elementary grades in convenient public day schools.

Table 4 shows that in 1900 the number of teachers graduating from the public normal schools was 9,072, the number of male graduates being 1,851 and the number of female graduates 7,221. The North Atlantic Division alone had more than half of these graduates, or 4,924. The North Central Division had 2,033 graduates, the South Atlantic 687, the South Central 478, and the Western Division 950. These schools had 193 graduates from business courses and 651 from other courses.

The income of the public normal schools for each State is shown in Table 5. The appropriations from States, counties, and cities for support for the 144 schools reporting this item aggregated \$2,769,003. The total income for the year from appropriations, tuition fees, productive funds, and from other sources reported by 152 schools was \$3,749,750. Tuition fees received by 115 schools aggregated \$549,933, and the greater part of this sum must have been paid by students not in normal courses. The amount received from productive funds by 14 schools was \$69,425. It is probable that the \$361,389 reported by 47 schools as receipts from "other sources and unclassified" came directly or indirectly from public funds.

The value of buildings, grounds, and other property of 148 of the public normal schools reporting to this office in 1899-1900 was \$23,061,077. As shown in Table 6, the number of volumes reported in the libraries of 149 of these schools was 637,529, valued at \$734,995. Eight schools received during the year benefactions amounting to \$345,733. Twelve schools have endowments aggregating \$3,230,222. The aggregate of public appropriations for buildings and improvements received by 60 schools was \$718,507.

Table 7 shows the amount of public appropriations received each year for the last six years by the public normal schools for support, while Table 8 shows the public appropriations for buildings and improvements in the same period.

PRIVATE NORMAL SCHOOLS.

Table 9 shows that the 134 private normal schools had 917 teachers for normal students. The number of teachers wholly for other departments was 540.

Private normal schools are not reported from 18 States and Territories. Only 7 such schools are credited to the North Atlantic Division, where there are 59 public normal schools. In the North Central Division there are 61 private normal schools with 16,488 normal students, while the 48 public normal schools of that division have 17,537 normal students. The two Southern divisions have together 64 private normal schools with 4,609 normal students, while the 51 public normal schools of that section have 8,320 normal students.

From Table 10 it may be seen that 11,737 of the 22,172 normal students in the private normal schools were men and 10,435 were women. Of the total number 16,483, or about 74 per cent, are in the North Atlantic Division.

The total enrollment in the private normal schools was 45,193, including 5,948 in business courses, 6,615 in secondary grades, and 10,458 in elementary grades.

It is shown in Table 11 that there were 2,250 colored students in the normal departments, nearly all being in private normal schools for the colored race in the two Southern divisions.

The number of graduates from teachers' training courses was 2,321, as shown in Table 12, the number of men being 1,154 and the number of women 1,167. There were 1,067 graduates from business courses and 574 from other courses.

Table 13 shows that 20 private normal schools received State, county, or city aid aggregating \$17,120. The tuition fees of 80 schools amounted to \$472,747, while 13 schools received \$34,138 from productive funds. The aggregate income of 90 schools was \$768,599.

The value of grounds, buildings, and other property owned by 100 private normal schools was reported as \$5,099,223, and 24 schools possessed endowments to the value of \$2,676,456, as shown in Table 14. During the year 16 schools received benefactions amounting to \$487,789. The libraries of 104 schools had 170,834 volumes, valued at \$173,410.

DISTRIBUTION OF NORMAL STUDENTS.

It is shown in Table 15 that about 26 per cent of the normal students in public normal schools were men and nearly 74 per cent were women, while in the private normal schools 53 per cent were men and 47 per cent women. Nearly 20 per cent of the normal students attending public normal schools in 1899-1900 graduated, while in the private normal schools less than 11 per cent graduated.

The number of students pursuing teachers' training courses in universities and colleges, in public high schools, and in private high schools and academies is summarized by States in Table 16. Table 17 is a summary of all the students in the five classes of institutions reported to this office as pursuing normal or teachers' training courses in 1899-1900.

Table 18 contains a list of the universities and colleges in which courses designed for the professional training of teachers are maintained. The number of normal students for each year for the past six years is given. Institutions which are public are so designated.

TABLE 1.—*Summary of statistics of public normal schools in 1899-1900.*

SCHOOLS AND INSTRUCTORS.

State or Territory.	Schools.	Teachers for normal students.			Teachers wholly for other departments.			Total number teachers employed.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	172	935	1,236	2,171	133	611	744	1,063	1,847	2,915
North Atlantic Division..	59	336	579	915	8	232	241	344	812	1,156
South Atlantic Division..	25	84	116	200	44	112	156	123	223	356
South Central Division...	26	162	100	262	19	55	74	121	155	276
North Central Division...	43	315	341	656	23	151	177	341	492	833
Western Division.....	19	98	100	198	36	60	96	134	160	294
North Atlantic Division:										
Maine.....	6	9	29	38	1	4	5	10	33	43
New Hampshire.....	1	3	5	8	1	5	6	4	10	14
Vermont.....	3	6	9	15	0	0	0	6	9	15
Massachusetts.....	10	42	79	121	1	54	55	43	133	176
Rhode Island.....	2	10	10	20	0	10	10	4	28	32
Connecticut.....	4	14	57	71	0	18	18	14	75	89
New York.....	16	89	293	382	1	67	68	90	270	360
New Jersey.....	3	13	25	38	3	42	45	16	67	83
Pennsylvania.....	15	136	154	310	1	33	34	157	187	344
South Atlantic Division:										
Delaware.....	1	0	2	2	0	8	8	0	10	10
Maryland.....	1	4	8	12	0	0	0	4	16	20
District of Columbia...	1	0	15	15	0	0	0	0	15	15
Virginia.....	3	10	22	32	27	42	69	37	64	101
West Virginia.....	2	34	20	54	8	16	24	42	28	70
North Carolina.....	6	14	6	20	6	27	33	20	33	53
South Carolina.....	1	8	24	32	0	0	0	8	24	32
Georgia.....	2	9	13	22	0	13	13	9	26	35
Florida.....	2	5	6	11	3	6	9	8	12	20
South Central Division:										
Kentucky.....	4	8	14	22	3	1	4	11	7	18
Tennessee.....	1	15	11	26	2	5	7	17	16	33
Alabama.....	6	21	40	61	9	14	23	30	54	84
Mississippi.....	6	10	4	14	3	15	18	13	19	32
Louisiana.....	2	5	15	20	0	10	10	5	25	30
Texas.....	3	15	17	32	2	6	8	17	23	40
Arkansas.....	1	5	7	12	0	0	0	5	2	7
Oklahoma.....	3	23	5	28	0	4	4	23	9	32
Indian Territory.....										
North Central Division:										
Ohio.....	5	8	13	27	0	18	18	8	37	45
Indiana.....	2	30	10	40	0	0	0	39	10	49
Illinois.....	4	34	58	112	1	5	6	58	59	117
Michigan.....	3	32	39	71	4	31	35	32	70	102
Wisconsin.....	8	60	70	130	0	27	27	60	97	157
Minnesota.....	5	27	33	60	0	22	22	27	55	82
Iowa.....	5	33	28	61	0	5	5	33	33	66
Missouri.....	4	23	39	62	22	35	57	51	65	116
North Dakota.....	2	9	6	15	0	5	5	9	11	20
South Dakota.....	3	7	19	26	0	3	3	7	22	29
Nebraska.....	1	9	7	16	0	4	4	9	11	20
Kansas.....	1	17	19	36	0	0	0	17	19	36
Western Division:										
Montana.....	1	5	4	9	0	0	0	5	4	9
Wyoming.....										
Colorado.....	1	9	8	18	0	3	3	9	9	18
New Mexico.....	2	10	8	18	4	1	5	14	11	25
Arizona.....	2	3	5	8	1	1	2	4	6	10
Utah.....	1	6	1	7	0	0	0	6	1	7
Nevada.....										
Idaho.....	2	6	5	11	0	0	0	6	5	11
Washington.....	2	8	12	20	0	0	0	8	12	20
Oregon.....	4	20	10	30	31	43	74	51	53	104
California.....	4	31	46	77	0	13	13	31	59	90

TABLE 2.—Summary of statistics of public normal schools in 1899-1900.

STUDENTS AND COURSES OF STUDY.

State or Territory.	Students in normal department.			Students in business courses.			Other students in secondary grades.			Pupils in elementary grades.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	12,492	34,989	47,421	225	484	709	1,049	1,906	2,955	9,382	11,024	20,406
North Atlantic Division.	3,935	13,744	17,679	92	112	204	330	842	1,172	3,615	4,355	7,970
South Atlantic Division.	1,157	3,071	4,228	51	346	397	245	309	554	754	979	1,733
South Central Division.	1,533	2,559	4,092	36	10	46	85	81	166	1,101	1,098	2,199
North Central Division.	4,963	12,574	17,537	25	5	30	271	527	798	3,306	3,830	7,136
Western Division.....	844	3,041	3,885	21	11	32	118	147	265	606	762	1,368
North Atlantic Division:												
Maine.....	192	879	1,071	2	2	4	26	29	55	76	107	183
New Hampshire.....	1	117	118	0	0	0	38	49	87	82	98	180
Vermont.....	27	225	252	0	0	0	0	0	0	0	0	0
Massachusetts.....	127	1,643	1,770	0	0	0	0	0	0	31	31	62
Rhode Island.....	0	194	194	0	0	0	0	32	32	0	0	0
Connecticut.....	5	571	576	0	0	0	0	0	0	0	0	0
New York.....	1,064	4,953	5,987	40	60	100	179	341	520	2,302	2,671	4,873
New Jersey.....	56	733	789	0	0	0	67	111	178	173	217	390
Pennsylvania.....	2,493	4,429	6,922	50	50	100	220	300	520	1,051	1,231	2,282
South Atlantic Division:												
Delaware.....	0	25	25	0	0	0	0	0	0	0	0	0
Maryland.....	16	376	392	0	0	0	0	0	0	9	23	32
District of Columbia.	19	198	217	0	0	0	0	0	0	0	0	0
Virginia.....	73	250	323	0	0	0	67	31	98	425	404	829
West Virginia.....	619	615	1,234	51	75	126	130	146	276	29	41	70
North Carolina.....	174	749	923	0	40	40	0	0	0	218	234	452
South Carolina.....	0	202	202	0	151	151	0	0	0	44	106	150
Georgia.....	210	582	792	0	80	80	0	70	70	0	129	129
Florida.....	46	74	120	0	0	0	48	62	110	29	42	71
South Central Division:												
Kentucky.....	126	184	310	1	1	2	15	20	35	193	98	291
Tennessee.....	210	394	604	0	0	0	0	0	0	0	0	0
Alabama.....	322	525	847	25	7	32	16	9	25	246	342	588
Mississippi.....	135	180	365	10	2	12	18	30	48	347	298	645
Louisiana.....	60	411	471	0	0	0	0	0	0	52	70	122
Texas.....	313	466	779	0	0	0	34	20	54	48	52	100
Arkansas.....	36	26	62	0	0	0	0	0	0	95	57	152
Oklahoma.....	281	373	654	0	0	0	2	2	4	120	181	301
Indian Territory.....												
North Central Division:												
Ohio.....	13	562	575	0	0	0	43	50	93	0	0	0
Indiana.....	508	819	1,327	0	0	0	0	0	0	0	0	0
Illinois.....	532	1,601	2,133	0	0	0	91	85	176	377	351	728
Michigan.....	449	1,574	2,023	0	0	0	0	0	0	603	639	1,302
Wisconsin.....	775	2,011	2,786	0	0	0	12	42	54	746	990	1,736
Minnesota.....	264	1,166	1,430	0	0	0	0	0	0	615	764	1,379
Iowa.....	660	1,694	2,204	25	5	30	85	82	167	503	433	936
Missouri.....	783	1,114	1,897	0	0	0	0	0	0	129	100	229
North Dakota.....	131	286	417	0	0	0	0	0	0	40	45	85
South Dakota.....	141	339	480	0	0	0	2	18	20	137	193	320
Nebraska.....	207	557	764	0	0	0	0	0	0	0	0	0
Kansas.....	560	941	1,501	0	0	0	38	250	288	156	295	421
Western Division:												
Montana.....	13	85	98	0	0	0	17	21	38	0	0	0
Wyoming.....												
Colorado.....	162	275	437	0	0	0	0	0	0	67	102	169
New Mexico.....	39	94	133	21	11	32	50	50	100	35	29	64
Arizona.....	40	76	116	0	0	0	15	16	31	4	0	4
Utah.....	68	80	148	0	0	0	0	0	0	22	30	52
Nevada.....												
Idaho.....	88	155	243	0	0	0	0	0	0	18	29	47
Washington.....	68	251	319	0	0	0	4	7	11	0	0	0
Oregon.....	170	361	531	0	0	0	25	20	45	186	236	422
California.....	256	1,664	1,920	0	0	0	7	33	40	274	336	610

TABLE 3.—*Summary of statistics of public normal schools in 1899-1900.*

TOTAL ENROLLMENT OF STUDENTS.

State or Territory.	Total enrollment in all departments.			Colored students included in normal department.			Number of children in model school.		
	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.
United States	23,088	48,403	71,491	1,123	1,584	2,707	15,302	17,021	32,323
North Atlantic Division ..	7,972	19,053	27,025	230	337	567	8,775	9,532	18,307
South Atlantic Division ..	2,207	4,705	6,912	299	603	902	952	1,243	2,195
South Central Division ..	2,755	3,748	6,503	454	478	932	760	767	1,527
North Central Division ..	8,565	16,936	25,501	29	41	70	3,905	4,235	8,140
Western Division	1,589	3,961	5,550	111	125	236	910	1,244	2,154
North Atlantic Division:									
Maine	296	1,017	1,313	0	3	3	110	157	267
New Hampshire	121	264	385	0	0	0	120	147	267
Vermont	27	225	252	0	0	0	135	176	312
Massachusetts	138	1,674	1,812	230	305	535	1,479	1,455	2,934
Rhode Island	0	226	226	0	1	1	162	234	396
Connecticut	5	571	576	0	0	0	1,000	1,100	2,100
New York	3,455	8,025	11,480	6	14	20	3,342	3,595	6,938
New Jersey	296	1,061	1,357	2	4	6	1,169	1,221	2,390
Pennsylvania	3,614	5,990	9,604	2	10	12	1,257	1,446	2,703
South Atlantic Division:									
Delaware	0	25	25	0	0	0	125	100	225
Maryland	25	399	424	0	0	0	9	23	32
District of Columbia ..	19	198	217	17	92	109	372	381	753
Virginia	565	685	1,250	73	90	163	233	321	554
West Virginia	829	877	1,706	28	60	88	4	16	20
North Carolina	392	1,023	1,415	174	349	514	126	124	250
South Carolina	44	459	503	0	0	0	44	106	150
Georgia	210	861	1,071	0	0	0	12	141	153
Florida	123	178	301	7	21	28	27	31	58
South Central Division:									
Kentucky	235	303	538	69	57	117	169	120	289
Tennessee	210	394	604	0	0	0	110	247	357
Alabama	609	883	1,492	78	115	193	247	254	501
Mississippi	560	510	1,070	130	127	257	0	0	0
Louisiana	112	481	593	0	0	0	175	83	258
Texas	335	538	873	136	140	276	0	0	0
Arkansas	131	83	214	33	25	58	0	0	0
Oklahoma	403	556	959	14	13	27	59	63	122
Indian Territory									
North Central Division:									
Ohio	56	612	668	0	5	5	392	332	724
Indiana	568	819	1,387	0	3	3	102	123	225
Illinois	1,000	2,037	3,037	6	6	12	782	765	1,547
Michigan	1,052	2,273	3,325	0	2	2	720	902	1,622
Wisconsin	1,535	3,043	4,578	0	0	0	627	683	1,310
Minnesota	879	1,930	2,809	0	1	1	607	742	1,349
Iowa	1,213	2,124	3,337	0	0	0	183	127	310
Missouri	912	1,214	2,126	18	15	33	177	176	353
North Dakota	171	331	502	0	0	0	18	18	36
South Dakota	280	540	820	0	1	1	137	183	320
Nebraska	207	557	764	0	0	0	65	68	133
Kansas	754	1,456	2,210	5	8	13	95	116	211
Western Division:									
Montana	30	103	133	0	0	0	20	25	45
Wyoming									
Colorado	169	377	546	110	124	234	0	0	0
New Mexico	145	184	329	0	1	1	133	194	327
Arizona	59	92	151	0	0	0	0	0	0
Utah	90	110	200	0	0	0	0	0	0
Nevada									
Idaho	103	184	287	0	0	0	7	11	18
Washington	72	258	330	0	0	0	79	111	190
Oregon	201	617	818	0	0	0	218	278	496
California	537	2,033	2,570	1	0	1	453	625	1,078

TABLE 4.—Summary of statistics of public normal schools in 1899-1900.

NUMBER OF NORMAL AND OTHER GRADUATES.

State or Territory.	Normal graduates.			Graduates in business courses.			Graduates in other courses.		
	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.
United States	1,851	7,221	9,072	91	102	193	179	471	650
North Atlantic Division ..	867	4,057	4,924	16	16	32	24	225	249
South Atlantic Division ..	252	435	687	30	48	78	41	35	76
South Central Division ..	153	325	478	8	3	11	31	53	84
North Central Division ..	427	1,605	2,033	11	7	18	82	158	240
Western Division	152	793	950	26	28	54	1	0	1
North Atlantic Division:									
Maine	66	223	289	0	0	0	0	0	0
New Hampshire	1	37	38	0	0	0	4	11	15
Vermont	7	90	97	0	0	0	0	0	0
Massachusetts	33	547	580	0	0	0	0	0	0
Rhode Island	0	37	37	0	0	0	0	0	0
Connecticut	0	186	186	0	0	0	0	0	0
New York	207	1,553	1,760	3	3	6	6	163	175
New Jersey	14	207	221	0	0	0	7	22	29
Pennsylvania	539	1,177	1,716	13	13	26	7	23	30
South Atlantic Division:									
Delaware	0	15	15	0	0	0	0	0	0
Maryland	6	92	98	0	0	0	0	0	0
District of Columbia ..	8	90	98	0	0	0	0	0	0
Virginia	17	53	70	0	0	0	36	13	49
West Virginia	181	78	259	30	20	50	5	3	8
North Carolina	38	58	96	0	0	0	0	0	0
South Carolina	0	31	31	0	20	20	0	11	14
Georgia	0	16	16	0	8	8	0	4	4
Florida	2	2	4	0	0	0	0	1	1
South Central Division:									
Kentucky	49	72	121	0	0	0	0	0	0
Tennessee									
Alabama	39	72	111	7	3	10	18	45	63
Mississippi	10	11	21	1	0	1	6	3	9
Louisiana	6	80	86	0	0	0	0	2	2
Texas	36	71	107	0	0	0	0	0	0
Arkansas	0	0	0	0	0	0	7	3	10
Oklahoma	13	19	32	0	0	0	0	0	0
Indian Territory									
North Central Division:									
Ohio	6	278	284	0	0	0	0	0	0
Indiana	0	18	18	0	0	0	0	0	0
Illinois	42	60	102	0	0	0	0	0	0
Michigan	42	129	171	0	0	0	0	0	0
Wisconsin	152	386	538	0	0	0	25	80	195
Minnesota	43	332	375	0	0	0	0	0	0
Iowa	62	128	190	0	0	0	4	3	7
Missouri	26	115	141	11	7	18	52	73	125
North Dakota	9	21	30	0	0	0	0	0	0
South Dakota	9	42	51	0	0	0	0	0	0
Nebraska	8	14	22	0	0	0	1	2	3
Kansas	28	83	111	0	0	0	0	0	0
Western Division:									
Montana	0	7	7	0	0	0	0	0	0
Wyoming									
Colorado	11	59	70	0	0	0	0	0	0
New Mexico	9	35	44	1	5	6	1	0	1
Arizona	0	0	0	0	0	0	0	0	0
Utah									
Nevada									
Idaho	9	23	32	0	0	0	0	0	0
Washington	7	24	31	0	0	0	0	0	0
Oregon	44	96	140	25	23	48	0	0	0
California	72	554	626	0	0	0	0	0	0

TABLE 5.—Summary of statistics of public normal schools in 1899-1900.

INCOME FROM VARIOUS SOURCES.

State or Territory.	Number of schools reporting.	Appropriated by States, counties, or cities for support for 1899-1900.	Number of schools reporting.	Received from tuition and other fees.	Number of schools reporting.	Received from productive funds.	Number of schools reporting.	Received from other sources and unclassified.	Number of schools reporting.	Total income for the year 1899-1900.
United States	144	\$2,769,003	115	\$549,933	14	\$69,425	47	\$961,389	152	\$3,749,750
North Atlantic Division.....	48	1,147,471	34	345,273	2	700	11	111,454	49	1,604,898
South Atlantic Division.....	19	230,883	14	35,461	3	36,108	11	146,793	21	449,250
South Central Division.....	22	154,638	17	37,228	4	7,199	12	91,196	22	290,261
North Central Division.....	37	934,731	35	114,389	5	25,418	9	9,827	41	1,084,365
Western Division.....	18	301,280	15	17,582	0	0	4	2,114	19	320,976
North Atlantic Division:										
Maine	6	32,750	6	2,779	1	260	1	500	6	36,229
New Hampshire	1	13,800	1	1,000	—	—	—	—	1	14,800
Vermont	3	15,500	3	215	1	500	1	120	3	16,335
Massachusetts	6	179,862	1	0	—	—	—	0	6	179,922
Rhode Island	1	60,000	—	—	—	—	—	—	1	60,000
Connecticut	1	15,234	—	0	—	0	—	0	1	15,234
New York	16	596,780	11	24,447	—	0	2	562	16	621,789
New Jersey	1	45,000	1	26,000	—	0	—	0	1	71,000
Pennsylvania	13	188,545	12	290,772	—	0	7	110,272	14	539,589
South Atlantic Division:										
Delaware	1	20,000	1	7,071	—	0	—	0	1	27,071
Maryland	—	—	—	—	—	—	—	—	—	—
District of Columbia	—	—	—	—	—	—	—	—	—	—
Virginia	2	30,000	2	1,003	2	36,008	3	124,818	3	192,429
West Virginia	6	66,300	6	3,973	—	0	1	145	7	70,418
North Carolina	5	33,075	1	10,464	—	—	2	4,600	5	48,139
South Carolina	1	31,508	1	7,714	—	—	1	2,200	1	41,422
Georgia	2	36,500	1	4,200	—	0	—	2,500	2	43,200
Florida	2	13,500	2	436	1	100	2	12,535	2	26,571
South Central Division:										
Kentucky	2	3,700	2	1,100	—	0	2	3,927	2	8,787
Tennessee	1	20,000	1	8,000	1	800	1	39,199	1	67,000
Alabama	6	23,550	5	8,838	—	0	3	14,650	6	47,638
Mississippi	6	4,700	4	1,967	—	0	1	225	6	6,952
Louisiana	1	16,000	1	2,305	1	1,289	1	1,950	1	21,544
Texas	3	53,700	2	14,348	1	110	2	6,984	3	75,142
Arkansas	1	3,500	1	460	0	—	1	6,860	1	10,820
Oklahoma	2	29,428	1	150	1	5,000	1	17,500	2	52,078
Indian Territory	—	—	—	—	—	—	—	—	—	—
North Central Division:										
Ohio	3	29,000	4	1,640	—	0	—	0	5	30,640
Indiana	1	65,000	1	5,000	—	0	—	0	1	70,000
Illinois	4	139,216	3	10,490	1	6,983	1	8	4	156,697
Michigan	3	117,000	2	12,600	1	4,200	2	1,400	3	135,200
Wisconsin	8	236,415	6	17,672	—	0	2	4,176	8	288,263
Minnesota	4	106,500	5	11,719	—	0	2	2,345	5	120,562
Iowa	4	52,050	5	23,574	—	0	1	1,500	5	77,124
Missouri	3	43,250	3	19,885	—	0	—	0	3	63,135
North Dakota	2	23,450	2	2,607	—	—	—	0	2	26,257
South Dakota	3	30,150	3	6,052	2	1,235	1	400	3	37,837
Nebraska	1	27,500	—	—	—	—	—	—	1	27,500
Kansas	1	35,000	1	3,150	1	13,000	—	—	1	51,150
Western Division:										
Montana	1	15,000	1	700	—	0	—	0	1	15,700
Wyoming	—	—	—	—	—	—	—	—	—	—
Colorado	1	35,000	1	2,000	—	—	1	400	1	37,400
New Mexico	1	7,000	2	1,885	—	0	—	0	2	8,885
Arizona	2	15,000	2	1,303	—	—	—	0	2	16,303
Utah	1	7,500	1	940	—	—	1	20	1	8,490
Nevada	—	—	—	—	—	—	—	—	—	—
Idaho	2	14,500	1	3	—	0	—	0	2	14,503
Washington	2	15,100	1	800	—	—	—	0	2	15,900
Oregon	4	24,500	4	8,240	—	0	—	0	4	32,740
California	4	167,680	2	1,711	—	—	2	1,694	4	171,085

TABLE 6.—*Summary of statistics of public normal schools in 1899-1900.*

VALUE OF BUILDINGS AND OTHER PROPERTY.

State or Territory.	Schools reporting libraries.	Volumes in libraries.	Estimated value of libraries.	Number of schools reporting.	Value of buildings, grounds, apparatus, etc.	Number of schools reporting.	Value of benefactions received, 1899-1900.	Number of schools reporting.	Total money value of endowment.	Number of schools reporting.	Appropriated by States, counties, and cities, for buildings and improvements.
United States..	149	\$37,529	\$734,695	143	\$23,061,077	8	\$345,733	12	\$3,220,222	60	\$718,507
N. Atlantic Division..	55	233,473	267,430	50	12,172,525	1	50,000	4	922,700	19	210,639
S. Atlantic Division..	18	47,193	48,200	19	2,419,744	1	254,333	1	1,657,372	8	101,254
S. Central Division..	16	42,654	59,785	20	801,087	2	3,600	1	6,000	9	36,570
N. Central Division..	41	268,429	311,655	31	6,314,195	2	11,000	2	36,000	14	251,004
Western Division..	19	45,780	47,925	18	1,353,526	2	26,800	4	598,150	10	118,950
N. Atlantic Division:											
Maine.....	6	8,060	11,675	6	222,800	—	—	—	—	—	5,600
New Hampshire.....	1	3,000	2,000	1	125,000	—	—	—	—	1	8,000
Vermont.....	3	9,966	9,250	2	20,000	—	—	1	10,000	2	1,760
Massachusetts.....	8	35,963	35,354	1	1,725,000	—	—	1	202,700	4	93,563
Rhode Island.....	1	2,000	3,000	1	750,000	—	—	—	—	—	—
Connecticut.....	4	39,293	36,000	2	229,222	—	—	—	—	—	—
New York.....	15	69,359	84,250	14	4,206,459	1	50,000	—	—	5	70,216
New Jersey.....	2	4,196	5,200	2	485,000	—	—	—	—	1	5,000
Pennsylvania.....	15	70,603	89,701	15	4,409,044	—	—	2	710,000	3	26,500
S. Atlantic Division:											
Delaware.....	—	—	—	—	—	—	—	—	—	—	—
Maryland.....	1	4,200	6,000	1	160,000	—	—	—	—	1	4,504
Dist. of Columbia.....	1	745	500	1	1,200	—	—	—	—	—	—
Virginia.....	3	15,035	8,000	3	989,000	1	254,393	1	1,657,372	1	20,000
West Virginia.....	7	16,560	22,500	7	575,500	—	—	—	—	3	35,800
North Carolina.....	2	3,075	2,200	2	103,000	—	—	—	—	1	5,000
South Carolina.....	1	4,500	6,000	1	304,000	—	—	—	—	1	35,000
Georgia.....	1	2,000	2,000	2	245,000	—	—	—	—	1	950
Florida.....	2	1,078	1,000	2	42,044	—	—	—	—	—	—
S. Central Division:											
Kentucky.....	2	1,600	1,750	2	29,000	—	—	—	—	—	—
Tennessee.....	1	12,000	12,000	1	150,000	—	—	1	6,000	—	—
Alabama.....	4	4,783	4,500	4	105,000	1	1,600	—	—	1	1,800
Mississippi.....	3	3,800	6,325	6	19,300	—	—	—	—	3	345
Louisiana.....	2	3,861	4,800	1	75,000	—	—	—	—	1	1,500
Texas.....	3	13,050	26,400	3	206,287	1	2,000	—	—	2	22,325
Arkansas.....	1	4,160	4,000	1	80,500	—	—	—	—	1	600
Oklahoma.....	—	—	—	—	—	—	—	—	—	—	—
Indian Territory.....	—	—	—	2	139,000	—	—	—	—	1	10,000
N. Central Division:											
Ohio.....	5	1,970	2,200	1	76,000	—	—	1	35,000	—	—
Indiana.....	1	30,000	45,000	1	350,000	—	—	—	0	—	—
Illinois.....	4	49,193	68,500	4	2,151,000	1	10,000	—	—	2	55,390
Michigan.....	3	27,577	30,600	3	457,265	—	—	—	—	2	58,000
Wisconsin.....	8	66,560	53,390	7	797,000	—	—	—	—	2	2,904
Minnesota.....	5	19,205	17,290	5	774,600	—	—	—	—	2	5,800
Iowa.....	5	11,211	15,625	4	174,600	—	—	—	—	1	50,000
Missouri.....	3	14,000	13,500	4	881,520	—	—	—	—	1	1,000
North Dakota.....	2	3,866	3,250	2	65,000	1	1,000	1	1,000	—	—
South Dakota.....	3	17,550	10,200	3	187,000	—	—	—	—	2	52,500
Nebraska.....	1	13,600	30,000	1	200,000	—	—	—	—	1	5,000
Kansas.....	1	14,500	22,600	1	200,000	—	—	—	—	1	20,500
Western Division:											
Montana.....	1	2,800	3,600	1	60,000	1	15,700	1	63,000	—	—
Wyoming.....	—	—	—	—	—	—	—	—	—	—	—
Colorado.....	1	1,500	1,500	1	200,000	—	—	—	—	—	—
New Mexico.....	2	3,000	3,500	1	90,000	—	—	—	—	1	19,700
Arizona.....	2	2,240	1,150	2	115,000	1	11,100	—	—	2	13,000
Utah.....	1	1,610	2,000	1	3,500	—	—	—	—	—	—
Nevada.....	—	—	—	—	—	—	—	—	—	—	—
Idaho.....	2	2,450	2,950	2	68,000	—	—	1	500,000	1	6,000
Washington.....	2	5,660	4,500	2	140,000	—	—	—	—	—	—
Oregon.....	4	1,115	1,350	4	78,000	—	—	1	30,000	3	13,750
California.....	4	26,665	27,975	4	599,026	—	—	1	5,150	3	66,500

TABLE 7.—*Review of public normal school statistics, 1894-1900.*

APPROPRIATION FROM STATE, COUNTY, OR CITY FOR SUPPORT.

State or Territory.	1894-95.	1895-96.	1896-97.	1897-98.	1898-99.	1899-1900.
United States	\$1,917,375	\$2,187,875	\$2,426,185	\$2,536,132	\$2,510,934	\$2,769,003
North Atlantic Division.....	773,035	887,590	1,005,972	1,035,502	1,010,913	1,147,471
South Atlantic Division.....	141,017	146,592	257,836	220,328	280,359	230,883
South Central Division.....	113,460	106,043	75,940	181,165	132,715	154,638
North Central Division.....	668,063	769,900	852,787	881,437	779,256	934,731
Western Division.....	221,809	277,750	233,650	237,700	307,700	301,280
North Atlantic Division:						
Maine.....	25,000	27,350	26,900	26,900	31,020	32,750
New Hampshire.....	12,000	10,000	13,000	13,000	13,000	13,800
South Atlantic Division.....	141,017	146,592	257,836	220,328	280,359	230,883
Vermont.....	7,264	13,032	12,426	15,000	17,000	15,500
Massachusetts.....	78,397	138,294	168,207	175,878	196,668	179,862
Rhode Island.....	18,000	25,000	25,000	25,000	55,000	60,000
Connecticut.....	72,000	39,000	42,635	16,000	34,303	15,234
New York.....	360,111	444,954	484,801	517,105	513,507	596,789
New Jersey.....	40,570	40,570	44,945	55,661	45,000	45,000
Pennsylvania.....	159,093	174,390	193,000	190,958	105,415	188,545
South Atlantic Division:						
Delaware.....	9,100	9,042	12,500	12,875	20,000	20,000
Maryland.....	10,500	10,500	12,500	12,875	20,000	20,000
District of Columbia.....	30,200	31,000	38,333	47,996	30,000	30,000
Virginia.....	28,267	35,100	42,209	35,400	122,550	66,300
West Virginia.....	19,800	20,750	41,316	37,657	32,800	33,075
North Carolina.....	5,250	62,229	30,000	30,000	31,500	31,500
Georgia.....	32,900	32,900	45,400	45,400	33,500	33,500
Florida.....	5,000	7,300	15,858	10,000	8,500	13,500
South Central Division:						
Kentucky.....	9,200	10,350	5,775	3,375	4,325	3,700
Tennessee.....	15,090	20,225	20,000	20,000	20,000	20,000
Alabama.....	18,525	22,418	20,450	22,445	21,800	23,550
Mississippi.....	8,425	6,350	6,615	6,820	6,890	4,760
Louisiana.....	13,750	13,750	15,000	15,000	16,000	16,000
Texas.....	40,500	24,000	1,600	42,500	42,700	53,700
Arkansas.....	8,030	4,950	5,500	5,025	5,000	3,500
Oklahoma.....			12,000	16,000	16,000	20,428
Indian Territory.....						
North Central Division:						
Ohio.....	5,000	1,800	3,500	8,000	4,000	29,000
Indiana.....	49,000	65,827	60,720	60,759	65,352	65,000
Illinois.....	56,500	123,610	64,000	127,777	96,000	139,216
Michigan.....	58,450	61,400	63,850	95,650	88,700	117,000
Wisconsin.....	155,271	165,086	288,540	259,356	198,717	266,415
Minnesota.....	88,000	91,500	95,000	123,000	125,000	106,500
Iowa.....	38,525	39,675	42,625	51,737	55,887	52,050
Missouri.....	142,317	142,352	143,552	49,950	39,750	43,250
North Dakota.....	22,000	19,000	20,000	21,227	23,400	23,650
South Dakota.....	23,000	12,500	26,000	27,000	28,500	30,150
Nebraska.....	36,000	19,500	25,000	24,750	25,000	27,500
Kansas.....	6,000	28,250	20,000	28,000	28,950	35,000
Western Division:						
Montana.....				7,700	15,000	15,000
Wyoming.....						
Colorado.....	35,000	35,000	35,000	35,000	35,000	35,000
New Mexico.....	0	7,000	6,000	6,500		7,000
Arizona.....	0	6,000	8,000	11,500		15,000
Utah.....				58,500	7,500	7,500
Nevada.....						
Idaho.....	7,000	50,500	17,000	14,000	14,000	14,500
Washington.....	39,000	42,000	26,500	12,500	23,200	15,100
Oregon.....	23,200	16,000	15,650	9,700	20,500	21,500
California.....	117,000	121,250	125,500	142,300	180,500	167,680

TABLE 8.—*Review of public normal school statistics, 1894-1900.*

PUBLIC APPROPRIATIONS FOR BUILDINGS AND IMPROVEMENTS.

State or Territory.	1894-95.	1895-96.	1896-97.	1897-98.	1898-99.	1899-1900.
United States	\$1,003,933	\$1,124,834	\$743,333	\$417,866	\$560,896	\$718,507
North Atlantic Division	449,959	564,113	146,044	131,217	113,659	210,639
South Atlantic Division	100,309	83,168	263,045	57,435	58,775	101,254
South Central Division	11,200	9,798	15,250	4,310	5,275	36,570
North Central Division	539,165	288,250	203,639	97,504	133,375	251,084
Western Division	122,390	179,500	115,325	127,460	249,812	118,950
North Atlantic Division:						
Maine	39,000	17,000	68,000	41,000	740	5,600
New Hampshire			715	715	8,000	8,000
Vermont		0	0	0		1,760
Massachusetts		125,600	10,000	0	53,300	93,563
Rhode Island	0	250,000	0	0		
Connecticut	240,000	20,000	0			
New York	60,142	140,869	16,895	55,587	18,732	79,216
New Jersey	10,693	1,249	350	4,515	4,000	5,000
Pennsylvania	100,124	10,000	50,104	29,400	23,887	26,500
South Atlantic Division:						
Delaware		5,912				
Maryland	43,776	1,631	0	2,700	0	4,504
District of Columbia	0					
Virginia		5,125	166,405	2,500		20,000
West Virginia	42,000	55,000	61,400	45,450	53,319	35,840
North Carolina	5,033		190		5,000	5,000
South Carolina			50	1,725		35,000
Georgia	1,000	7,000	35,000		456	550
Florida	8,500	8,500	0	5,000		
South Central Division:						
Kentucky			2,700	800	800	
Tennessee		0				
Alabama	500	3,002	50	1,000	1,800	1,800
Mississippi		0	20	110	75	345
Louisiana	7,500		12,480			1,500
Texas	3,000	2,500	0	2,000	2,000	22,325
Arkansas	200	1,296	0	400	600	600
Oklahoma		3,000	0			10,000
Indian Territory						
North Central Division:						
Ohio		1,000	3,000	2,300		
Indiana	20,000	0	10,000	50		0
Illinois	40,000	47,000	56,000		90,575	55,390
Michigan	20,000		25,000	17,500	0	58,000
Wisconsin	12,736	155,800	55,889	39,354		2,904
Minnesota	54,500	11,750	12,500	15,000	10,000	5,800
Iowa	36,000	30,000	3,000			50,000
Missouri	131,929	35,400	6,280	3,000	1,000	1,000
North Dakota			0	300	2,000	
South Dakota	0		0		25,000	52,500
Nebraska	5,000	3,000	20,000	20,000	5,000	5,000
Kansas		4,300	12,000			20,500
Western Division:						
Montana				50,000		
Wyoming						
Colorado	10,000	20,000	0	0		
New Mexico		10,000	10,000		5,000	19,700
Arizona	1,300	11,500	35,000	16,000		13,000
Utah				58,500	23,000	
Nevada						
Idaho	25,000	70,000	1,000	50		6,000
Washington	6,000	60,000	62,825	2,850	6,500	
Oregon		3,000	4,000		17,500	13,750
California	80,000	5,000	2,500	0	197,812	66,500

TABLE 9.—*Summary of statistics of private normal schools in 1899-1900.*

SCHOOLS AND INSTRUCTORS.

State or Territory.	Schools.	Teachers for normal students.			Teachers wholly for other departments.			Total number teachers employed.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	134	535	382	917	257	283	540	792	665	1,457
North Atlantic Division.....	7	54	68	122	10	15	25	64	83	147
South Atlantic Division.....	29	41	65	108	33	79	112	76	144	220
South Central Division.....	35	90	91	181	97	108	203	187	197	384
North Central Division.....	61	345	155	500	115	79	194	460	234	694
Western Division.....	2	3	3	6	2	4	6	5	7	12
North Atlantic Division:										
Maine.....										
New Hampshire.....										
Vermont.....										
Massachusetts.....	3	7	21	28	0	9	9	7	30	37
Rhode Island.....										
Connecticut.....										
New Jersey.....	1	33	43	76	0	0	0	33	43	76
New York.....										
Pennsylvania.....	3	14	4	18	10	6	16	24	10	34
South Atlantic Division:										
Delaware.....										
Maryland.....	3	9	2	11	0	0	0	9	2	11
District of Columbia.....	2	0	3	3	0	0	0	0	3	3
Virginia.....	5	14	13	27	14	9	23	28	22	50
West Virginia.....	2	4	5	9	0	2	2	4	7	11
North Carolina.....	7	9	24	33	5	22	27	14	43	60
South Carolina.....	4	2	5	7	5	20	25	7	25	32
Georgia.....	4	2	9	11	3	25	28	5	34	39
Florida.....	2	3	4	7	6	1	7	9	5	14
South Central Division:										
Kentucky.....	7	15	11	26	8	13	21	23	24	47
Tennessee.....	12	20	19	39	40	54	94	60	73	133
Alabama.....	2	16	22	38	39	15	54	55	37	92
Mississippi.....	6	12	17	29	3	14	17	15	31	46
Louisiana.....										
Texas.....	2	5	13	18	2	2	4	7	15	22
Arkansas.....	6	22	9	31	5	8	13	27	17	44
Oklahoma.....										
Indian Territory.....										
North Central Division:										
Ohio.....	10	68	21	89	16	8	24	84	29	113
Indiana.....	11	81	44	125	36	13	54	117	62	179
Illinois.....	8	43	23	63	19	10	29	62	33	95
Michigan.....	2	1	3	4	1	1	2	2	4	6
Wisconsin.....	2	14	0	14	0	7	7	14	1	21
Minnesota.....	2	6	0	8	2	1	3	10	1	11
Iowa.....	10	44	21	65	11	17	28	55	38	93
Missouri.....	5	25	11	36	13	3	16	38	14	52
North Dakota.....	1	2	0	2	2	0	2	4	0	4
South Dakota.....	1	4	2	6	0	0	0	4	2	6
Nebraska.....	3	21	14	35	3	1	4	24	15	39
Kansas.....	6	34	16	50	12	13	25	46	29	75
Western Division:										
Montana.....										
Wyoming.....										
Colorado.....	1	2	2	4	2	4	6	4	6	10
New Mexico.....										
Arizona.....										
Utah.....										
Nevada.....										
Idaho.....										
Washington.....										
Oregon.....										
California.....	1	1	1	2	0	0	0	1	1	2

TABLE 10.—*Summary of statistics of private normal schools in 1899-1900.*

STUDENTS AND COURSES OF STUDY.

State or Territory.	Students in normal department.			Students in business courses.			Other students in secondary grades.			Pupils in elementary grades.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	11,737	10,435	22,172	4,339	1,609	5,948	3,817	2,798	6,615	4,925	5,533	10,458
North Atlantic Division.	241	712	953	125	84	209	94	127	221	59	72	132
South Atlantic Division.	444	974	1,418	100	42	142	286	307	593	1,324	2,144	3,468
South Central Division.	1,652	1,529	3,181	366	114	480	608	413	1,021	2,064	2,063	4,127
North Central Division.	9,391	7,097	16,488	3,729	1,359	5,088	2,826	1,947	4,773	1,473	1,231	2,704
Western Division.	9	113	122	19	10	29	3	4	7	14	23	37
North Atlantic Division:												
Maine.....												
New Hampshire.....												
Vermont.....												
Massachusetts.....	0	205	205	0	0	0	0	22	22	0	0	0
Connecticut.....												
New York.....	100	354	454	0	0	0	0	0	0	0	0	0
New Jersey.....												
Pennsylvania.....	141	153	294	125	84	209	94	105	199	50	72	122
South Atlantic Division:												
Delaware.....												
Maryland.....	33	45	78	10	0	10	0	0	0	19	1	20
District of Columbia.....	0	38	38	0	0	0	0	0	0	0	0	0
Virginia.....	35	145	178	21	5	26	98	109	207	95	169	264
West Virginia.....	58	74	132	5	0	5	10	10	20	43	47	90
North Carolina.....	144	346	490	10	15	25	45	70	115	378	645	1,023
South Carolina.....	85	161	246	0	0	0	0	0	0	371	458	829
Georgia.....	57	123	180	40	20	60	76	49	125	329	734	1,063
Florida.....	32	44	76	14	2	16	57	69	126	89	90	179
South Central Division:												
Kentucky.....	341	411	752	207	36	243	74	66	140	148	189	337
Tennessee.....	517	488	1,005	70	57	127	382	222	604	767	858	1,625
Alabama.....	349	213	562	6	5	11	7	41	48	489	205	694
Mississippi.....	99	99	198	19	6	25	40	14	54	406	438	844
Louisiana.....												
Texas.....	95	81	176	27	3	30	35	26	61	28	204	232
Arkansas.....	251	247	498	37	7	44	70	44	114	226	169	395
Oklahoma.....												
Indian Territory.....												
North Central Division:												
Ohio.....	2,906	1,319	4,225	391	138	529	1,445	449	1,894	89	70	159
Indiana.....	2,666	2,165	4,831	1,016	366	1,382	614	844	1,458	431	115	546
Illinois.....	1,138	1,112	2,250	635	149	835	225	155	380	300	286	586
Michigan.....	74	93	167	88	125	213	10	10	20	8	5	13
Wisconsin.....	42	24	66	40	0	40	2	0	2	72	80	152
Minnesota.....	36	30	65	14	4	18	4	1	5	74	40	114
Iowa.....	1,010	829	1,839	444	232	676	216	181	397	170	145	315
Missouri.....	744	449	1,193	192	52	244	31	82	113	62	70	132
North Dakota.....	15	29	35	63	0	60	0	0	0	35	39	65
South Dakota.....	65	84	149	0	0	0	0	0	0	0	0	0
Nebraska.....	591	754	1,255	578	194	772	0	0	0	150	316	466
Kansas.....	191	227	418	211	103	319	279	225	504	82	74	156
Western Division:												
Montana.....												
Wyoming.....												
Colorado.....	7	90	97	17	9	26	3	4	7	14	23	37
New Mexico.....												
Arizona.....												
Utah.....												
Nevada.....												
Idaho.....												
Washington.....												
Oregon.....												
California.....	2	23	25	2	1	3	0	0	0	0	0	0

TABLE 11.—*Summary of statistics of private normal schools in 1899-1900.*

TOTAL ENROLLMENT OF STUDENTS, ETC.

State or Territory.	Total enrollment in all departments.			Colored students included in normal department.			Number of children in model school.		
	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.	Male.	Fe-male.	Total.
United States	24,818	20,375	45,193	965	1,285	2,250	1,476	1,598	3,074
North Atlantic Division	510	995	1,505	0	0	0	275	255	530
South Atlantic Division	2,154	3,467	5,621	311	641	952	183	248	431
South Central Division	4,690	4,129	8,819	642	631	1,273	618	711	1,329
North Central Division	17,419	11,634	29,053	12	12	24	376	357	733
Western Division	45	150	195	0	1	1	24	27	51
North Atlantic Division:									
Maine									
New Hampshire									
Vermont									
Massachusetts	0	227	227	0	0	0	0	0	0
Rhode Island									
Connecticut									
New York	100	354	454	0	0	0	275	255	530
New Jersey									
Pennsylvania	410	414	824	0	0	0	0	0	0
South Atlantic Division:									
Delaware									
Maryland	62	46	108	0	0	0			
District of Columbia	0	38	38	0	22	22	28	40	68
Virginia	249	426	675	8	69	77	0	0	0
West Virginia	116	131	247	38	60	98	0	0	0
North Carolina	577	1,076	1,653	112	188	300	77	112	189
South Carolina	456	619	1,075	85	161	246	29	38	67
Georgia	502	926	1,428	57	123	180	24	33	57
Florida	192	295	397	11	18	29	25	25	50
South Central Division:									
Kentucky	770	702	1,472	12	28	40	37	43	80
Tennessee	1,736	1,625	3,361	254	311	565	292	307	609
Alabama	851	464	1,315	349	213	562	58	105	163
Mississippi	564	557	1,121	27	34	61	142	135	277
Louisiana									
Texas	185	314	499	0	45	45	0	0	0
Arkansas	584	467	1,051	0	0	0	89	61	150
Oklahoma									
Indian Territory									
North Central Division:									
Ohio	4,824	1,976	6,810	0	0	0	47	60	107
Indiana	4,727	3,490	8,217	5	4	9	79	35	114
Illinois	2,358	1,693	4,051	6	7	13	70	79	149
Michigan	180	233	413	0	0	0	0	0	0
Wisconsin	156	104	260	0	0	0	72	80	152
Minnesota	128	75	203	1	1	2	88	79	167
Iowa	1,840	1,378	3,218	0	0	0	7	15	22
Missouri	1,029	653	1,682	0	0	0	5	3	8
North Dakota	110	50	160	0	0	0	0	0	0
South Dakota	65	84	149	0	0	0	0	0	0
Nebraska	1,229	1,264	2,493	0	0	0	0	0	0
Kansas	763	634	1,397	0	0	0	8	6	14
Western Division:									
Montana									
Wyoming									
Colorado	41	126	167	0	1	1	24	27	51
New Mexico									
Arizona									
Utah									
Nevada									
Idaho									
Washington									
Oregon									
California	4	24	28	0	0	0	0	0	0

TABLE 12.—*Summary of statistics of private normal schools in 1899-1900.*

NUMBER OF NORMAL AND OTHER GRADUATES.

State or Territory.	Normal graduates.			Graduates in business courses.			Graduates in other courses.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	1,154	1,167	2,321	772	295	1,067	393	181	574
North Atlantic Division...	25	133	158	0	0	0	0	0	0
South Atlantic Division...	86	179	265	58	32	90	9	21	30
South Central Division...	135	111	246	55	22	77	81	42	123
North Central Division...	908	734	1,642	650	232	882	302	107	409
Western Division	0	10	10	9	9	18	1	11	12
North Atlantic Division:									
Maine									
New Hampshire									
Vermont									
Massachusetts	0	66	66	0	0	0	0	0	0
Rhode Island									
Connecticut									
New York	18	60	78	0	0	0	0	0	0
New Jersey									
Pennsylvania	7	7	14	0	0	0	0	0	0
South Atlantic Division:									
Delaware									
Maryland	12	3	15	0	0	0	0	0	0
District of Columbia...	0	16	16	0	0	0	0	0	0
Virginia	7	15	22	2	0	2	3	0	3
West Virginia	10	7	17	0	0	0	0	0	0
North Carolina	3	32	35	10	12	22	4	11	15
South Carolina	8	27	35	0	0	0	0	0	0
Georgia	35	71	106	40	20	60	0	9	9
Florida	11	8	19	6	0	6	2	1	3
South Central Division:									
Kentucky	33	26	59	1	0	1	1	0	1
Tennessee	63	71	137	30	18	48	59	35	94
Alabama	5	3	8	0	0	0	0	0	0
Mississippi	13	8	21	3	2	5	6	6	12
Louisiana									
Texas	0	0	0	12	1	13	10	1	11
Arkansas	18	3	21	9	1	10	5	0	5
Oklahoma									
Indian Territory									
North Central Division:									
Ohio	249	127	376	93	28	121	170	19	189
Indiana	337	261	598	49	25	74	31	7	38
Illinois	73	41	114	27	21	48	12	8	20
Michigan	16	21	37	23	29	52	0	0	0
Wisconsin	12	3	15	3	0	3	0	0	0
Minnesota	13	13	26	0	0	0	8	9	17
Iowa	65	79	144	94	41	135	32	25	57
Missouri	20	8	28	10	0	10	3	8	11
North Dakota				4	2	6	1	2	3
South Dakota	4	11	15	0	0	0	2	6	8
Nebraska	91	137	228	271	48	319	0	0	0
Kansas	28	33	61	76	38	114	43	23	66
Western Division:									
Montana									
Wyoming									
Colorado	0	10	10	7	8	15	0	3	3
New Mexico									
Arizona									
Utah									
Nevada									
Idaho									
Washington									
Oregon									
California	0	0	0	2	1	3	1	8	9

TABLE 13.—*Summary of statistics of private normal schools in 1899-1900.*

INCOME FROM VARIOUS SOURCES.

State or Territory.	Number of schools reporting.	Appropriated by States, counties, or cities for support for 1899-1900.	Number of schools reporting.	Received from tuition and other fees.	Number of schools reporting.	Received from productive funds.	Number of schools reporting.	Received from other sources and unclassified.	Number of schools reporting.	Total income for the year 1899-1900.
United States	20	\$17,120	80	\$472,747	13	\$64,138	33	\$214,594	90	\$763,590
N. Atlantic Division ...	1	200	4	132,441	1	6,990	3	39,548	5	170,179
S. Atlantic Division ...	7	5,520	24	40,857	5	6,563	9	19,288	25	73,238
S. Central Division ...	9	8,400	21	43,841	12	2,101	11	131,443	25	185,785
N. Central Division ...	3	3,000	30	254,558	5	48,484	11	33,315	34	339,357
Western Division ...	0	0	1	1,050	0	0	0	0	1	1,050
N. Atlantic Division:										
Maine										
New Hampshire										
Vermont										
Massachusetts			1	2,000			1	12,952	2	14,952
Rhode Island										
Connecticut										
New York	1	200	1	107,141	1	6,990	1	17,596	1	131,927
New Jersey										
Pennsylvania			2	23,300					2	23,300
S. Atlantic Division:										
Delaware										
Maryland	1	2,000	1	400	1	250			2	2,650
Dist. of Columbia			2	2,700					2	2,700
Virginia			4	6,535			2	8,782	4	15,317
West Virginia	1	1,000	2	1,587	1	3,123			2	5,710
North Carolina	3	620	6	19,419			1	1,689	6	21,708
South Carolina			4	3,723			3	4,257	4	7,983
Georgia	1	150	3	3,600	2	190	3	4,580	3	8,520
Florida	1	1,750	2	2,890	1	3,000			2	7,640
S. Central Division:										
Kentucky	1	500	3	3,681	1	180	1	1,600	4	5,961
Tennessee	4	2,232	6	9,200			2	4,860	7	13,292
Alabama	1	4,500			1	1,921	2	98,778	2	105,199
Mississippi	1	395	6	9,785			4	21,055	6	31,235
Louisiana										
Texas			1	6,000			1	5,000	1	11,000
Arkansas	2	773	5	15,175			1	150	5	16,098
Oklahoma										
Indian Territory										
N. Central Division:										
Ohio	1	1,800	5	51,227	1	18,600	1	4,400	7	76,027
Indiana			6	113,165	1	21,384			6	134,549
Illinois			5	16,700	1	300	2	1,000	5	18,000
Michigan			1	550					1	550
Wisconsin					1	8,000	1	700	1	8,700
Minnesota			2	2,276			2	6,550	2	8,826
Iowa			2	41,510					2	41,510
Missouri	1	700	2	1,120					2	1,820
North Dakota										
South Dakota			1	3,509					1	3,509
Nebraska							1	13,065	1	13,065
Kansas	1	500	6	24,510	1	200	4	7,600	6	32,810
Western Division:										
Montana										
Wyoming										
Colorado										
New Mexico										
Arizona										
Utah										
Nevada										
Idaho										
Washington										
Oregon										
California			1	1,050					1	1,050

TABLE 14.—*Summary of statistics of private normal schools in 1899-1900.*

VALUE OF BUILDINGS AND OTHER PROPERTY.

State or Territory.	Number of schools reporting.	Volumes in libraries.	Estimated value of libraries.	Number of schools reporting.	Value of buildings, grounds, apparatus, etc.	Number of schools reporting.	Value of benefactions received, 1899-1900.	Number of schools reporting.	Total money value of endowment.
United States	104	170, 834	\$173, 410	100	\$5, 099, 223	16	\$487, 789	24	\$2, 676, 456
North Atlantic Division	4	19, 250	27, 000	4	1, 599, 500	1	311, 570	1	1, 700, 441
South Atlantic Division	23	27, 007	22, 365	20	470, 660	5	5, 217	4	208, 000
South Central Division	29	36, 070	29, 110	30	818, 323	5	133, 462	8	273, 465
North Central Division	47	86, 613	93, 235	45	2, 190, 800	5	37, 540	10	474, 550
Western Division	2	1, 894	1, 700	1	20, 000	0	0	1	20, 000
North Atlantic Division:									
Maine									
New Hampshire									
Vermont									
Massachusetts	1	4, 000	5, 000	1	70, 000				
Rhode Island									
Connecticut									
New York	1	14, 240	21, 000	1	1, 374, 500	1	311, 570	1	1, 700, 441
New Jersey									
Pennsylvania	2	1, 010	1, 600	2	155, 000				
South Atlantic Division:									
Delaware									
Maryland	3	7, 500	8, 000	2	64, 000				
District of Columbia	1	300	400						
Virginia	4	2, 057	2, 315	4	114, 100			1	65, 000
West Virginia	23	6, 500	3, 800	2	53, 500			1	100, 000
North Carolina	5	3, 600	4, 300	4	135, 000	1	300		
South Carolina	3	1, 200	750	4	38, 000	1	267	1	3, 000
Georgia	23	3, 450	1, 900	3	61, 000	3	4, 650	1	40, 000
Florida	2	2, 400	900	1	5, 000				
South Central Division:									
Kentucky	6	3, 300	2, 525	4	31, 404	1	131	2	7, 500
Tennessee	10	11, 200	9, 025	10	277, 800	2	35, 500	5	197, 710
Alabama	2	6, 200	6, 200	2	262, 319	1	97, 231	1	68, 255
Mississippi	5	5, 570	4, 320	6	148, 300				
Louisiana									
Texas	2	3, 900	2, 000	2	58, 600				
Arkansas	4	5, 900	5, 040	6	40, 500	1	600		
Oklahoma									
Indian Territory									
North Central Division:									
Ohio	7	21, 065	24, 400	8	220, 500			1	50, 000
Indiana	9	21, 204	21, 760	8	732, 800	1	40	1	5, 900
Illinois	8	8, 400	8, 850	6	387, 000			2	120, 000
Michigan	1	1, 460	2, 000	1	6, 000				
Wisconsin	1	1, 503	3, 000	1	100, 000	1	30, 000	1	170, 000
Minnesota	2	1, 050	1, 275	2	60, 000			1	40, 000
Iowa	7	12, 831	11, 800	6	217, 500				
Missouri	2	800	1, 150	3	60, 000			1	2, 150
North Dakota									
South Dakota	1	1, 100	1, 000	1	30, 000				
Nebraska	3	6, 700	6, 500	3	185, 000				
Kansas	6	10, 500	11, 500	6	192, 000	3	7, 500	3	86, 500
Western Division:									
Montana									
Wyoming									
Colorado	1	744	500						
New Mexico									
Arizona									
Utah									
Nevada									
Idaho									
Washington									
Oregon									
California	1	1, 150	1, 200	1	20, 000			1	20, 000

TABLE 15.—*Percentage of male and female students and percentage of graduates to total number in normal course in public and private normal schools in 1899-1900.*

State or Territory.	In public normal schools.			In private normal schools.		
	Male.	Female.	Graduates.	Male.	Female.	Graduates.
United States.....	26.22	73.78	19.17	52.94	47.06	10.47
North Atlantic Division.....	22.26	77.74	27.85	25.29	74.71	16.58
South Atlantic Division.....	27.37	72.63	16.25	31.31	68.69	18.69
South Central Division.....	37.46	62.54	11.68	51.77	48.23	7.71
North Central Division.....	28.80	71.70	11.59	56.96	43.04	9.96
Western Division.....	21.72	78.28	24.45	7.38	92.62	8.20
North Atlantic Division:						
Maine.....	17.93	82.07	26.98	-----	-----	-----
New Hampshire.....	.85	99.15	32.20	-----	-----	-----
Vermont.....	10.71	89.29	38.49	0	100.00	32.20
Massachusetts.....	7.18	92.82	32.77	-----	-----	-----
Rhode Island.....	0	100.00	19.07	-----	-----	-----
Connecticut.....	.87	99.13	32.29	-----	-----	-----
New York.....	17.27	83.73	29.40	22.03	77.97	17.18
New Jersey.....	7.10	92.90	28.01	-----	-----	-----
Pennsylvania.....	36.02	63.98	24.79	47.96	52.04	4.78
South Atlantic Division:						
Delaware.....	0	100.00	60.00	-----	-----	-----
Maryland.....	4.08	95.92	25.00	42.31	57.69	19.23
District of Columbia.....	8.76	91.24	45.16	0	100.00	42.10
Virginia.....	22.60	77.40	21.67	19.66	80.34	12.35
West Virginia.....	50.16	49.84	20.99	43.94	56.06	12.87
North Carolina.....	18.89	81.11	10.40	29.39	70.61	7.14
South Carolina.....	0	100.00	15.35	34.55	65.45	14.23
Georgia.....	26.52	73.48	2.02	31.67	68.33	58.89
Florida.....	38.33	61.67	3.33	42.11	57.89	25.00
South Central Division:						
Kentucky.....	40.65	59.35	39.03	45.35	54.65	7.85
Tennessee.....	34.77	65.23	0	51.44	48.56	13.63
Alabama.....	38.01	61.99	13.11	62.10	37.90	1.42
Mississippi.....	50.68	49.32	5.75	50.00	50.00	10.60
Louisiana.....	12.74	87.26	18.26	-----	-----	-----
Texas.....	40.18	59.82	13.74	53.98	46.02	-----
Arkansas.....	58.06	41.94	0	50.40	49.60	4.22
Oklahoma.....	42.97	57.03	4.89	-----	-----	-----
Indian Territory.....	-----	-----	-----	-----	-----	-----
North Central Division:						
Ohio.....	2.26	97.74	49.39	68.80	31.20	8.89
Indiana.....	38.28	61.72	1.35	55.19	44.81	12.58
Illinois.....	24.94	75.06	4.78	50.58	49.42	5.07
Michigan.....	22.19	77.81	8.45	44.31	55.69	22.16
Wisconsin.....	27.82	72.18	19.31	63.64	36.36	22.73
Minnesota.....	18.46	81.54	26.22	54.55	45.45	39.39
Iowa.....	27.22	72.78	8.62	55.19	44.81	7.87
Missouri.....	41.23	58.77	7.43	62.36	37.64	2.35
North Dakota.....	31.41	68.59	7.19	42.86	57.14	-----
South Dakota.....	29.38	70.62	10.63	43.62	56.38	10.07
Nebraska.....	27.09	72.91	2.88	39.92	60.08	18.17
Kansas.....	37.31	62.69	7.40	45.69	54.31	14.59
Western Division:						
Montana.....	13.26	86.74	7.14	-----	-----	-----
Wyoming.....	-----	-----	-----	-----	-----	-----
Colorado.....	27.06	72.94	18.57	7.21	92.79	10.31
New Mexico.....	29.32	70.68	33.08	-----	-----	-----
Arizona.....	34.48	65.52	0	-----	-----	-----
Utah.....	45.95	54.05	0	-----	-----	-----
Nevada.....	-----	-----	-----	-----	-----	-----
Idaho.....	36.21	63.79	13.17	-----	-----	-----
Washington.....	21.32	78.68	9.72	-----	-----	-----
Oregon.....	32.02	67.98	26.37	-----	-----	-----
California.....	13.33	86.67	32.60	8.00	92.00	0

TABLE 16.—*Normal students in universities and colleges and public and private high schools in 1899-1900.*

State or Territory.	In universities and colleges.				In public high schools.				In private high schools.				Grand total.
	Institutions.	Male.	Female.	Total.	Schools.	Male.	Female.	Total.	Schools.	Male.	Female.	Total.	
United States	243	4,030	5,494	9,524	506	2,632	8,071	10,703	417	3,745	4,777	8,522	28,749
North Atlantic Division	36	783	748	1,531	166	502	4,564	5,066	77	625	1,116	1,741	8,338
South Atlantic Division	45	606	793	1,399	40	167	473	640	86	706	938	1,644	3,683
South Central Division	50	844	1,267	2,111	126	1,065	1,162	2,227	137	1,363	1,346	2,709	7,047
North Central Division.	94	1,535	1,998	3,533	169	895	1,837	2,732	87	950	1,118	2,068	8,333
Western Division	18	262	688	950	5	3	35	38	30	101	259	360	1,348
North Atlantic Division:													
Maine	3	9	23	32	9	11	67	78	3	15	84	99	209
New Hampshire	1	1	1	2	1	0	1	1	2	120	5	125	126
Vermont	1	14	16	30	16	33	105	138	8	12	45	57	225
Massachusetts	3	0	228	228	4	0	188	188	4	5	25	30	440
Rhode Island	1	17	25	42	1	2	1	3	1	0	2	2	47
Connecticut	1	1	1	2	3	0	190	190	2	1	1	2	192
New York	12	535	322	857	84	349	3,181	3,530	18	84	187	271	4,658
New Jersey	2	13	14	27	13	5	79	84	3	5	47	52	163
Pennsylvania	14	195	120	315	35	102	752	854	36	383	720	1,103	2,272
South Atlantic Division:													
Delaware	1	0	3	3	0	0	0	0	0	18	8	26	108
Maryland	3	4	74	78	1	1	3	4	5	1	1	2	86
District of Columbia	2	17	69	86	0	0	0	0	0	1	1	2	86
Virginia	5	108	36	144	7	40	187	227	14	65	200	265	636
West Virginia	2	22	21	43	3	5	30	35	6	97	127	224	302
North Carolina	6	196	224	420	3	2	8	10	28	230	221	451	881
South Carolina	7	111	75	186	7	3	79	82	14	151	179	330	508
Georgia	15	124	198	322	14	89	95	184	16	126	186	312	818
Florida	4	24	93	117	6	27	71	98	3	19	17	36	251
South Central Division:													
Kentucky	11	223	262	485	16	133	144	277	35	370	350	720	1,482
Tennessee	13	392	603	995	14	84	63	147	29	313	256	569	1,681
Alabama	5	110	92	202	8	55	58	113	15	73	83	156	471
Mississippi	8	33	185	218	23	163	296	449	18	235	237	472	1,139
Louisiana	2	12	40	52	3	3	7	10	7	31	93	124	186
Texas	6	67	45	112	47	424	475	899	25	255	233	488	1,499
Arkansas	3	35	30	65	15	203	129	332	7	81	90	171	568
Oklahoma	1	1	1	2	0	0	0	0	0	1	5	4	9
Indian Territory	2	2	10	12	0	0	0	0	1	5	4	9	21
North Central Division:													
Ohio	13	224	264	488	51	244	430	674	7	38	89	127	1,289
Indiana	3	47	45	92	11	53	64	117	11	282	231	513	722
Illinois	16	300	316	616	8	35	61	96	16	139	151	290	1,002
Michigan	7	73	60	133	15	30	111	141	3	56	81	137	411
Wisconsin	6	173	112	285	10	51	134	185	1	30	0	30	500
Minnesota	4	51	56	107	7	65	72	137	5	82	74	156	400
Iowa	12	182	416	598	23	94	202	296	14	83	207	290	1,184
Missouri	10	150	110	260	20	155	452	607	24	198	224	422	1,289
North Dakota	1	8	15	23	0	0	0	0	0	1	2	3	7
South Dakota	5	31	117	148	2	12	8	20	0	1	1	2	168
Nebraska	5	52	199	251	6	12	38	50	2	3	12	15	316
Kansas	12	244	288	532	16	144	235	409	4	39	49	88	1,029
Western Division:													
Montana	2	4	17	21	1	2	6	8	1	0	16	16	71
Wyoming	1	0	14	14	1	0	0	0	0	0	0	0	14
Colorado	1	16	31	47	1	2	6	8	1	0	16	16	71
New Mexico	1	0	19	19	0	0	0	0	0	0	0	0	19
Arizona	1	0	0	0	0	0	0	0	0	0	0	0	0
Utah	2	130	274	404	0	0	0	0	6	57	79	136	540
Nevada	1	0	0	0	0	0	0	0	0	0	0	0	0
Idaho	1	0	0	0	0	0	0	0	1	2	5	7	7
Washington	2	13	44	57	1	0	0	2	4	20	29	49	108
Oregon	3	10	57	67	0	0	0	0	10	22	70	92	159
California	6	89	232	321	3	1	27	28	8	0	60	60	409

TABLE 17.—*Distribution of students pursuing teachers' training courses in various institutions in 1899-1900.*

State or Territory.	In public normal schools.	In private normal schools.	In universities and colleges.	In public high schools.	In private high schools.	Total normal students.
United States	47,421	22,172	9,524	10,703	8,522	98,342
North Atlantic Division.....	17,679	953	1,531	5,066	1,741	26,970
South Atlantic Division.....	4,228	1,418	1,359	640	1,644	9,329
South Central Division.....	4,092	3,191	2,111	2,227	2,700	14,330
North Central Division.....	17,557	16,488	3,533	2,732	2,068	42,358
Western Division.....	5,885	122	950	98	360	5,355
North Atlantic Division:						
Maine.....	1,071	-----	32	78	99	1,280
New Hampshire.....	118	-----	-----	1	125	244
Vermont.....	252	-----	30	138	57	477
Massachusetts.....	1,770	205	228	188	30	2,421
Rhode Island.....	194	-----	42	3	2	241
Connecticut.....	596	-----	-----	190	2	788
New York.....	5,987	454	857	3,530	271	11,069
New Jersey.....	789	-----	27	84	52	952
Pennsylvania.....	6,922	294	315	854	1,103	9,488
South Atlantic Division:						
Delaware.....	25	-----	3	0	-----	28
Maryland.....	332	78	78	4	26	578
District of Columbia.....	217	38	86	0	-----	341
Virginia.....	323	178	144	227	255	1,137
West Virginia.....	1,234	132	43	35	224	1,668
North Carolina.....	923	490	420	10	451	2,294
South Carolina.....	202	216	136	82	330	1,046
Georgia.....	792	189	322	184	312	1,790
Florida.....	120	76	117	98	36	447
South Central Division:						
Kentucky.....	310	752	485	277	720	2,544
Tennessee.....	604	1,005	965	147	569	3,290
Alabama.....	847	562	202	113	156	1,880
Mississippi.....	365	198	218	449	472	1,702
Louisiana.....	471	-----	52	10	124	657
Texas.....	779	176	112	899	488	2,454
Arkansas.....	62	498	65	332	171	1,128
Oklahoma.....	654	-----	-----	0	-----	654
Indian Territory.....	-----	-----	12	0	9	21
North Central Division:						
Ohio.....	575	4,228	488	674	127	6,062
Indiana.....	1,327	4,831	92	117	513	6,880
Illinois.....	2,133	2,250	616	96	290	5,335
Michigan.....	2,023	167	153	141	137	2,601
Wisconsin.....	2,786	66	285	185	30	3,352
Minnesota.....	1,430	66	167	137	156	1,896
Iowa.....	2,204	1,820	598	296	290	5,218
Missouri.....	1,897	1,193	260	607	422	4,379
North Dakota.....	417	35	23	0	-----	475
South Dakota.....	480	149	148	20	-----	797
Nebraska.....	764	1,255	251	50	15	2,335
Kansas.....	1,501	418	532	409	88	2,948
Western Division:						
Montana.....	98	-----	21	-----	-----	119
Wyoming.....	-----	-----	14	-----	-----	14
Colorado.....	377	97	47	8	16	545
New Mexico.....	133	-----	19	0	-----	152
Arizona.....	116	-----	-----	0	-----	116
Utah.....	148	-----	404	0	136	658
Nevada.....	-----	-----	-----	0	-----	-----
Idaho.....	243	-----	-----	0	7	250
Washington.....	319	-----	57	2	49	427
Oregon.....	531	-----	67	0	92	690
California.....	1,920	25	321	28	60	2,354

TABLE 18.—Colleges and universities reporting students in teachers' training courses.

Location.	Institution.	Normal students.							
		1895.	1896.	1897.	1898.	1899.	1900.		
							Male.	Fe- male.	Total.
ALABAMA.									
Athens.....	Athens Female College	-----	8	10	12	-----	0	5	5
Blountsville.....	Blount College	-----	14	29	29	-----	-----	-----	-----
Cullman.....	St. Bernard College	-----	-----	14	-----	-----	-----	-----	-----
East Lake.....	Howard College	-----	-----	-----	-----	-----	34	0	34
Eufaula.....	Union Female College	-----	-----	-----	-----	2	-----	-----	-----
Lafayette.....	Lafayette College	9	-----	-----	-----	11	3	12	15
Selma.....	Alabama Baptist Colored University.....	40	-----	-----	-----	-----	63	61	124
Talladega.....	Isbell College	-----	13	15	3	-----	-----	-----	-----
University.....	University of Ala bama (public).....	-----	-----	-----	-----	-----	10	14	24
ARIZONA.									
Tucson.....	University of Arizona (pub- lic).....	-----	-----	-----	4	-----	-----	-----	-----
ARKANSAS.									
Arkadelphia.....	Arkadelphia Methodist Col- lege.....	-----	-----	-----	19	-----	-----	-----	-----
Do.....	Onachita Baptist College.....	40	-----	-----	-----	-----	-----	-----	-----
Clarksville.....	Arkadelphia Cumberland College.....	17	9	-----	-----	-----	-----	-----	-----
Conway.....	Central Baptist College.....	7	-----	-----	-----	-----	-----	-----	-----
Do.....	Hendrix College.....	-----	-----	-----	-----	-----	15	1	16
Fayetteville.....	University of Arkansas (public). ^a	-----	-----	16	6	14	14	18	32
Little Rock.....	Philander Smith College.....	-----	2	-----	45	17	6	11	17
CALIFORNIA.									
Berkeley.....	University of California (public). ^a	100	269	262	717	598	-----	-----	-----
Claremont.....	Pomona College	-----	-----	-----	-----	14	3	4	7
Los Angeles.....	St. Vincent's College	30	78	-----	-----	-----	-----	-----	-----
Mills College.....	Mills College	-----	-----	-----	-----	4	0	2	2
Oakland.....	California College	3	-----	-----	-----	-----	-----	-----	-----
Pasadena.....	Throop Polytechnic Insti- tute.....	16	11	10	13	12	1	20	24
San Jose.....	College of Notre Dame.....	35	20	10	20	30	0	21	21
Santa Rosa.....	Pacific Methodist College.....	-----	-----	1	-----	-----	-----	-----	-----
Stanford Univer- sity.....	Leland Stanford Junior University. ^a	158	46	50	211	295	80	184	264
University.....	University of Southern Cal- ifornia.....	-----	-----	18	-----	9	2	1	3
COLORADO.									
Boulder.....	University of Colorado (public). ^a	-----	-----	65	42	-----	16	31	47
Colorado Springs.....	Colorado College and Cutler Academy.....	-----	-----	-----	15	17	-----	-----	-----
University Park.....	University of Denver.....	-----	-----	-----	-----	14	-----	-----	-----
DELAWARE.									
Dover.....	State College for Colored Students.....	-----	-----	-----	-----	-----	0	3	3
DISTRICT OF CO- LUMBIA.									
Washington.....	Gallaudet College (public) ..	5	5	-----	5	-----	3	2	5
Do.....	Howard University (public).....	188	47	124	21	9	14	67	81
FLORIDA.									
De Land.....	John B. Stetson University.....	-----	-----	29	-----	48	7	28	35
Lake City.....	Florida Agricultural Col- lege (public).....	-----	-----	-----	19	40	4	32	36
Leesburg.....	Florida Conference College.....	-----	-----	8	8	-----	-----	-----	-----
St. Leo.....	St. Leo Military College	3	2	4	3	5	6	0	6
Tallahassee.....	State Seminary West of the Suwannee River (public).....	-----	-----	-----	-----	-----	7	33	40
Winter Park.....	Rollins College	-----	-----	18	8	9	-----	-----	-----

^a Has a pedagogical department.

TABLE 18.—Colleges and universities reporting students in teachers' training courses—Continued.

Location.	Institution.	Normal students.							
		1895.	1896.	1897.	1898.	1899.	1900.		
							Male.	Fe- male.	Total.
GEORGIA.									
Athens.....	University of Georgia (pub- lic).	-----	-----	-----	-----	20	-----	-----	-----
Atlanta.....	Atlanta Baptist College.....	-----	-----	2	3	-----	2	0	2
Do.....	Atlanta University.....	83	105	127	139	13	10	10	20
Do.....	Morris Brown College.....	29	26	16	45	42	3	40	43
Bowdon.....	Bowdon College.....	-----	-----	-----	27	30	18	12	30
College Park.....	Southern Female College.....	-----	-----	225	-----	-----	-----	-----	-----
Cuthbert.....	Andrew Female College.....	-----	4	-----	8	4	0	6	6
Dahlonega.....	North Georgia Agricultural College (public).	-----	40	-----	44	68	40	27	67
Dalton.....	Dalton Female Seminary.....	-----	-----	-----	3	4	0	5	5
Forsyth.....	Monroe College.....	-----	-----	-----	-----	10	0	6	6
Gainesville.....	Brenau College.....	-----	18	-----	-----	35	0	20	20
Lagrange.....	Lagrange Female College.....	14	23	23	-----	-----	-----	-----	-----
Do.....	Southern Female College.....	-----	10	-----	-----	-----	0	20	20
Macon.....	Mercer University.....	27	10	10	11	10	30	0	30
Oxford.....	Emory College.....	-----	-----	-----	-----	-----	15	0	15
South Atlanta.....	Clark University.....	-----	42	31	47	55	0	45	45
Thomasville.....	Young Female College.....	-----	-----	-----	4	-----	0	2	2
Wrightsville.....	Nannie Lou Warthen Col- lege.	18	-----	-----	-----	-----	6	5	11
Young Harris.....	Young L. G. Harris College.....	-----	-----	25	29	-----	-----	-----	-----
ILLINOIS.									
Abingdon.....	Hedding College.....	22	18	4	4	1	-----	-----	-----
Carlinville.....	Blackburn University.....	7	-----	-----	-----	-----	-----	-----	-----
Carthage.....	Carthage College.....	10	64	-----	-----	-----	-----	-----	-----
Champaign.....	University of Illinois (pub- lic).	12	31	66	68	-----	-----	-----	-----
Chicago.....	University of Chicago <i>a</i> St. Ignatius College.....	-----	-----	-----	-----	300	16	0	16
Do.....	Austin College.....	100	130	110	90	175	150	100	250
Elmhurst.....	Proseminar der Evangel Syn- ode von N. A.	-----	33	-----	29	17	10	0	10
Eureka.....	Eureka College.....	-----	-----	-----	-----	6	-----	-----	-----
Evanston.....	Northwestern University <i>a</i> Ewing College.....	-----	20	20	20	11	4	16	20
Ewing.....	-----	-----	-----	9	-----	-----	36	14	50
Fulton.....	Northern Illinois College.....	30	50	46	35	35	-----	-----	-----
Greenville.....	Greenville College.....	-----	-----	-----	-----	-----	4	7	11
Hoopeston.....	Greer College.....	4	51	44	25	-----	-----	-----	-----
Jacksonville.....	Academy for Young Women Illinois College.....	-----	-----	5	8	4	0	4	4
Do.....	Illinois Woman's College.....	7	7	15	15	18	20	0	20
Knoxville.....	St. Mary's School.....	40	-----	-----	-----	-----	0	10	10
Lincoln.....	Lincoln University.....	-----	-----	-----	-----	-----	9	48	55
Naperville.....	Northwestern College.....	13	12	12	-----	15	5	7	12
Quincy.....	Chaddock College.....	-----	10	-----	25	65	10	12	22
Rock Island.....	Augustana College.....	17	12	5	7	16	6	71	77
Upper Alton.....	Shurtleff College.....	5	-----	-----	-----	-----	-----	-----	-----
Urbana.....	University of Illinois.....	-----	-----	-----	-----	55	13	5	18
Westfield.....	Westfield College.....	-----	9	17	14	18	8	13	21
Wheaton.....	Wheaton College.....	-----	-----	17	-----	-----	9	9	18
INDIANA.									
Bloomington.....	Indiana University (pub- lic) <i>a</i> .	-----	52	-----	128	94	-----	-----	-----
Crawfordsville.....	Wabash College.....	-----	-----	-----	4	6	-----	-----	-----
Irvington.....	Butler College.....	-----	-----	-----	-----	20	-----	-----	-----
Merom.....	Union Christian College.....	47	54	23	65	50	25	29	54
Moores Hill.....	Moores Hill College.....	98	98	20	-----	20	10	12	22
Ridgeville.....	Ridgeville College.....	-----	90	65	35	-----	-----	-----	-----
Upland.....	Taylor University.....	50	40	52	32	44	12	4	16
INDIAN TERRI- TORY.									
Bacone.....	Indian University.....	19	-----	-----	-----	-----	2	4	6
Muscogee.....	Henry Kendall College.....	-----	-----	-----	-----	-----	0	6	6

^a Has a pedagogical department.

TABLE 18.—*Colleges and universities reporting students in teachers' training courses—Continued.*

Location.	Institution.	Normal students.							
		1895.	1896.	1897.	1898.	1899.	1900.		
							Male.	Fe- male.	Total.
IOWA.									
Cedar Rapids	Coe College						2	8	10
Charles City	Charles City College	33	32	22	29	27	5	27	32
College Springs	Amity College	49	16	18	37	13	21	10	31
Des Moines	Drake University	88			173	219	54	195	249
Fayette	Upper Iowa University		28		33	16	5	20	25
Grinnell	Iowa College				15	6	0	5	5
Hopkinton	Lenox College					11			
Indianola	Simpson College	66	124	114	121	67			
Iowa City	State University of Iowa (public). ^a		51	54		70	38	43	81
Lamoni	Graceland College						0	4	4
Le Grand	Palmer College			2			5	3	8
Mount Pleasant	German College	6	4						
Do	Iowa Wesleyan University	5	19	19	12				
Mount Vernon	Cornell College	64	78	72	72	138	40	24	64
Pella	Central University of Iowa			30	26	24	5	41	46
Sioux City	Morningside College		12	55	42	15	7	36	43
Storm Lake	Buena Vista College	33	59	47	48	45			
Toledo	Western College	21	14		32				
KANSAS.									
Atchison	Midland College		9						
Baldwin	Baker University	62	77		92	80	66	45	111
Dodge City	Soule College	49	20	28	28	28			
Emporia	College of Emporia						4	7	11
Enterprise	Central College	20							
Highland	Highland University		4	3					
Holton	Campbell University	8	18	18	67	85	39	46	85
Lawrence	University of Kansas (pub- lic). ^a			39			14	37	51
Lecompton	Lane University	23		20	44	32	13	12	25
Lincoln	Kansas Christian College					30	25	24	49
Lindsborg	Bethany College	27			23	26	14	19	33
Ottawa	Ottawa University	13	11	8	26	9	4	7	11
Salina	Kansas Wesleyan Univer- sity.	50	54	60	66	71	45	26	71
Sterling	Cooper Memorial College	12		5		3	10	30	40
Topeka	Washburn College				4				
Wichita	Fairmount College		2			12	2	15	17
Winfield	Southwest Kansas College	18	36	34	34	42	8	20	28
KENTUCKY.									
Berea	Berea College	4			41	54	44	37	81
Columbia	Columbia Christian College	35							
Georgetown	Georgetown College					46	18	12	30
Glasgow	Liberty College	27	12	40		16	5	20	25
Harrodsburg	Beaumont College					12			
Hopkinsville	South Kentucky College	20		15		10	4	6	10
Lexington	A. and M. College of Ken- tucky (public).			79	39	111	82	56	138
Do	Kentucky University						37	20	57
Millersburg	Millersburg Female College	9				15	0	25	25
Nicholasville	Jessamine Female Institute			2	6		0	6	6
Owensboro	Owensboro Female College	3					0	50	50
Richmond	Central University	88			35	65	21	25	46
Winchester	Kentucky Wesleyan College			10		17	12	5	17
LOUISIANA.									
Keatchie	Keatchie Male and Female College.		1						
New Orleans	College of the Immaculate Conception.		142	142					
Do	Leland University		34						
Do	New Orleans University	31	42	38	23	25	0	24	24
Do	Straight University	20	20	12	10	12	12	16	28
MAINE.									
Kents Hill	Maine Wesleyan Female College.	8	9		25	8	0	10	10

^a Has a pedagogical department.

TABLE 18.—Colleges and universities reporting students in teachers' training courses—Continued.

Location.	Institution.	Normal students.							
		1895.	1896.	1897.	1898.	1899.	1900.		
							Male.	Female.	Total.
MAINE—cont'd.									
Orono	University of Maine (public).						9	1	10
Woodfords	Westbrook Seminary						0	12	12
MARYLAND.									
Baltimore	Morgan College		87						
Baltimore (Station L).	Notre Dame of Maryland		4	15	16		0	14	14
Chestertown	Washington College		8	20	32	44	4	40	44
Hagerstown	Kee Mar College						0	20	20
MASSACHUSETTS.									
Cambridge	Harvard University			88	62	113			
Do	Radcliffe College		26	13		63	0	56	56
South Hadley	Mount Holyoke College			28			0	130	130
Wellesley	Wellesley College	21	38	55	73	64	0	42	42
MICHIGAN.									
Adrian	Adrian College	19	29		9		0	6	6
Albion	Albion College	10	21	30	38	30	14	20	34
Alma	Alma College			19	10	7	20	10	30
Ann Arbor	University of Michigan (public). ^a								
Benzonia	Benzonia College	19	83	83	83				
Hillsdale	Hillsdale College	37	19	13	8	40	3	10	13
Holland	Hope College		30				19	0	19
Kalamazoo	Kalamazoo College				9	17	8	6	14
Olivet	Olivet College	20		14	12	17	9	8	17
MINNESOTA.									
Excelsior	Northwestern Christian College.	15	23						
Minneapolis	University of Minnesota (public). ^a	46	130	28	130	110	9	27	36
Northfield	Carleton College					12	3	4	7
St. Paul	Macalester College					11			
Do	Hamline University						16	15	31
St. Peter	Gustavus Adolphus College		84	50	20	17	23	10	33
Winnebago City	Parker College	17	16	8	13	10			
MISSISSIPPI.									
Blue Mountain	Blue Mountain Female College.					50	0	40	40
Brookhaven	Whitworth Female College.				15	20			
Columbus	Mississippi Industrial Institute and College (public).	90	104	15	78	78	0	85	85
Daleville	Cooper-Huddleston College.	31	10						
French Camp	Central Mississippi Institute			23	45		0	6	6
Holly Springs	Rust University	77	28	20	40	25	6	4	10
Meridian	East Mississippi Female College.			10	12	6	0	35	35
Do	Stone College for Young Ladies.		6	5	6				
Oxford	Union Female College	10	10	10					
Pontotoc	Chickasaw Female College			15			0	12	12
Port Gibson	Port Gibson Female College		1	2	2	2	0	2	2
University	University of Mississippi (public). ^a	27	40	31		24	27	1	28
Water Valley	Hamilton College		6	5		14			
MISSOURI.									
Albany	Central Christian College		10	5	9	13	5	8	13
Do	Northwest Missouri College	15	12	28	8	29			
Bolivar	Southwest Baptist College			16	31				
Bowling Green	Pike County College						3	3	6
Cameron	Missouri Wesleyan College		20	28	18	13	1	9	10
Canton	Christian University	41		7					

^a Has a pedagogical department.

TABLE 18.—*Colleges and universities reporting students in teachers' training courses—Continued.*

Location.	Institution.	Normal students.							
		1895.	1896.	1897.	1898.	1899.	1900.		
							Male.	Fe- male.	Total.
MISSOURI—cont'd.									
Clarksburg	Clarksburg College	---	---	---	---	14	12	4	16
Columbia	University of the State of Missouri (public). <i>a</i>	70	52	57	63	116	42	29	71
Edinburg	Grand River Christian Union College	70	---	---	---	---	---	---	---
Fulton	Synodical Female College	14	---	---	---	---	---	---	---
Glasgow	Pritchett College	---	3	---	---	---	1	1	2
Lagrange	Lagrange College	---	---	19	15	18	21	23	44
Lexington	Baptist Female College	---	2	---	5	5	---	---	---
Liberty	Liberty Ladies College	---	---	---	---	20	---	---	---
Morrisville	Morrisville College	---	---	---	33	---	---	---	---
Nevada	Cottey College for Young Ladies	---	---	20	---	---	---	---	---
Odessa	Odessa College	---	---	---	---	---	1	9	10
St. Louis	St. Louis University	---	---	---	---	---	51	0	51
Springfield	Drury College	---	---	14	15	8	---	---	---
Tarkio	Tarkio College	---	8	---	---	---	---	---	---
Trenton	Avalon College	31	22	---	---	102	---	---	---
Warrenton	Central Wesleyan College	5	22	30	26	30	13	24	37
MONTANA.									
Bozeman	College of Agriculture and Mechanic Arts (public).	---	---	---	4	15	0	12	12
Helena	Montana Wesleyan Uni- versity	---	15	---	---	9	4	5	9
Missoula	University of Montana (public).	---	---	---	---	3	---	---	---
NEBRASKA.									
Bellevue	University of Nebraska	10	---	13	11	12	---	---	---
Bethany	Cotner University	43	12	12	---	---	---	---	---
College View	Union College	---	---	---	46	---	7	43	50
Crete	Doane College	13	---	---	---	---	---	---	---
Fairfield	Fairfield College	23	25	9	10	---	---	---	---
Grand Island	Grand Island College	---	---	---	28	12	6	19	25
Hastings	Hastings College	---	---	---	---	12	---	---	---
Lincoln	University of Nebraska (public).	---	60	80	140	157	23	107	130
Neligh	Gates College	51	---	56	70	19	---	---	---
University Place	Nebraska Wesleyan Uni- versity	50	---	---	---	80	2	4	6
York	York College	---	15	25	---	48	14	26	40
NEVADA.									
Reno	State University of Ne- vada (public).	67	94	75	48	65	---	---	---
NEW JERSEY.									
Bordentown	Bordentown Female College	---	---	39	40	14	0	14	14
New Brunswick	Rutgers College	---	---	---	---	8	13	0	13
NEW MEXICO.									
Albuquerque	University of New Mexico (public).	4	1	---	---	9	0	19	19
Mesilla Park	New Mexico College of Ag- riculture and Mechanic Arts (public).	---	---	---	---	12	---	---	---
NEW YORK.									
Alfred	Alfred University	---	14	17	24	14	3	9	12
Allegany	St. Bonaventure's College	---	---	10	---	---	---	---	---
Brooklyn	Adelphi College	---	---	24	22	22	0	30	30
Clinton	Hamilton College	---	10	20	20	20	25	0	25
Elmira	Elmira College	---	---	---	---	---	0	3	3
Hamilton	Colgate University	---	10	---	---	---	---	---	---
Ithaca	Cornell University <i>a</i>	---	---	---	---	---	---	---	---
New York	Barnard College	---	4	15	---	14	0	71	71
Do	College of St. Francis Xavier	---	---	---	28	20	26	0	26
Do	College of the City of New York (public).	---	---	---	173	186	236	0	236
Do	Columbia University <i>a</i>	---	---	---	---	55	116	74	74

a Has a pedagogical department.

TABLE 18.—Colleges and universities reporting students in teachers' training courses—Continued.

Location.	Institution.	Normal students.							
		1895.	1896.	1897.	1898.	1899.	1900.		
							Male.	Fe-male.	Total.
NEW YORK— cont'd.									
New York	Manhattan College			4		26	28	0	28
Do	New York University	81	100	138	182	346	85	141	226
Rochester	University of Rochester				21	26	18	0	18
Syracuse	Syracuse University				72	35	40	68	108
NORTH CAROLINA.									
Chapel Hill	University of North Carolina (public).	59	39	21			60	1	61
Charlotte	Biddle University	30	20	41	37	37	49	0	49
Hickory	Claremont College		4	8	8	18	0	20	20
Louisburg	Louisburg Female College			35	20	10			
Mars Hill	Mars Hill College		50						
Murfreesboro	Chowan Baptist Female Institute.			3	3	44	0	44	44
Raleigh	Shaw University	175			190	173	52	119	171
Salisbury	Livingstone College	53	52		33	113	35	40	75
NORTH DAKOTA.									
Fargo	Fargo College	12							
University	University of North Dakota (public).	8	20	12	80	25	8	15	23
OHIO.									
Akron	Buchtel College	19		7	11	7			
Alliance	Mount Union College	80				53	60	25	85
Athens	Ohio University (public) a.	73		50					
Berea	Baldwin University	11	15	20	20	4	1	8	9
Cleveland	Western Reserve University				22				
Columbus	Ohio State University (public).				44	53			
Defiance	Defiance College	59	39	128		119	67	79	146
Delaware	Ohio Wesleyan University		22			19			
Findlay	Findlay College	62	107	43	38	36	9	14	23
Glendale	Glendale Female College			6					
Hiram	Hiram College		2	2		6	1	7	8
Lima	Lima College	74	67	45	86	75	25	31	56
Marietta	Marietta College		6				1	1	2
New Concord	Muskingum College	10	15		3				
Oberlin	Oberlin College				24	18	4	13	17
Oxford	Western College for Women						0	2	2
Richmond	Richmond College				35				
Scio	Scio College					10	4	10	14
Tiffin	Heidelberg University	10	19	73	84	38	16	11	27
Westerville	Otterbein University	25	14	24	25	21	13	3	16
Wilberforce	Wilberforce University	107	107	83	84	83	23	60	83
Wooster	University of Wooster		33		38	22			
Yellow Springs	Antioch College	76	40	26					
OKLAHOMA.									
Stillwater	Oklahoma Agricultural and Mechanical College (public).				9				
OREGON.									
Albany	Albany College					29	2	20	22
McMinnville	McMinnville College			4					
Philomath	Philomath College	16		9	60	30	4	8	12
Salem	Willamette University	31	39	34	29	24	4	29	33
University Park	Portland University		55		81	35			
PENNSYLVANIA.									
Allentown	Allentown College for Women.		34			25			
Do	Muhlenberg College		20	15	20		25	0	25
Annville	Lebanon Valley College	6	11	10					
Beatty	St. Vincent's College		24			19	23	0	23
Bryn Mawr	Bryn Mawr College			21		2	0	5	5
Collegeville	Ursinus College	27	9	7		2	21	2	23
Easton	Lafayette College			7	7				
Gettysburg	Pennsylvania College		15	20	21		8	9	17
Greenville	Thiel College	7	12	11	7	8	5	3	8
Huntingdon	Juniata College					25	40	20	60
Lancaster	Franklin and Marshall College.					15	12	0	12

a Has a pedagogical department.

TABLE 18.—*Colleges and universities reporting students in teachers' training courses—Continued.*

Location.	Institution.	Normal students.							
		1895.	1896.	1897.	1898.	1899.	1900.		
							Male.	Fe- male.	Total.
PENNSYLVANIA—continued.									
Myerstown	Albright College						11	4	15
New Berlin	Central Pennsylvania Col- lege.	7	10	9	19	8	7	4	11
Philadelphia	Central High School (pub- lic).	11	6	18	32	32	22	0	22
Do	University of Pennsylva- nia. <i>a</i>		81		78	44	8	47	55
Pittsburg	Duquesne College	30	40	9	9				
Selinsgrove	Susquehanna University		13	22	14	12			
Swarthmore	Swarthmore College				11		3	6	9
Volant	Volant College			25	35	8	10	20	30
RHODE ISLAND.									
Providence	Brown University <i>a</i>		32	55	50	52	17	25	42
SOUTH CAROLINA.									
Columbia	Allen University	86	23	20	20	27	15	14	29
Do	Columbia Female College		8						
Do	South Carolina College (public). <i>a</i>	14	25	26	32	39	35	10	45
Duwest	Erskine College						26	0	26
Do	Duwest Female College	25	25	12	7	6	0	15	15
Greenville	Furman University					30	22	0	22
Do	Greenville College for Women.						0	5	5
Orangeburg	Claffin University	48	83	73	39	34	13	31	44
Spartanburg	Converse College				50				
Union	Clifford Seminary	6							
Williamston	Williamston Female College		8						
SOUTH DAKOTA.									
East Pierre	Pierre University	29	25	12	14				
Hot Springs	Black Hills College	6	18	2	7	7			
Huron	Huron College					20	7	22	29
Mitchell	Dakota University	57	17		60	65	14	59	73
Redfield	Redfield College	33	33		13	16	3	13	16
Vermilion	University of South Dakota (public).			7	6	8	4	10	14
Yankton	Yankton College						3	13	16
TENNESSEE.									
Brownsville	Brownsville Female College			4			0	5	5
Chattanooga	U. S. Grant University					8			
Columbia	Columbia Athenæum	8							
Franklin	Tennessee Female College		4						
Harriman	American University of Harriman.	45			15	9			
Hiwassee College	Hiwassee College	20			27	14	20	12	32
Jackson	Memphis Conference Fe- male Institute.					3	0	3	3
Knoxville	Knoxville College	25		43		53	20	17	37
Do	University of Tennessee (public). <i>a</i>	48	35	17	16	9			
Lebanon	Cumberland University				13				
McKenzie	Bethel College		15	25	14				
Maryville	Maryville College				20	17	21	30	51
Milligan	Milligan College	20	24		35	50	45	35	80
Mossycreek	Carson and Newman Col- lege.	27				20	15	10	25
Murfreesboro	Soule College				50				
Nashville	Central Tennessee College	16	24	15	38	48	8	37	45
Do	Fisk University	82				14			
Do	Roger Williams University	39	92	81	39	42	4	22	26
Do	University of Nashville.	132	420				205	398	603
Pulaski	Martin College			20	20				
Rogersville	Rogersville Synodical Col- lege.	12	20	12	16	15	0	8	8
Spencer	Burritt College	16	19	32	28	46	16	22	38
Sweetwater	Sweetwater College	16	8						
Tusculum	Greeneville and Tusculum College.					12	8	4	12

a Has a pedagogical department.

TABLE 18.—*Colleges and universities reporting students in teachers' training courses—Continued.*

		Normal students.							
Location.	Institution.	1895.	1896.	1897.	1898.	1899.	1900.		
							Male.	Fe- male.	Total.
TENNESSEE—con- tinued.									
Washington Col- lege.	Washington College	11							
Winchester	Mary Sharp College		6	6					
TEXAS.									
Austin	University of Texas (pub- lic). <i>a</i>	125	129		91	97			
Belton	Baylor Female College					20			
Bonham	Carlton College				5	5			
Brownwood	Howard Payne College	15	18	22	22	40	25	19	44
Campbell	Henry College	15		50		19	5	3	8
Chapelhill	Chapel Hill Female College					6	0	4	4
Fort Worth	Fort Worth University	37	9						
Greenville	Burleson College					10	6	4	10
Hermoson	Add-Ran Christian Univer- sity.				17	15			
Marshall	Wiley University	34	33		17	37			
San Antonio	St. Louis College		1						
Sherman	Austin College					4			
Tehuacana	Trinity University	4							
Waco	Baylor University						28	10	38
Do	Paul Quinn College	6	2	12	7	7	3	5	8
UTAH.									
Logan	Brigham Young College	107			24	26	7	10	17
Salt Lake City	University of Utah (pub- lic). <i>a</i>	70	320	379	414	441	123	264	387
VERMONT.									
Middlebury	Middlebury College			2	10		14	16	30
VIRGINIA.									
Bridgewater	Bridgewater College	10	8	8	17	19	6	8	14
Fredericksburg	Fredericksburg College			10					
Lynchburg	Randolph-Macon Woman's College. <i>a</i>	6	10	20	20	35	0	22	22
Richmond	Virginia Union University						2	0	2
Williamsburg	William and Mary College	114	125	106	116	143	100	0	100
Winchester	Valley Female College	2	1	2	2	4	0	6	6
WASHINGTON.									
Burton	Vashon College	20	25	18	6	8	3	5	8
Colfax	Colfax College				12	27			
College Place	Walla Walla College		20						
Seattle	University of Washington (public).	107	4			65	10	39	49
Tacoma	Whitworth College				2	4			
Do	Puget Sound University	29	49	26	12	12			
Vancouver	St. James College	14	14		3				
Walla Walla	Whitman College	12							
WEST VIRGINIA.									
Barboursville	Barboursville College	20		18	15	25	4	3	7
Morgantown	West Virginia University (public). <i>a</i>	20	15	23	23		18	18	36
WISCONSIN.									
Appleton	Lawrence University		22	21	25	29	19	10	29
Beloit	Beloit College			7	23	32	18	7	25
Franklin	Mission House of the Re- formed Church in the United States.		15						
Galesville	Gale College	14				15	8	7	15
Madison	University of Wisconsin (public). <i>a</i>		62		31	59	125	85	210
Milton	Milton College						1	2	3
Ripon	Ripon College						2	1	3
Watertown	Northwestern University			7					
WYOMING.									
Laramie	University of Wyoming (public).	20	25	24	29	26	0	14	14

^a Has a pedagogical department.

TABLE 19.—Statistics of public

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high-school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	ALABAMA.											
1	Florence	State Normal College.....	4	7	4	7	132	197	25	25	107	172
2	Jacksonville	State Normal School.....	2	5	2	3	83	84	51	58	20	24
3	Livingston	Alabama Normal College for Girls.	1	10	1	7	0	132	0	56	0	76
4	Normal	Agricultural and Mechanical College for Negroes.	15	17	8	10	187	247	80	118	78	115
5	Roanoke	Roanoke Normal College	3	4	1	2	130	120	90	85	40	35
6	Troy	State Normal College*	5	11	5	11	77	103	.....	.....	77	103
	ARIZONA.											
7	Flagstaff	Northern Arizona Normal School.	1	2	0	1	19	21	4	0	0	5
8	Tempe	Territorial Normal School...	3	4	3	4	40	71	0	0	40	71
	ARKANSAS.											
9	Pine Bluff	Branch Normal College.....	5	2	5	2	131	83	95	57	36	26
	CALIFORNIA.											
10	Chico	State Normal School.....	7	12	7	10	204	469	97	160	100	276
11	Los Angeles	do	10	32	10	16	241	769	177	176	64	593
12	San Diego	do	6	5	6	5	18	201	0	0	18	201
13	San Jose	do	8	20	8	15	74	594	.....	.....	74	594
	COLORADO.											
14	Greeley	State Normal School of Colorado.	9	9	9	9	169	377	67	102	102	275
	CONNECTICUT.											
15	Bridgeport	Bridgeport Training School for Teachers.	2	8	2	5	1	33	.....	.....	1	33
16	New Britain	State Normal Training School.	5	30	5	33	0	255	.....	.....	0	255
17	New Haven	do	4	21	4	3	1	173	.....	.....	1	173
18	Willimantic	do	3	16	3	16	3	110	.....	.....	3	110
	DELAWARE.											
19	Wilmington	Wollaston School	0	10	0	2	0	25	.....	.....	0	25
	DISTRICT OF COLUMBIA.											
20	Washington	Washington Normal School	0	8	0	8	2	106	.....	.....	2	106
21	do	Washington Normal School (colored).	0	7	0	7	17	92	.....	.....	17	92
	FLORIDA.											
22	De Funiak Springs.	State Normal School.....	3	3	3	3	39	53	0	0	39	53
23	Tallahassee	Florida State Normal and Industrial College.	5	9	2	3	84	125	29	42	7	21
	GEORGIA.											
24	Athens	State Normal School	6	4	6	4	210	419	.....	.....	210	419
25	Milledgeville	Georgia Normal and Industrial College.	3	22	3	9	0	442	0	129	0	163
	IDAHO.											
26	Albion	State Normal School	3	2	3	2	46	84	18	29	28	55
27	Lewiston	do	3	3	3	3	60	100	0	0	60	100

* Statistics of 1898-99.

normal schools, 1899-1900.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.		Weeks in school year.		Volumes in library.		Value of grounds, buildings, furniture, and scientific apparatus.		Amount of State, county, or city aid.		Total income for the year 1899-1900.		Amount received from State, county, or city for buildings and improvements.	
In business course.		In high-school grades.																					
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.														
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34		
0	0	12	2	25	25	0	0	10	26	4	36	1,000	\$50,000	\$7,500	\$12,550	0	1						
0	0			51	58	0	0	0	0	4	36	300	15,000	3,050	4,050	0	2						
								0	16	4	36	0		2,500	2,988		3						
25	7	4	7	10	15	78	115	15	14	4	36	3,083		4,000	15,225		4						
								6	3	4	36	400	20,000	1,500	2,900		5						
				161	156			8	13	4	40		20,000	5,000	9,325	\$1,800	6						
0	0	15	16	0	0	0	0	0	0	3	40	40	35,000	5,000	5,503	10,000	7						
				0	0	0	0	0	0	4	40	2,200	80,000	10,000	10,800	3,000	8						
						36	26			4	40	4,160	80,500	3,500	10,820	600	9						
0	0	7	33	88	166	0	0	49	279	4	40	10,070	140,000	31,780	34,098		10						
0	0	0	0	177	176	1	0	11	103	4	40	7,515	189,000	53,250	54,337	20,000	11						
				88	112	0	0	3	32	4	40	2,080	76,500	28,150	28,150	45,000	12						
				100	171	0	0	9	150	4	40	7,000	193,526	54,500	54,500	1,500	13						
						116	124	11	59	2	38	1,500	200,000	35,000	37,400		14						
0	0					0	0			2		800	79,222	15,234	15,234		15						
				700	800			0	78	2	40	15,000					16						
0	0	0	0			0	0	0	61	2	40	8,493					17						
				300	300	0	0	0	47	2	40	6,000	150,000				18						
0	0	0	0	125	100	0	0	0	15	1	40					0	19						
0	0	0	0	210	204			0	53	2	38						20						
				162	177	17	92	8	37	2	40	745	1,200				21						
0	0	0	0	9	9	0	0	2	2	4	32	300	12,000	7,000	7,093		22						
		48	62	18	22	7	21	0	0			778	30,044	6,500	19,478		23						
0	0	0	0	12	21	0	0	0	0	2	40	0	50,000	16,000	17,000	0	24						
0	80	0	70	0	120	0	0	0	16	4	95	2,000	195,000	20,500	26,200	950	25						
0	0	0	0	0	0	0	0	5	4	4	40	2,000	25,000	7,000	7,003	0	26						
0	0	0	0	7	11	0	0	4	19	4	40	450	43,000	7,500	7,500	6,000	27						

TABLE 19.—Statistics of public normal

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high-school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
ILLINOIS.												
28	Carbondale	Southern Illinois Normal University.	12	7	12	7	380	347	95	83	208	192
29	Chicago (Station O).	Chicago Normal School	23	33	23	33	8	498	.....	.....	8	498
30	De Kalb	Northern Illinois State Normal School.	9	8	9	8	192	352	163	163	29	189
31	Normal	Illinois State Normal University.	14	11	10	10	420	840	119	105	287	722
INDIANA.												
32	Indianapolis	Indianapolis Normal School.	2	3	2	3	0	58	0	0	0	58
33	Terre Haute	Indiana State Normal School	28	7	28	7	508	761	0	0	508	761
IOWA.												
34	Boonsboro	Boone County Normal School	5	3	5	3	85	224	0	0	85	224
35	Cedar Falls	Iowa State Normal School...	20	22	20	22	641	1,428	183	127	458	1,301
36	Dexter	Dexter Normal School	3	2	3	2	54	50	.....	.....	5	13
37	Hawarden	Hawarden Public Normal School.	3	0	3	0	275	255	200	200	50	50
38	Rockwell City ...	Calhoun County Normal School.*	2	6	2	1	158	167	120	106	2	16
KANSAS.												
39	Emporia	Kansas State Normal School.	17	19	17	19	754	1,456	156	265	560	941
KENTUCKY.												
40	Corinth	Northern Kentucky Normal School.*	2	2	1	1	100	90	60	50	25	20
41	Frankfort	State Normal School for Colored Persons.	5	3	4	3	94	76	34	19	60	57
42	Hazard	Hazard Normal School	3	1	2	1	140	60	99	29	40	30
43	Louisville	Normal Department of Louisville Public Schools.*	1	1	1	1	1	77	.....	.....	1	77
LOUISIANA.												
44	Natchitoches	Louisiana State Normal School.	5	13	5	6	112	374	52	70	60	304
45	New Orleans	New Orleans Normal School.	0	12	0	9	0	107	0	0	0	107
MAINE.												
46	Castine	Eastern State Normal School	4	7	3	6	66	432	10	15	56	417
47	Farmington	Farmington State Normal School.	3	9	3	6	38	204	.....	.....	38	204
48	Fort Kent	Madawaska Training School.	0	4	0	4	48	60	.....	.....	48	60
49	Gorham	Gorham Normal School	2	8	2	8	66	234	60	90	6	144
50	Lee	Lee Normal Academy	1	2	1	2	45	50	0	0	40	44
51	Springfield	Springfield Normal School...	0	3	0	3	33	37	6	2	4	10
MARYLAND.												
52	Baltimore	Maryland State Normal School.	4	16	4	8	25	399	9	23	16	376
MASSACHUSETTS.												
53	Boston	Boston Normal School	2	12	2	12	0	298	0	0	0	298
54	do	Massachusetts Normal Art School.	11	5	11	5	61	242	0	0	61	242
55	Bridgewater	Bridgewater State Normal School.	8	19	7	8	47	238	.....	.....	47	238
56	Cambridge	Wellington School	1	6	1	6	0	26	0	0	0	26
57	Fitchburg	State Normal School	5	20	5	11	3	107	.....	.....	3	107
58	Framingham	do	4	18	4	11	0	163	.....	.....	0	163
59	Lowell	Training School for Teachers	0	24	0	6	0	13	.....	.....	0	15

* Statistics of 1898-99.

schools, 1899-1900—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1899-1900.	Amount received from State, county, or city for buildings and improvements.	
In business course.	In high-school grades.																
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
---	---	77	72	95	83	6	5	8	9	4	39	15,106	\$315,000	\$33,216	\$36,416	---	23
---	---	---	---	378	337	0	1	---	---	2	40	12,000	1,250,000	40,000	40,000	\$50,000	29
---	---	---	---	162	164	---	---	3	13	4	42	7,000	250,000	33,000	34,040	---	30
---	---	14	13	147	131	0	0	31	38	4	39	15,000	336,000	33,000	46,241	5,390	31
0	0	0	0	---	---	0	3	0	18	2	40	---	---	---	---	---	32
0	0	0	0	102	123	---	---	---	---	4	39	30,000	350,000	65,000	70,000	0	33
0	0	0	0	---	---	---	---	0	0	4	---	200	---	50	900	---	34
---	---	49	37	183	127	---	---	61	112	4	37	10,500	130,000	44,503	66,724	50,000	35
25	5	---	---	---	---	---	---	---	---	3	40	200	12,000	2,300	3,100	---	36
---	---	---	---	---	---	---	---	---	---	3	40	200	25,000	---	800	---	37
---	---	36	45	---	---	---	---	1	16	2	36	111	7,800	5,200	5,600	---	38
---	---	38	250	95	116	5	8	28	83	3	39	14,500	200,000	35,000	51,150	20,500	39
---	---	15	20	---	---	0	0	5	4	---	---	---	4,000	700	2,000	---	40
0	0	0	0	0	0	60	57	43	39	3	40	700	25,000	3,000	6,787	---	41
1	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	42
---	---	---	---	169	120	---	---	1	29	2	40	300	---	---	---	---	43
0	0	---	---	52	70	0	0	6	42	4	32	3,161	75,000	16,000	21,544	1,500	44
0	0	0	0	123	13	0	0	0	38	2	38	700	---	---	---	---	45
---	---	---	---	10	15	---	---	12	54	2	38	1,000	50,000	10,000	10,700	---	46
0	0	0	0	40	52	0	0	8	44	2	38	3,401	75,503	9,100	9,800	500	47
---	---	---	---	---	---	0	0	40	68	4	38	375	10,000	2,500	2,700	---	48
---	---	---	---	60	90	0	3	6	57	3	39	2,698	78,000	9,400	10,090	4,000	49
---	---	5	6	---	---	---	---	0	0	2	33	116	4,300	1,000	1,649	---	50
2	2	21	23	---	---	---	---	---	---	3	22	500	5,000	750	1,290	---	51
0	0	0	0	9	23	0	0	6	92	3	38	4,200	160,000	20,000	27,071	4,504	52
0	0	0	0	---	---	0	2	0	106	2	40	3,900	---	---	---	---	53
0	0	0	0	---	---	0	1	12	34	4	38	---	---	---	---	---	54
0	0	0	0	213	229	0	1	15	96	4	38	6,974	432,000	41,473	41,593	5,700	55
0	0	0	0	472	452	0	0	0	14	1	40	300	59,300	---	---	---	56
0	0	0	0	335	291	0	0	2	50	2	38	3,509	200,000	35,961	35,961	40,000	57
0	0	0	0	63	50	0	0	0	58	2	38	3,800	250,000	28,853	28,853	863	58
---	---	---	---	---	---	220	300	---	---	1	40	---	---	---	---	---	59

TABLE 19.—Statistics of public normal

Location.	Name of institution.	Teachers.				Students.							
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high-school grades.		In normal course.			
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12		
MASSACHUSETTS—continued.													
60 Salem	State Normal School	4	15	4	9	5	226	0	0	5	226		
61 Westfield	do	3	4	3	4	1	126	—	—	1	126		
62 Worcester	Massachusetts State Normal School.	5	10	5	7	41	233	31	31	10	232		
MICHIGAN.													
63 Detroit	Washington Normal School.	3	29	3	7	466	666	465	521	1	145		
64 Mount Pleasant	Central State Normal School.	8	12	8	12	152	304	—	—	152	304		
65 Ypsilanti	Michigan State Normal College.	21	29	21	20	434	1,303	138	178	296	1,125		
MINNESOTA.													
66 Mankato	State Normal School	7	15	7	7	207	568	126	242	81	326		
67 Moorhead	do. *	4	10	4	8	131	264	74	90	57	174		
68 St. Cloud	State Normal School	8	8	8	8	303	364	118	97	85	267		
69 St. Paul	Teachers' Training School	1	10	1	5	196	280	196	199	0	81		
70 Winona	State Normal School	7	15	7	8	142	454	101	136	41	318		
MISSISSIPPI.													
71 Abbeville	Abbeville Normal School	2	5	1	1	80	83	55	45	2	9		
72 Blue Springs	Blue Springs Normal College	1	2	1	0	100	75	92	68	3	4		
73 Holly Springs	Mississippi State Normal School.	4	5	2	1	130	127	—	—	130	127		
74 Louisville	Louisville Normal School	2	2	2	1	50	65	30	45	20	20		
75 Sherman	Mississippi Normal Institute. *	3	2	3	0	125	100	110	90	15	10		
76 Walnut Grove	Mississippi Central Normal School.	1	3	1	1	75	60	60	50	15	10		
MISSOURI.													
77 Cape Girardeau	Missouri State Normal School, third district.	7	5	7	5	176	114	50	25	126	89		
78 Kirksville	State Normal School	8	8	8	8	372	370	—	—	372	370		
79 St. Louis	Normal and High School	24	43	2	8	0	189	—	—	0	189		
80 Warrensburg	State Normal School	12	9	12	9	364	541	79	75	285	466		
MONTANA.													
81 Dillon	State Normal School of Montana.	5	4	5	4	30	106	0	0	13	85		
NEBRASKA.													
82 Peru	State Normal School of Nebraska.	9	11	9	7	207	557	—	—	207	557		
NEW HAMPSHIRE.													
83 Plymouth	State Normal School	4	10	3	5	121	264	82	98	1	117		
NEW JERSEY.													
84 Newark	Normal and Training School.	1	17	1	7	0	106	—	—	0	106		
85 Paterson	Normal Training School	1	17	1	2	0	44	—	—	0	44		
86 Trenton	New Jersey State Normal School.	14	33	11	16	296	911	173	217	56	583		
NEW MEXICO.													
87 Las Vegas	New Mexico Normal University.	8	8	7	5	111	131	35	29	5	41		
88 Silver City	Normal School	6	3	3	3	34	53	—	—	34	53		
NEW YORK.													
89 Albany	New York State Normal School.	10	11	10	11	257	728	213	358	44	370		

* Statistics of 1898-99.

schools, 1899-1900—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.		Weeks in school year.		Volumes in library.		Value of grounds, buildings, furniture, and scientific apparatus.		Amount of State, county, or city aid.		Total income for the year 1899-1900.		Amount received from State, county, or city for buildings and improvements.	
In business course.		In high-school grades.																					
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	23	24	25	26	27	28	29							
0	0	0	0	85	90	0	1	2	72	2	40	3,500	\$300,000	\$27,000	\$27,000	60							
0	0	0	0	311	343	0	0	0	59	2	38	3,500	290,000	24,900	24,900	\$47,000	61						
				0	0				52			11,892	202,700	21,675	21,675	0	62						
0	0	0	0	465	521	0	0	1	45	2	40	577	57,265	24,000	24,000	0	63						
				150	170	0	1	41	84	3	36	4,000	50,600	25,000	27,200	43,000	64						
				105	211	0	1			4	36	23,000	350,000	68,000	84,000	15,000	65						
0	0	0	0	123	242	0	1	17	84	5	38	4,011	200,000	29,500	33,950	2,300	66						
0	0	0	0	66	68	0	0	2	41	5	38	2,194	100,000	18,000	19,000	0	67						
0	0	0	0	118	97	0	0	14	80	3	38	4,000	187,000	29,500	32,054	3,500	68						
				196	199			0	32	2	38	3,000	37,600		600		69						
0	0	0	0	101	136	0	0	10	95	2	38	6,000	250,000	29,500	34,958		70						
10	2	13	27	0	0	0	0	0	0	2	40	100	3,000	600	1,400	20	71						
0	0	5	3	0	0	0	0	0	0			0	1,200	500	800	0	72						
0	0	0	0	0	0	130	127	5	9	2	36	3,500	12,000	2,250	2,717	250	73						
0	0	0	0	0	0	0	0	5	12	2	36		1,000	350	350		74						
								0	0	2	40	200	100	600	600	75	75						
										2	32		2,000	460	1,085		76						
0	0	0	0	40	30	0	0	12	11	4	40	3,000	75,000	12,000	14,100	0	77						
				43	49			14	36	4	40	5,000	125,000	13,750	21,922	1,000	78						
0	0	0	0	94	97	18	15	0	68	5	40		406,130				79						
										4	40	6,600	275,000	17,500	27,113		80						
		17	21	20	25			0	7	4	40	2,800	60,000	15,000	15,700		81						
0	0	0	0	65	68	0	0	8	14	4	40	13,000	200,000	27,500	27,500	5,000	82						
		38	49	120	147			1	37	2	38	3,000	125,000	13,800	14,800	8,000	83						
				240	250	0	1						85,000				84						
				689	643			0	30	2	40	196					85						
		67	111	240	328	2	3	14	177	3	38	4,000	400,000	45,000	71,000	5,000	86						
21	11	50	50	125	175	0	1	0	5	2	36	1,000	60,000		1,000	19,700	87						
				8	19			9	30	4	40	2,000	30,000	7,000	7,885		88						
0	0	0	0	213	358	0	0	22	101	2	39	3,408	230,910	29,115	41,284	0	89						

TABLE 19.—Statistics of public normal

Location.	Name of institution.	Teachers.				Students.							
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high-school grades.		In normal course.			
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12		
NEW YORK—continued.													
90	Brockport	5	14	5	14	296	511	165	172	94	281		
91	Brooklyn	2	29	2	17	184	453	184	195	0	258		
92	Buffalo	7	20	7	12	245	615	203	232	41	280		
93	Cortland	5	15	4	11	450	690	220	230	200	419		
94	Fredonia	5	12	5	12	266	509	175	229	61	234		
95	Geneseo	5	17	5	11	410	761	200	225	170	476		
96	Jamaica	5	10	5	7	120	400	80	86	40	374		
97	Newpaltz	3	13	3	9	150	446	89	180	48	240		
98	New York	4	5	4	5	14	104	.....	.....	14	104		
99	.....do	7	76	7	46	0	604	.....	.....	0	604		
100	Oneonta	6	13	6	13	277	494	138	146	125	333		
101	Oswego	9	12	9	12	339	660	316	330	23	336		
102	Plattsburg	6	10	6	10	101	278	67	106	34	172		
103	Potsdam	10	11	10	11	346	625	152	182	140	390		
104	Syracuse	1	2	1	2	0	87	.....	.....	0	87		
NORTH CAROLINA.													
105	Elizabeth City ...	2	1	2	1	43	101	.....	.....	43	101		
106	Fayetteville	2	1	2	1	29	57	0	0	29	57		
107	Franklinton	3	7	3	2	132	186	104	118	28	68		
108	Goldsboro	3	1	3	1	40	61	.....	.....	40	61		
109	Greensboro	6	22	2	0	114	565	114	116	0	409		
110	Plymouth	2	1	2	1	34	53	.....	.....	34	53		
NORTH DAKOTA.													
111	Mayville	4	6	4	3	72	165	0	0	72	165		
112	Valley City	5	5	5	3	99	166	40	45	59	121		
OHIO.													
113	Cincinnati	0	5	0	5	1	156	0	0	1	156		
114	Cleveland	4	16	4	4	0	200	.....	.....	0	200		
115	Columbus	0	7	0	7	0	96	0	0	0	96		
116	Dayton	0	8	0	2	0	80	.....	.....	0	80		
117	Geneva	4	1	4	1	55	80	.....	.....	12	30		
OKLAHOMA.													
118	Alva	9	4	9	1	201	239	33	41	168	198		
119	Edmond	8	4	8	3	110	222	11	60	99	162		
120	Langston	6	1	6	1	92	95	76	80	14	13		
OREGON.													
121	Ashland	4	4	4	4	117	160	52	75	40	65		

* Statistics of 1898-99.

schools, 1899-1900—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1899-1900.	Amount received from State, county, or city for buildings and improvements.	
In business course.	In high-school grades.	Male.	Female.														
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
0	0	37	58	165	172	0	0	22	55	3	39	10,500	\$225,000	\$25,000	\$26,500	90	
0	0	0	0	184	195	0	1	0	229	1	40	1,500	170,000	30,000	30,000	0	91
0	0	1	3	203	232	0	0	6	112	3	39	7,000	263,500	29,364	30,099	\$313	92
---	---	30	50	220	230	3	0	29	103	3	39	7,000	220,000	26,423	26,772	1,895	93
0	0	30	46	158	201	0	3	11	47	3	40	3,317	223,000	24,000	25,200	---	94
40	60	---	---	200	225	0	0	37	150	3	39	7,000	223,500	28,000	31,000	15,000	95
0	0	0	0	80	86	1	2	6	46	4	39	3,000	180,000	22,000	22,000	28,000	96
---	---	13	26	---	---	---	---	6	67	4	40	3,500	131,216	22,429	24,210	---	97
0	0	0	0	800	600	0	1	0	0	2	40	650	---	55,000	55,000	0	98
---	---	---	---	500	600	0	6	0	315	4	39	6,280	1,457,500	175,000	175,000	---	99
0	0	14	15	138	146	0	0	24	66	4	39	4,000	273,333	30,000	30,500	0	100
---	---	---	---	316	330	0	1	7	74	4	39	10,000	150,000	51,201	52,705	25,008	101
---	---	---	---	13	39	1	0	3	42	4	40	3,004	158,500	22,500	23,400	---	102
---	---	54	142	152	182	1	0	34	111	4	39	---	300,000	25,000	26,371	---	103
---	---	---	---	---	---	---	---	0	30	1	40	200	---	1,748	1,748	---	104
---	---	---	---	---	---	43	101	7	6	3	36	---	---	2,000	2,000	---	105
0	0	0	0	12	8	29	57	1	2	3	36	75	3,000	2,200	2,200	0	106
---	---	---	---	---	---	28	68	4	5	4	32	---	---	---	---	---	107
---	---	---	---	---	---	40	61	---	---	3	36	---	---	2,000	2,000	---	108
0	40	---	---	114	116	---	---	0	39	4	32	3,000	100,000	25,000	39,964	5,000	109
---	---	---	---	---	---	34	53	23	6	---	---	---	---	1,875	1,975	---	110
0	0	0	0	---	---	0	0	5	15	4	36	2,000	35,000	11,150	12,860	---	111
---	---	---	---	18	18	---	---	4	6	4	36	1,800	30,000	12,500	13,397	---	112
0	0	0	0	172	128	0	1	0	95	2	40	150	---	---	260	---	113
---	---	---	---	---	---	0	1	0	87	2	38	600	46,000	20,000	20,000	---	114
0	0	0	0	220	204	0	3	0	48	2	37	520	---	---	240	0	115
---	---	---	---	---	---	---	---	0	30	2	38	300	---	5,000	5,200	---	116
---	---	43	50	0	0	0	0	6	18	3	38	400	30,000	4,000	5,000	0	117
---	---	---	---	33	41	---	---	2	4	4	40	---	118,000	20,000	25,150	---	118
0	0	0	0	0	0	0	0	11	15	4	40	---	---	---	---	---	119
---	---	2	2	26	22	14	13	0	0	4	38	---	21,000	9,428	26,928	10,000	120
---	---	25	20	35	40	---	---	20	49	4	40	225	20,000	3,750	6,750	1,250	121

TABLE 19.—Statistics of public normal

Location.	Name of institution.	Teachers.				Students.					
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high-school grades.		In normal course.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12
OREGON—cont'd.											
122 Drain	Central Oregon State Normal School.	35	40	4	1	35	40	.....	.....	35	40
123 Monmouth	The Normal School of Oregon.	8	5	8	3	155	304	90	112	65	132
124 Weston	Eastern Oregon State Normal School.	4	4	4	2	74	113	44	49	56	64
PENNSYLVANIA.											
125 Bloomsburg	State Normal School	14	13	14	11	258	349	200	190	51	135
126 California	Southwestern State Normal School.	11	12	11	12	351	497	178	156	158	326
127 Clarion	State Normal School	10	8	10	4	243	278	57	32	186	246
128 East Stroudsburg.	East Stroudsburg State Normal School.	7	7	7	7	174	245	60	80	114	165
129 Edinboro	Northwestern State Normal School.	10	8	9	7	164	318	32	36	120	276
130 Indiana	Indiana Normal School of Pennsylvania.	13	12	13	8	164	373	0	0	109	231
131 Kutztown	Keystone State Normal School.*	16	6	16	6	449	293	161	83	348	214
132 Lockhaven	Central State Normal School	8	8	8	6	269	263	.....	.....	260	263
133 Mansfield	Mansfield State Normal School.	8	10	8	8	159	345	.....	.....	151	230
134 Millersville	First Pennsylvania State Normal School.*	21	15	21	15	510	579	124	133	286	476
135 Philadelphia	Philadelphia Normal School for Girls.	2	46	2	28	147	914	147	285	0	529
136 Pittsburg	Normal Department Pittsburg High School.	3	11	3	11	0	360	.....	.....	0	140
137 Shippensburg	Cumberland Valley State Normal School.*	9	8	9	8	198	209	32	43	163	166
138 Slippery Rock	Slippery Rock State Normal School.	8	8	8	8	313	468	120	124	180	225
139 Westchester	State Normal School	17	15	17	15	224	507	.....	.....	224	507
RHODE ISLAND.											
140 Providence	Rhode Island Normal School.	4	28	4	18	0	226	.....	.....	0	154
SOUTH CAROLINA.											
141 Rock Hill	Winthrop Normal and Industrial College of South Carolina.	8	24	8	24	44	459	44	106	0	202
SOUTH DAKOTA.											
142 Madison	State Normal School	4	7	4	5	165	250	55	82	52	143
143 Spearfish	do	1	11	1	10	89	198	42	54	47	144
144 Springfield	do	2	4	2	4	86	112	42	47	42	47
TENNESSEE.											
145 Nashville	Peabody Normal College.*	17	16	15	11	210	394	0	0	210	394
TEXAS.											
146 Detroit	Detroit Normal School*	2	1	1	1	88	76	48	52	6	4
147 Huntsville	Sam Houston Normal Institute.	5	11	5	11	171	322	.....	.....	171	322
148 Prairie View	Prairie View State Normal and Industrial College.	10	11	9	5	136	140	.....	.....	136	140
UTAH.											
149 Cedar City	Southern Branch State Normal School.	6	1	6	1	90	116	22	30	68	80

* Statistics of 1898-99.

schools, 1899-1900—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1899-1900.	Amount received from State, county, or city for buildings and improvements.
In business course.	In high-school grades.															
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
---	---	---	---	75	100	0	0	1	3	3	40	150	\$7,000	\$3,750	\$4,250	----- 122
0	0	---	---	96	112	0	0	11	33	3	40	500	30,000	9,000	13,250	\$10,000 123
---	---	---	---	18	26	---	---	2	11	3	40	240	21,000	8,000	8,490	2,500 124
---	---	7	15	40	30	---	---	51	135	2	40	2,230	324,789	10,000	85,400	----- 125
15	15	---	---	178	156	---	---	38	80	2	42	5,000	327,486	12,600	59,339	----- 126
---	---	0	0	57	32	---	---	19	53	3	42	8,000	260,000	10,000	20,000	----- 127
0	0	0	0	60	80	0	0	29	63	2	42	1,000	90,607	9,945	20,625	----- 128
2	6	---	---	32	36	1	0	27	41	3	40	9,000	175,000	10,000	21,073	----- 129
24	20	1	22	105	93	0	0	53	18	2	41	3,502	264,850	7,500	62,896	6 130
---	---	---	---	101	82	---	---	64	59	3	42	6,398	281,500	7,500	65,226	----- 131
---	---	---	---	74	78	0	0	51	49	2	40	1,000	250,000	10,000	29,000	6 132
6	1	2	12	36	48	---	---	35	59	2	40	5,076	294,000	10,000	22,744	----- 133
---	---	---	---	124	103	---	---	47	60	3	42	10,200	470,812	7,500	68,776	----- 134
---	---	---	---	147	385	0	8	0	243	2	40	6,000	500,000	75,000	75,000	----- 135
---	---	0	220	97	110	---	---	0	43	4	40	700	300,000	-----	-----	----- 136
---	---	---	---	32	43	---	---	53	58	3	42	2,906	220,000	7,500	7,500	7,500 137
3	8	10	11	100	90	0	0	35	100	3	42	1,800	250,000	10,000	22,000	9,000 138
---	---	---	---	80	80	1	2	37	98	3	40	7,784	500,000	-----	30,000	10,000 139
---	---	0	32	162	234	0	1	0	37	2	39	2,000	750,000	60,000	60,000	----- 140
0	151	---	---	44	106	6	0	0	31	4	36	4,500	304,000	31,508	41,422	35,000 141
0	0	0	0	53	82	0	0	2	17	4	39	2,500	100,000	14,350	18,193	27,500 142
0	0	0	0	42	54	0	1	3	14	5	38	14,000	75,000	14,600	16,744	25,000 143
0	0	2	18	42	47	0	0	4	11	3	36	1,000	12,000	1,200	2,900	0 144
0	0	0	0	110	247	0	0	---	---	2	32	12,000	150,000	20,000	67,900	0 145
0	0	34	20	0	0	0	0	6	4	2	36	250	3,000	1,200	2,044	0 146
---	---	---	---	---	---	---	---	30	67	3	33	12,000	100,000	37,500	40,000	2,000 147
---	---	---	---	136	140	---	---	---	---	4	38	800	100,287	15,000	33,008	20,325 148
---	---	---	---	---	---	---	---	---	---	4	36	1,010	3,500	7,500	8,460	----- 149

TABLE 19.—Statistics of public normal

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high-school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	UTAH—cont'd.											
150	Salt Lake City...	State Normal School of Utah. <i>a</i>										
	VERMONT.											
151	Castleton	State Normal School.....	32	3	2	3	14	89	0	0	14	89
152	Johnson	do	4	4	3	4	5	66			5	66
153	Randolph Center	Randolph State Normal School.	32	2	3	2	8	70	0	0	8	70
	VIRGINIA.											
154	Farmville	State Female Normal School.	1	11	1	11	0	251	0	96	0	155
155	Hampton	The Hampton Normal and Agricultural Institute.	30	46	3	4	404	252	362	211	2	12
156	Petersburg	Virginia Normal and Collegiate Institute.	6	7	6	7	161	182	63	97	71	83
	WASHINGTON.											
157	Cheney	State Normal School	4	5	4	5	52	130			48	123
158	Ellensburg	Washington State Normal School.	4	7	4	7	20	128			20	128
	WEST VIRGINIA.											
159	Athens	West Virginia State Normal School (Concord Branch).	7	6	5	2	146	92	0	0	145	87
160	Fairmount	State Normal School	6	4	6	2	206	221			161	133
161	Glenville	Glenville State Normal School.	4	3	4	3	72	60	0	0	72	60
162	Huntington	Marshall College, State Normal School.	6	6	5	5	200	252	0	0	75	125
163	Institute	West Virginia Colored Institute.	10	3	6	2	64	101	29	41	28	60
164	Shepherdstown	Shepherd College, State Normal School.	5	3	4	3	55	51	0	0	55	51
165	West Liberty	West Liberty State Normal School.	4	3	4	3	86	100			83	99
	WISCONSIN.											
166	Milwaukee	State Normal School *	8	14	8	8	176	454	135	101	41	353
167	Oshkosh	State Normal School	12	21	12	16	363	638	139	161	216	460
168	Platteville	do	10	12	10	8	181	300	60	94	121	188
169	River Falls	do	5	12	5	8	173	341	83	125	89	216
170	Stevens Point	do	9	13	9	9	217	352	94	83	123	269
171	Wausau	Marathon County Training School.	1	1	1	1	10	46			10	46
172	West Superior	Superior State Normal School.	8	11	8	11	218	609	153	344	62	253
173	Whitewater	State Normal School	7	13	7	9	196	309	82	82	113	226

* Statistics of 1898-99.

a See table of Colleges and Universities.

schools, 1899-1900—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.		Weeks in school year.		Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1899-1900.	Amount received from State, county or city for buildings and improvements.	
In business course.	In high-school grades.		Male.																	Female.
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, county, or city aid.	Total income for the year 1899-1900.	Amount received from State, county or city for buildings and improvements.			
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29			
																	150		
0	0	0	0	40	72	0	0	3	37	2	40	2,686	\$15,000	\$5,000	\$5,115	\$1,000	151		
0	0	0	0	70	80	0	0	1	26	2	40	4,000	5,000	5,000	5,000	700	152		
				26	24			3	27	2	40	3,300	5,000	5,500	6,250		153		
0	0	0	0	15	85	0	0	0	30	3	37	4,500	75,000	15,000	17,750	20,000	154		
		40	29	191	217	2	7	0	3	2	36	10,000	757,000	0	157,604	0	155		
		27	2	27	19	71	83	17	20	3	34	535	157,000	15,000	17,075		156		
		4	7	50	30			3	7	5	40	3,000	65,000	13,200	14,000		157		
		0	0	29	81	0	0	4	17	3	40	2,000	75,600	1,900	1,900	0	158		
1	0	0	5	0	0	0	0	141	44	4	40	1,000	50,000	12,000	12,675	6,800	159		
		45	88					20	7	4	40	3,000	100,000	7,000	7,900	6,000	160		
0	0	0	0	0	0	0	0	7	4	4	40	2,500	50,000	10,000	10,400		161		
50	75	75	52					4	10	4	40	5,000	211,000	24,550	25,612		162		
0	0	7	0	4	16	28	60	3	8	4	36	1,560	99,500	6,750	6,895	23,000	163		
										4	40	1,500	40,000	6,700	6,378		164		
		3	1					6	5	4	39	2,000	25,000		557		165		
0	0			135	101	0	0	26	121	2	40	3,000	100,000	45,075	48,286		166		
0	0	8	17	139	161	0	0	20	49	4	40	37,000	132,600	48,044	54,721	2,004	167		
		0	18	60	94	0	0	25	45	4	40	5,700	110,000	33,000	34,955	900	168		
0	0	0	0	83	125	0	0	11	15	4	40	3,210	72,000	27,575	29,850	0	169		
0	0	0	0	40	35	0	0	26	42	4	40	7,500	90,000	43,325	46,219		170		
								2	21	1	40	150		3,750	3,750		171		
0	0	3	6	88	85	0	0	15	36	4	40	3,500	103,000	28,000	30,700		172		
		1	1	82	82	0	0	27	57	4	40	6,500	190,000	37,646	39,772		173		

TABLE 20.—Statistics of private

Location.	Name of institution.	Teachers.				Students.					
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA.											
1	Huntsville	2	3	3	2	35	100	16	34	6	20
2	Tuskegee	53	35	14	20	816	364	473	171	343	193
ARKANSAS.											
3	Jamestown	3	3	3	3	60	58	-----	-----	60	58
4	Mount Ida	4	0	3	0	50	30	19	16	16	9
5	Pea Ridge	6	4	6	4	150	104	96	50	50	50
6	Sulphur Rock	6	1	3	1	103	74	0	0	56	64
7	Wilmar	5	7	5	0	150	158	90	86	25	40
8	Woodberry	3	2	2	1	71	43	27	17	44	26
CALIFORNIA.											
9	Oakland	1	1	1	1	4	24	0	0	2	23
COLORADO.											
10	Denver	4	6	2	2	41	126	14	23	7	50
DISTRICT OF COLUMBIA.											
11	Washington	0	4	0	4	0	22	0	0	0	22
12	.....do	0	3	0	3	0	16	-----	-----	0	16
FLORIDA.											
13	Jasper	7	3	2	2	156	162	64	65	21	26
14	Orange Park	2	2	1	2	36	43	25	25	11	18
GEORGIA.											
15	Augusta	3	12	0	1	166	294	90	232	0	13
16	Macon	1	13	1	3	173	345	148	294	25	51
17	Thomasville	0	7	0	3	33	177	31	158	2	19
18	Waynesboro	1	2	1	2	130	110	60	50	30	40
ILLINOIS.											
19	Addison	8	0	7	0	177	0	92	0	85	0
20	Bushnell	5	7	5	6	349	169	0	0	300	150
21	Dixon	25	9	15	5	1,200	900	100	175	400	500
22	Galesburg	2	5	2	5	46	276	38	51	8	225
23	Hoopeston	5	7	5	5	80	70	25	35	30	25
24	Macomb	12	4	2	2	250	150	45	25	125	100
25	Oregon	2	0	2	0	90	37	-----	-----	90	37
26	Rushville	3	1	3	0	175	107	-----	-----	100	75

* Statistics of 1898-99.

† Statistics of 1897-98.

normal schools, 1899-1900.

Students.				Children in model school.	Colored students in normal course.	Graduates from normal course.	Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1899-1900.	Value of benefactions received, 1899-1900.	Total money value of endowments, property, and funds now possessed, received from private sources.			
In business course.	In high school grades.	Male.	Female.													
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
60	50	7	41	58	105	343	20193	23	21	34	3236	1,3005,000	\$10,000252,319	\$388104,811	\$97,231	\$58,255
0	0	15	5	27	20	0	0	2	0	3	38		5,000			
10	4			35	24					4	34	800	1,500	1,073		
17	1	30	9	0	0	0	0	12	1	2	36	3,500	8,000	2,350	690	
10	2	25	30							2	36	300	8,000	4,500	0	
				27	17			4	2	2	42	1,300	10,000	5,000		
													8,000	3,175		
2	1	0	0	0	0	0	0	0	0	1	46	1,150	20,000	1,059	0	20,000
17	9	3	4	24	27	0	1	0	10	4	36	744	300			
0	0	0	0	20	30	0	22	0	0	2	32			1,000		
				8	10	0	0	0	16	2	36	300		1,700		
14	2	57	69	25	25			3	4	2	40	2,000	5,000	4,000		
						11	18	8	4	4	32	400		3,640		
		76	49	24	33	0	13			3	25	450	20,000	5,500	4,500	0
0	0	0	0			25	51	1	6	5	33	3,000	40,000	2,500	100	40,000
						2	19	4	25	4						
40	20					39	40	30	40				1,000	520	50	
				32	28			44	0	2	40	1,800	92,000			
40	10	0	0	0	0	0	0	8	4	4	50	500	20,000	4,000	0	30,000
500	75	200	150			6	7			3	40	3,500	200,000			
				38	51			0	19	2	36	800	12,000			
25	10							8	7	2	48	1,000	50,000	4,000		90,000
80	25							10	8	3	48	300		5,300	0	0
50	20	25	5					3	3	3	40	400	3,000	1,200		
												100		3,500		

TABLE 20.—Statistics of private normal

Location.	Name of institution.	Teachers.				Students.							
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.		Male.	Female.
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12		
INDIANA.													
27	Angola.....	11	3	2	0	400	450	.....	.....	400	450		
28	Corydon.....	5	3	4	2	155	48	0	0	151	45		
	College.												
29	Covington.....	0	2	0	32	25	23	.....	.....	25	26		
30	Danville.....	14	2	14	32	427	228	.....	.....	376	219		
31	Elkhart.....	4	6	1	1	78	78	13	4	5	3		
	Business College.*												
32	Indianapolis.....	1	15	1	14	0	111	0	0	0	111		
	Indiana Kindergarten and Primary Normal Training School.												
33	Marion.....	16	5	11	3	850	763	369	56	126	115		
34	Mitchell.....	6	3	6	3	210	220	.....	.....	210	220		
	Southern Indiana Normal College.												
35	Muncie.....	13	5	7	3	301	244	.....	.....	150	116		
	Eastern Indiana Normal University.												
36	Rochester.....	7	3	5	3	140	112	0	0	80	76		
	Rochester Normal University.												
37	Valparaiso.....	40	15	30	11	2,141	1,210	49	55	1,143	784		
	Northern Indiana Normal School.*												
IOWA.													
38	Bloomfield.....	4	4	4	1	171	141	40	35	86	23		
	Southern Iowa Normal School.												
39	Denison.....	5	2	3	1	175	150	0	0	100	75		
	Denison Normal School and Business College.												
40	Humboldt.....	9	15	4	7	220	132	60	50	70	40		
41	Le Mars.....	6	4	4	2	75	80	.....	.....	75	80		
42	Newton.....	3	2	2	1	67	65	0	0	37	42		
43	Ottumwa.....	0	1	0	1	1	13	.....	.....	1	13		
44	Perry.....	3	2	2	2	165	137	.....	.....	51	105		
45	Shenandoah.....	19	4	19	4	783	423	.....	.....	532	265		
46	Vinton.....	4	3	4	2	200	135	70	60	50	60		
47	Waukon.....	2	1	2	0	43	52	.....	.....	8	20		
	Tilford Collegiate Academy and Normal School.												
	Waukon Business College and Normal School.												
KANSAS.													
48	Conway Springs.....	2	2	1	1	32	43	2	3	5	10		
	Normal and Business College.												
49	Great Bend.....	8	6	8	4	108	138	.....	.....	68	77		
50	McPherson.....	12	4	8	3	195	105	60	40	35	25		
51	Maryville.....	3	3	3	3	96	84	0	0	45	48		
52	Nickerson.....	8	10	2	2	162	140	20	31	30	47		
53	Winfield.....	13	4	12	3	170	124	0	0	8	20		
	Southwest Kansas College.												
KENTUCKY.													
54	Blaine.....	2	1	2	0	50	25	10	10	40	15		
55	Bowling Green.....	9	4	4	3	420	280	12	12	158	212		
56	Hardinsburg.....	4	3	2	1	60	82	.....	.....	60	82		
	Breckenridge Normal College.												
57	Lexington.....	0	9	0	3	80	140	68	112	12	23		
58	Madisonville.....	0	2	0	1	14	40	13	16	0	9		
	Western Kentucky Normal School.												
59	Morehead.....	3	3	2	1	56	50	25	24	21	20		
60	Waddy.....	5	2	5	2	90	85	20	15	50	45		
	Morehead Normal School and Central Normal College.												
MARYLAND.													
61	Ammendale.....	7	0	7	0	38	0	18	0	20	0		
	Ammendale Normal Institute.*												
62	Baltimore.....	1	1	1	1	12	37	.....	.....	12	37		
	Baltimore Normal School (colored).												

* Statistics of 1898-99.

schools, 1899-1900—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.		Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1899-1900.	Value of benefactions received, 1899-1900.	Total money value of endowments, property and funds now possessed, received from private sources.	
In business course.	In high school grades.																	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1899-1900.	Value of benefactions received, 1899-1900.	Total money value of endowments, property and funds now possessed, received from private sources.		
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29		
4	3	0	0	0	0	0	0	5	0	2	48	3,162	\$11,800	\$2,030	0	\$5,960	27	
51	9			4	6	0	0	6	1	2	24	25	450				29	
40	41	20	30					10	17	4	48	3,000	30,000		0	0	30	
0	0	0	0	0	0	0	1	0	30	3	40	150	1,000	1,800	\$40		31	
180	112	175	480			5	3			4	50	1,562	50,000				33	
						0	0	10	15	2	48	700	15,000	6,500			34	
100	37	51	91					6	3	3	48	3,060	100,000				35	
19	16	41	20	0	0	0	0	5	2	3	48	500	25,000	5,000	0	0	36	
622	148	327	223	75	29	0	0	301	193	2	50	10,105	500,000	118,709	0	0	37	
25	22	20	64	0	0	0	0	6	1	2	50						38	
75	75			0	0	0	0	4	0	4	40	500	20,000				39	
80	25	10	17					4	4	2	40	5,000	50,000		0	0	40	
30	23			0	0	0	0	3	1	3	40	3,000	55,000				41	
0	0					0	0	2	7	3	42	850	30,600	3,510			42	
54	22									2	40	1,254					43	
128	17	123	41	7	15			35	53	2	48	727	47,500		0	0	44	
40	35	40	30					5	4	2	36	1,500	15,000	38,000			45	
12	3	23	29					6	9								46	
																	47	
15	15	10	15							3	40	200	6,000	2,000			48	
27	14	13	47			0		1	1	4	40	800	36,000	4,880			49	
36	14	64	26	8	6	0	0	2	2	4	40	1,400	50,000	8,200	4,600	53,000	50	
20	16	31	20	0	0	0	0	12	15	4	40	2,500	10,000	2,100		0	51	
51	25	61	37			0	0	11	14	4	40	3,100	27,000	7,930	1,000	31,000	52	
62	24	100	80	0	0	0	0	2	1	4	36	2,500	63,000	7,700	2,500	2,500	53	
0	0	0		0	0	0	0	0	0								54	
200	30	50	25	0	0	0	0	20	15	4	48	1,400					55	
												100					56	
0	0	0	0	24	27	12	28	9	9	4	34	300	17,904	2,861	131		57	
0	1	1	14	13	16					3	36	250	500	500			58	
2	0	8	6							3	36	250	8,000	600		2,500	59	
5	5	15	20			0	0	4	2	3	40	1,000	5,000	2,000		5,000	60	
						0	0	11	0	4	40	5,000	60,000				61	
								1	3	3	41	2,600		2,250			62	

TABLE 20.—Statistics of private normal

Location.	Name of institution.	Teachers.				Students.					
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12
MARYLAND—continued.											
63	Buckeystown Normal Training School.	1	1	1	1	12	9	1	1	1	8
MASSACHUSETTS.											
64	Boston Miss Wheelock's School.	3	16	3	7	9	130			6	168
65	Waltham Notre Dame Training School.	0	12	0	12	0	74			0	74
66	Worcester Froebel School of Kindergarten Normal Class.	4	2	4	2	0	23			0	23
MICHIGAN.											
67	Owosso Oakside School.	0	2	0	2	18	23	8	5	0	8
68	Petoskey Petoskey Normal School.	2	2	1	1	162	210			74	85
MINNESOTA.											
69	Madison Lutheran Normal School of the United Norwegian Lutheran Church.	4	1	3	0	86	69	74	40	12	29
70	New Ulm Dr. Martin Luther College.	6	0	5	0	42	6			24	1
MISSISSIPPI.											
71	Burgess Burgess Normal Institute.	1	1	0	1	40	45	34	37	2	5
72	Iuka Iuka Normal Institute.	4	4	4	4	86	87	39	49	37	37
73	Nettleton Spring Hill Normal College.	1	3	1	1	75	60	70	50	5	10
74	Plattsburg Winston Normal High School.†	1	3	1	2	86	30	25	20	18	5
75	Poplar Springs Poplar Springs Normal College.†	2	2	1	1	73	109	50	80	15	18
76	Tougaloo Tougaloo University.	6	18	5	8	216	226	188	202	22	24
MISSOURI.											
77	Chillicothe Chillicothe Normal College.	18	4	9	2	621	342			483	317
78	Gainesville Gainesville Normal School.	2	2	1	1	65	70	31	29	15	17
79	Mill Spring Hale's College*.	4	0	1	0	43	37	25	23	18	14
80	Pleasant Hope Normal Academy.	2	2	2	2	50	40	0	0	50	40
81	Stanberry Stanberry Normal School.	12	6	12	6	250	164	6	18	178	61
NEBRASKA.											
82	Fremont Fremont Normal School and Business College.	16	4	16	4	750	600	100	275	150	200
83	Santee Santee Normal Training School.	4	4	1	3	60	52	50	41	10	11
84	Wayne Nebraska Normal College.	4	7	4	7	419	612			341	543
NEW YORK.											
85	New York Teachers' College.	33	43	33	43	100	354	0	0	100	354
NORTH CAROLINA.											
86	Asheville Normal and Collegiate Institute.	1	11	1	11	0	250	0	91	0	129
87	King's Mountain Lincoln Academy.	0	7	0	5	77	157	73	128	4	29
88	Liberty Liberty Normal College.	4	4	2	0	125	115	50	45	20	15
89	Lumberton Whitin Normal School.†	1	1	1	1	29	25	8	11	12	14
90	Raleigh St. Augustine's School.	5	10	3	3	152	171	119	140	33	31
91	Wilmington Gregory Normal Institute.†	1	10	1	2	80	209	70	158	10	51
92	Winton Waters Normal Institute.	2	3	1	2	123	149	58	72	65	77

* Statistics of 1898-99.

† Statistics of 1897-98.

schools, 1899-1900—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1899-1900.	Value of benefactions received, 1899-1900.	Total money value of endowments, property, and funds now possessed, received from private sources.	
In business course.		In high school grades.															
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
10	0							0	0		44	500	\$1,000	\$400	0	0	63
		0	22					0	50	2	35						64
										2	40	4,000	70,000	12,952			65
								0	16	2	36			2,000			66
88	125	10	10	0	0	0	0	0	0	4	36	1,460	6,000	550	0		67
								16	21								68
0	0	0	0	8	9	0	0	4	13	2	36	450	30,000	3,823	0	\$40,000	69
14	4	4	1	80	70	1	1	9	0	2	40	600	30,000	5,000			70
		4	3	34	37					2	40	20	2,500	875			71
10	1					0	0	4	0	4	48	800	60,000	7,800	0	0	72
7	3	30	2	12	8	5	10	0	7	4	36	150	1,800	1,225			73
						0	0			2	32	0	1,500	1,155			74
2	2	6	9							4	40	100	2,500	1,000			75
				96	90	22	24	2	2	4	32	4,500	80,000	19,240			76
138	25																77
2	2	17	22	5	3	0	0	0	0	4	40	0	0	1,130	0	0	78
		0	0	0	0	0	0	0	0		36	0	2,000	720	0	0	79
6	0			0	0	0	0	0	2		40	300	2,600			2,150	80
52	25	14	60					20	6	3	48	500	56,000				81
500	125							75	10	3	50	3,550	160,000				82
0	0					0	0	0	3	4	36	2,000	50,000	13,065			83
72	69							16	24	2	50	1,200	25,000				84
0	0	0	0	275	255	0	0	18	60	2	34	14,240	1,374,500	131,927	\$311,570	1,700,441	85
0	9	0	21	4	46			0	22	4	36	2,000	110,600	9,717			86
						4	29	0	3	4	33	800	6,000	472			87
10	6	45	49	20	20	0	0	2	2	4	40	300	4,000	3,050			88
				53	46	33	31	0	2	3	34			2,600			89
						10	51	1	3	4	32	200	15,000	3,700	300		90
						65	77					290		2,169			91
																	92

TABLE 20.—Statistics of private normal

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
NORTH DAKOTA.												
93	Grand Forks	Northwestern Normal College.	4	0	2	6	110	50	35	30	15	20
OHIO.												
94	Ada	Ohio Normal University	28	9	19	5	2,376	973	1	1	629	463
95	Canfield	Northeastern Ohio Normal College.	4	2	4	2	87	98	0	0	60	66
96	Dayton	St. Mary's Convent*	12	0	12	0	90	0	20	0	60	0
97	Ewington	Southern Ohio Normal College.	1	0	1	0	31	14	0	0	17	9
98	Fayette	Fayette Normal University.	6	5	3	1	100	115	21	44	40	30
99	Lebanon	National Normal University	23	9	23	9	1,987	708	1	1	987	708
100	Middlepoint	Western Ohio Normal School.	4	1	3	1	60	20	10	5	50	15
101	New Philadelphia.	John P. Kuhn's Normal School.	1	2	1	2	70	40	25	20	45	20
102	Tremont City ...	Western Ohio Normal University.	1	1	1	1	6	8	0	0	6	8
103	Woodville	Teacher's Seminary of Evangelical Lutheran Synod.	4	0	1	0	27	0	12	0	15	0
PENNSYLVANIA.												
104	Ebensburg	Ebensburg Normal Institute.	2	0	2	0	28	32	8	10	20	22
105	Muncy	Lycoming County Normal School.	5	1	5	1	155	95			100	88
106	Pittsburg	Curry College*	17	9	7	3	277	287	42	62	21	43
SOUTH CAROLINA.												
107	Charleston	Avery Normal Institute....	2	6	1	1	107	238	65	118	42	120
108	do	Wallingford Academy.....	1	3	0	1	66	72	51	51	15	21
109	Frogmore	Penn Normal and Industrial School.	3	9	0	2	158	121	134	109	24	12
110	Greenwood	Brewer Normal School	1	7	1	1	125	188	121	180	4	8
SOUTH DAKOTA.												
111	Sioux Falls	Lutheran Normal School....	4	2	4	2	65	84			65	84
TENNESSEE.												
112	Chattanooga	Chattanooga Normal University.	9	9	2	1	87	65	26	4	7	8
113	Dickson	Dickson Normal School.....	8	8	3	2	325	250	110	165	190	115
114	Edgewood	Edgewood Normal College*	2	2	1	0	35	32	15	12	20	20
115	Fountain City	Holbrook Normal College ..	9	6	2	0	54	76	23	19	8	18
116	Greenbrier	Central Tennessee Normal School.	1	2	1	1	98	125	58	89	24	21
117	Holladay	Independent Normal School.*	2	1	1	0	60	75	45	55	15	20
118	Huntingdon	Southern Normal University.	14	8	3	2	440	210	50	40	60	30
119	Jonesboro	Warner Institute	1	2	1	0	45	56	39	51	6	5
120	Maryville	Freedmen's Normal Institute.†	9	6	3	1	101	100	60	74	40	33
121	Memphis	Le Moyne Normal Institute (colored).	1	14	1	5	302	416	218	296	84	120
122	Morristown	Morristown Normal College	3	12	1	7	124	153	66	61	58	92
123	Orlinda	Orlinda Normal Academy..	1	3	1	0	65	58	57	52	5	6

* Statistics of 1898-99.

† Statistics of 1897-98.

schools, 1899-1900—Continued.

Students.		In high school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1899-1900.	Value of benefactions received, 1899-1900.	Total money value of endowments, property, and funds now possessed, received from private sources.	
In business course.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
60	0					0	0			2	44						93
372 5	129 3	1374 22	380 29	0	0	0	0	54 1	23 2	2	40 40	5,515 1,500	\$50,000 50,000	\$46,212		\$50,000	94 95
0	0	10 14	0 5	0 0	0 0	0 0	0 0	10 0	0 0	4	40 38		2,500	265	0	0	96 97
14	6	25	35			0	0	0 140	8 70	2 2	40 48	500 12,000	25,000 40,000	5,500 18,600			98 99
								12 4	2 4	2 2	40 40	250	20,000				100
								25 20	20 4	4	40			700			101
0	0	0	0	0	0	0	0	0	0	3	50	300	8,000	500	0	0	102
0	0	0	0	47	60	0	0	7	0	5	40	1,000	25,000	4,250	0	0	103
																	104
		5	7					7	7	2	30	260	35,000	2,500			105
125	84	89	98			0	0	0	0	3	40	750	120,000	21,000	0	0	106
0	0	0	0	24	34	42	120	3	20	4	36	800	15,000	5,500	0	0	107
0	0	0	0	5	4	15 24	21 12	5	4	3 4	32 30	100	8,000 3,000	213 1,470	267	3,900	108 109
0	0	0	0			4	8	0	3	2	32	300	12,000	800			110
								4	11	4	36	1,100	30,000	3,500			111
14	12	40	41					3	4	2	40	1,000	45,000				112
16	27	8	8	0	0	0	0	17	23	3	40	2,500 400	40,000 2,000	1,500	0	0	113 114
10	8	13 16	31 15	5 46	8 34	0 0	0 0	0 4	4 1	1 4	40 40	2,500 600	60,000 5,000	2,000		75,000	115 116
0	0					0	0	0	0	1	40	100	800	1,137	0	0	117
30	10	300	130			0	0	20	10	1	48					75,000	118
		1	2	60	74	6 40	5 33	5 8	3 2	3 3	36 38	150	3,000	714		410	119 120
0	0	0	0	120	194	84	120	9	11	4	35	3,000	45,000	9,280	4,500	45,000	121
				61	57	124	153	0	4	4	34	700	75,000	761	31,000		122
0	0	2	0	0	0	0	0	4	4	4	36	250	2,000	1,200	0	2,300	123

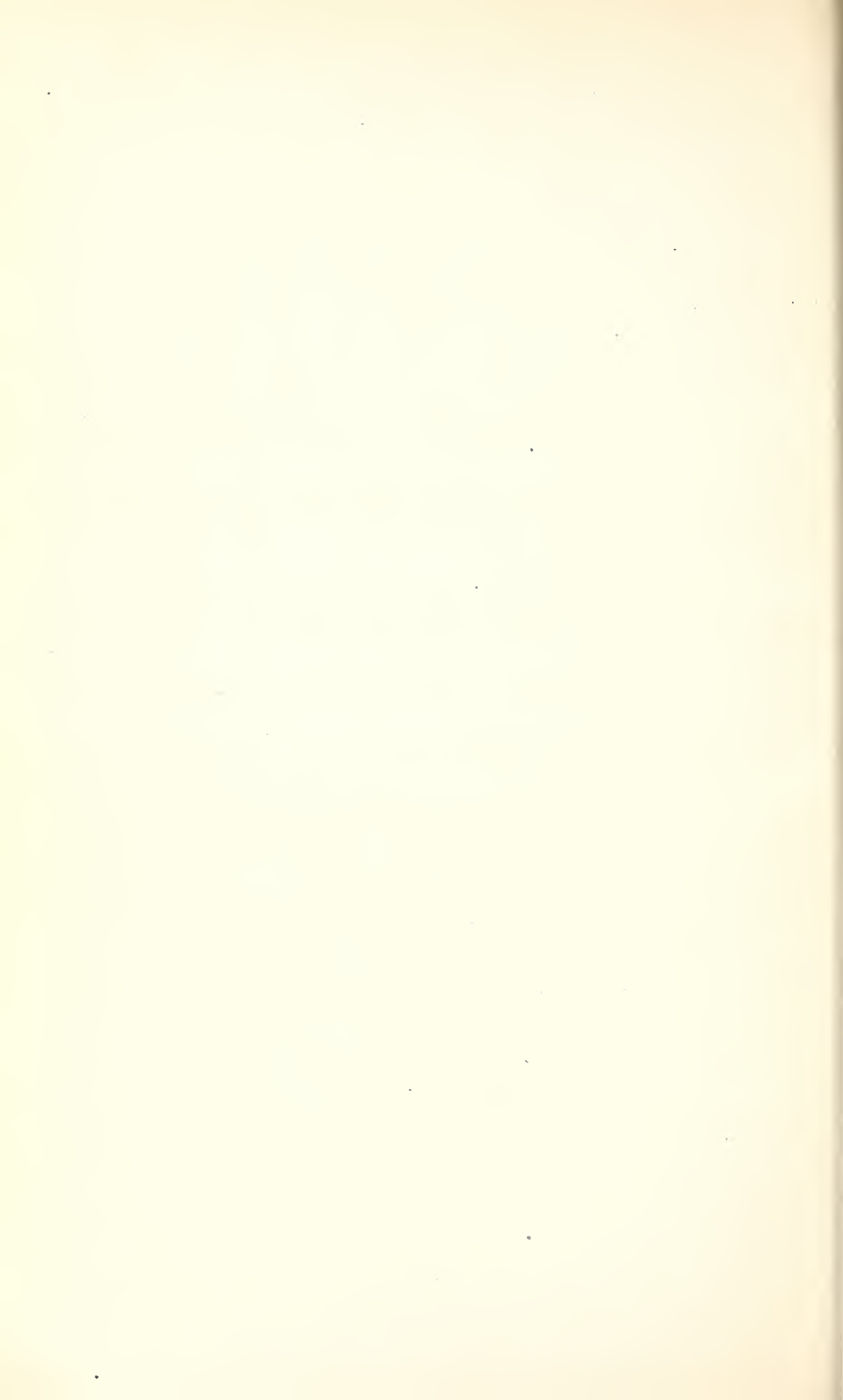
TABLE 20.—Statistics of private normal

Location.	Name of institution.	Teachers.				Students.					
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal and high school grades.		In normal course.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12
TEXAS.											
124 Commerce.....	East Texas Normal College.	6	2	4	0	185	79	28	14	95	33
125 Crockett.....	Mary Allen Seminary.....	1	13	1	13	0	235	0	190	0	45
VIRGINIA.											
126 Lawrenceville...	St. Paul Normal and Industrial School.*	17	8	3	1	150	168	44	51	8	8
127 Reliance.....	Shenandoah Normal College	7	1	7	0	60	35	35	28	4	2
128 Richmond.....	Hartshorn Memorial College	1	10	1	10	0	120	0	59	0	61
129 Rockymount.....	Piedmont Normal College..	1	1	1	1	10	35	.....	.....	10	25
130 Stuart.....	Stuart Normal College*....	2	2	2	1	29	78	16	31	13	47
WEST VIRGINIA.											
131 Harpers Ferry.....	Storer College.....	2	5	2	5	56	86	18	26	38	60
132 Summersville...	Summersville Normal School.	2	2	2	0	60	45	25	21	20	14
WISCONSIN.											
133 Milwaukee.....	National German-American Teachers' Seminary.	7	7	7	0	84	404	72	80	12	24
134 St. Francis.....	Catholic Normal School of the Holy Family.	7	0	7	0	72	0	.....	.....	30	0

* Statistics of 1893-99.

schools, 1899-1900—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Total income for the year 1899-1900.	Value of benefactions received, 1899-1900.	Total money value of endowments, property, and funds now possessed, received from private sources.	
In business course.	In high school grades.																
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
27	3	25	26	0	0	0	0	---	---	4	48	\$3,500	\$18,000	---	---	---	124
---	---	---	---	---	---	0	45	---	---	4	32	400	40,000	\$11,000	---	---	125
---	---	98	109	---	---	8	8	3	7	---	---	---	60,000	12,000	---	\$65,000	126
21	5	---	---	---	---	0	0	4	2	2	40	100	---	---	---	---	127
---	---	---	---	---	---	0	61	0	6	4	32	1,100	50,000	1,330	---	---	128
0	0	0	0	---	---	0	0	0	0	1	48	700	1,800	300	---	---	129
---	---	---	---	---	---	---	---	---	---	2	30	157	2,500	1,687	0	0	130
---	---	---	---	---	---	38	60	4	2	4	32	5,000	50,000	4,510	---	100,000	131
5	0	10	10	---	---	---	---	6	5	2	37	1,500	3,500	1,200	---	---	132
---	---	---	---	72	80	---	---	3	3	3	42	1,503	100,000	8,700	\$30,000	170,000	133
40	0	2	0	---	---	---	---	9	0	4	40	---	---	---	---	---	134



CHAPTER XXXIX.

STATISTICS OF SECONDARY SCHOOLS.

The total number of secondary students in institutions of all classes reporting to this Office for the scholastic year ending June, 1900, was 719,241, or more than 4 per cent of the aggregate enrollment in all the schools and colleges of the United States which was 17,020,710. There was a gain of 64,014, or nearly 10 per cent, over the preceding year in the number of secondary students enrolled. The secondary students enumerated were distributed among eight classes of institutions as follows:

Institutions.	Male.	Female.	Total.
Public high schools	216,207	303,044	519,251
Public normal schools	1,049	1,906	2,955
Public universities and colleges	6,132	2,087	8,219
Private high schools	55,734	55,063	110,797
Private normal schools	3,817	2,728	6,545
Private universities and colleges	23,082	19,384	42,466
Private colleges for women		13,817	13,817
Manual training schools	5,588	3,833	9,421
Total	317,509	402,032	719,241

The enrollment of secondary students for the year 1899-1900 was almost 1 per cent of the total population, or 9,460 in every million of population. The number reported as enrolled is something less than the actual number of secondary students in the United States. In localities in most of the States where high schools are not accessible there are many students pursuing secondary studies under the direction of teachers of the elementary schools. The 91,549 students in commercial schools are not here included.

Since 1890 the rate of increase of secondary students has been more rapid than the rate of increase in population. The number of secondary students in private institutions has about kept pace with the growth of population from year to year, while the number of such students in public institutions has increased from about 3,600 to the million in 1890 to over 7,000 to the million in 1900. The following table shows the remarkable growth in the number of secondary students in the past ten years:

Secondary students and per cent of population.

Year.	In public institutions.		In private institutions.		In both classes.	
	Secondary students.	Per cent of population.	Secondary students.	Per cent of population.	Secondary students.	Per cent of population.
1889-90	221,522	0.36	145,481	0.23	367,003	0.59
1890-91	222,868	.35	147,567	.23	370,435	.55
1891-92	247,660	.38	154,429	.24	402,089	.62
1892-93	256,628	.39	153,792	.23	410,420	.62
1893-94	302,006	.45	178,352	.26	480,358	.71
1894-95	361,370	.53	178,342	.26	539,712	.79
1895-96	392,729	.56	166,274	.23	559,003	.79
1896-97	420,459	.59	161,445	.23	584,904	.82
1897-98	459,813	.63	166,302	.23	626,115	.86
1898-99	488,549	.66	163,678	.23	652,227	.89
1899-1900	530,425	.70	188,816	.25	719,241	.95

The aggregate number of secondary students increased from 367,003 in 1889-90 to 719,241 in 1899-1900, or nearly 96 per cent. The increase in the number of such students in public institutions was from 221,522 in 1889-90 to 530,425 in 1899-1900, or over 139 per cent, while the increase in the number of secondary students in private institutions was from 145,481 in 1889-90 to 188,816 in 1899-1900, or nearly 30 per cent. These figures for the United States and corresponding figures for each geographical division are given in the following table:

Students receiving secondary instruction in public and private high schools and academies and in preparatory departments of colleges and other institutions.

	1889-90.			1899-1900.			Per cent of increase.		
	Public.	Private.	Total.	Public.	Private.	Total.	Public.	Private.	Total.
United States.....	221,522	145,481	367,003	530,425	188,816	719,241	139.45	29.79	95.98
North Atlantic Division...	83,630	40,957	124,587	171,460	54,823	226,283	105.02	33.86	85.64
South Atlantic Division...	12,459	22,161	34,620	28,708	28,327	57,035	130.42	27.82	64.75
South Central Division...	11,820	26,547	38,367	41,228	37,490	78,718	248.80	40.88	104.94
North Central Division...	105,582	40,855	146,437	258,006	56,739	314,745	144.37	38.88	114.94
Western Division.....	8,031	14,961	22,992	31,023	11,527	42,550	286.29	a 22.95	85.06

a Decrease.

The growth of secondary education is further indicated by the increase in the value of property owned by public and private high schools. In 1890 property to the value of \$49,171,542 was reported by 2,257 of the 2,526 public high schools, while 1,334 of the 1,632 private high schools and academies reported property to the value of \$37,521,576, making an aggregate of \$86,693,118 for the value of property owned by both classes of schools. In 1900 property to the value of \$96,131,695 was reported by 4,742 of the 6,005 public high schools, while 1,390 of the 1,978 private high schools and academies reported property to the value of \$53,854,136, making an aggregate of \$149,985,136 for the value of property owned by both classes. This was an increase of \$63,292,713 in ten years.

It has been found impracticable to collect complete statistics of secondary students in the preparatory departments of colleges and other institutions, such as the number of students pursuing certain studies, and certain other details. For this reason this chapter is devoted almost exclusively to the statistics of the 6,005 public high schools and the 1,978 private high schools, academies, and seminaries reporting directly to this Bureau for the year 1899-1900. The following table shows the remarkable growth of public and private high schools since 1889-90:

Year reported.	Public.			Private.			Total.		
	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.
1889-90.....	2,526	9,120	202,963	1,632	7,209	94,991	4,158	16,329	297,954
1890-91.....	2,771	8,270	211,596	1,714	6,231	98,400	4,485	14,501	309,996
1891-92.....	3,035	9,564	239,556	1,550	7,093	100,739	4,585	16,657	340,295
1892-93.....	3,218	10,141	254,023	1,575	7,199	102,375	4,793	17,340	356,398
1893-94.....	3,934	12,120	289,274	1,982	8,009	118,645	5,916	20,129	407,919
1894-95.....	4,712	14,122	350,099	2,130	8,559	118,347	6,842	22,681	468,446
1895-96.....	4,974	15,700	380,493	2,106	8,752	106,654	7,080	24,452	487,147
1896-97.....	5,109	16,800	409,433	2,100	9,574	107,633	7,209	26,383	517,066
1897-98.....	5,315	17,941	449,600	1,990	9,357	105,225	7,305	27,298	554,825
1898-99.....	5,495	18,118	476,227	1,957	9,410	103,638	7,452	28,128	580,065
1899-1900.....	6,005	20,372	519,251	1,978	10,117	110,797	7,983	30,489	630,048

In 1889-90 there were 2,526 public high schools with 502,963 students, while in 1899-1900 the number of schools had increased to 6,005 and the number of students to 519,351. This was an increase of nearly 138 per cent in the number of schools and nearly 156 per cent in the number of secondary students. Up to the middle of the decade there was an increase in the number of private high schools and academies, but after 1895 there was a small decrease annually until 1899-1900, when there was a small increase over the preceding year and a considerable increase in the number of secondary students in these private institutions. In 1889-90 the public high schools had about 68 per cent of the number of students and the private high schools about 32 per cent, while in 1899-1900 the former had over 82 per cent and the latter less than 18 per cent of the secondary students. The relative progress of public and private high schools since 1889-90 is shown in the following table, which gives the proportion of the number of schools, teachers, and students of the two classes:

Year reported.	Per cent of number of schools.		Per cent of number of teachers.		Per cent of number of students.	
	Public.	Private.	Public.	Private.	Public.	Private.
1889-90	60.75	39.25	55.85	44.15	68.13	31.87
1890-91	61.78	38.22	57.03	42.97	68.26	31.74
1891-92	66.19	33.81	57.42	42.58	70.40	29.60
1892-93	66.23	33.77	60.25	39.75	70.78	29.22
1893-94	66.67	33.33	60.21	39.79	70.91	29.09
1894-95	68.37	31.63	62.26	37.74	74.74	25.26
1895-96	70.25	29.75	64.21	35.79	78.11	21.89
1896-97	70.87	29.13	63.71	36.29	79.18	20.82
1897-98	72.76	27.24	65.72	34.28	81.03	18.97
1898-99	73.74	26.26	66.55	33.45	82.10	17.90
1899-1900	75.22	24.78	66.82	33.18	82.41	17.59

PUBLIC HIGH SCHOOLS.

Tables 1 to 15 in this chapter summarize the statistics of the public high schools reporting to this Office, while the information concerning each school is given in detail in Table 42.

For the scholastic year 1899-1900 there were 6,005 public high schools reporting to this Office, a gain of 510 over the preceding year. The number of these schools reported as departments of public systems was 5,738, while only 268 were reported as independent. These are generally outside the cities or villages. Of the number belonging to city or village systems 691 are in cities which have 8,000 population or over.

As shown in Table 1, there were 20,372 teachers instructing secondary students in the public high schools, the number of men being 10,172 and the number of women 10,200. This was an increase of 1,654 in the number of teachers over the preceding year. It is shown in the same table that the public high schools had 519,351 secondary students, 216,207 males and 303,044 females, a gain of 43,034 in the total number. The male students comprised 41.64 per cent of the whole number, and the female students 58.36 per cent.

Of the total number of students in the public high schools of the United States, 254,816, or nearly 50 per cent, are found in the 3,163 schools of the North Central Division. The 1,448 public high schools of the North Atlantic Division had 169,405 secondary students, the 675 schools of the South Central had 39,669, the 449 schools of the South Atlantic had 27,013, and the 270 schools of the Western Division had 28,348 secondary students.

In the total number of students reported, there were included 8,395 colored secondary students. Of this number only 4,393 were in the colored high schools of the two Southern divisions, while the other divisions had 4,002. In the colored high schools of Missouri, a former slave State, there were 632 secondary students. If this number be subtracted from the North Central Division and added to the total in the two Southern divisions the number would be 5,075 for the Southern and 3,320 for the other sections of the United States.

STUDENTS AND COURSES OF STUDY.

The number of secondary students in classical and scientific courses known to be preparing for college, the number of graduates in 1900, the number of college preparatory students in the graduating classes, and the number of public high-school students in military drill, are shown in Table 2. The number preparing for college was 56,202, or 10.82 per cent of the whole number. The number of graduates was 61,737, or 11.89 per cent of the total enrollment. The number of graduates prepared for college was 18,693, or 30.28 per cent of the total number of graduates for the year. The number of students in military drill was 10,455, an increase of only 59 over the preceding year.

The table which follows is a synopsis of the summaries exhibited in tables 2 to 11. The per cent of male students preparing for college was 13.44, and the per cent of female students 8.95. Over 10 per cent of the male students enrolled and nearly 13 per cent of the female students graduated in 1900. The per cent of male graduates who had prepared for college was 33.06, and the per cent of female graduates 25.79.

Students in certain courses and studies in public high schools.

Courses, studies, etc.	Number of students.	Per cent of total number.	Male students.	Per cent of total number of male students.	Female students.	Per cent of total number of female students.
Students preparing for college:						
Classical course.....	31,283	6.02	15,230	7.04	16,053	5.29
Scientific courses.....	24,919	4.80	13,835	6.40	11,084	3.66
Total preparing for college.....	56,202	10.82	29,065	13.44	27,137	8.95
Graduating in 1900.....	61,737	11.89	22,575	10.44	39,162	12.92
College preparatory students in graduating class.....	18,693	<i>a</i> 30.28	8,592	<i>a</i> 38.06	10,101	<i>a</i> 25.79
Students in—						
Latin.....	232,767	50.61	101,894	47.13	160,873	53.00
Greek.....	14,813	2.85	8,062	3.70	6,811	2.25
French.....	40,395	7.78	14,188	6.56	26,207	8.65
German.....	74,468	14.33	28,981	13.40	45,427	14.99
Algebra.....	292,287	56.29	123,316	57.04	168,971	55.76
Geometry.....	142,235	27.39	58,415	27.62	83,820	27.66
Trigonometry.....	9,915	1.91	5,251	2.43	4,664	1.54
Astronomy.....	14,435	2.78	5,464	2.53	8,971	2.96
Physics.....	98,846	19.04	42,149	19.49	56,697	18.71
Chemistry.....	40,084	7.72	17,794	8.23	22,290	7.36
Physical geography.....	121,335	23.37	51,028	23.60	70,307	23.20
Geology.....	18,743	3.61	7,624	3.53	11,119	3.67
Physiology.....	142,401	27.42	60,566	28.01	81,835	27.00
Psychology.....	12,368	2.38	4,532	2.10	7,836	2.59
Rhetoric.....	199,803	38.48	81,022	37.47	118,781	39.20
English literature.....	218,613	42.10	88,437	40.90	130,176	42.66
History (other than United States).....	198,125	38.16	78,120	36.13	120,005	39.60
Civics.....	112,465	21.66	47,572	22.00	64,893	21.41

a Per cent of number of graduates.

The above table shows that there were 332,767 public high-school students studying Latin, or 50.61 per cent of the whole number. It may be noted that a greater proportion of female than of male students were studying Latin. There were 101,894, or 47.13 per cent, of the male students and 160,873, or 53.09 per cent, of the female students in Latin. Only 3.70 per cent of the male students and 2.25 per cent of the female students were studying Greek. The per cent of male students studying algebra was 57.04, and the per cent of female students in the same study was 55.76. The total number studying algebra was 292,287, or more than 56 per cent of the total public high-school enrollment. The numbers and percentages of the other leading high-school studies are given in the above table for the United States, and for the States in detail in Tables 3 to 11.

As shown in Table 3, Latin was taught in 5,154 of the 6,005 public high schools. This was an increase of 448 in the number of schools in which Latin was taught.

The number of students was 23,736 more than the preceding year.

The per cent of students in each of the leading high-school studies reported annually for the past eleven years is given in the table which follows. It will be noted that the per cent of students in Latin has increased from 34.69 in 1889-90 to 50.61 in 1899-1900. In the same period the per cent in algebra increased from 45.40 to 56.29, the per cent in German from 10.51 to 14.33, and the per cent in general history from 27.31 to 38.16. The proportion of students in Greek, which had remained at a fraction above 3 per cent for ten years, fell to 2.85 per cent in 1899-1900.

Per cent of total number of secondary students in public high schools in certain courses and studies, etc.

Students and studies.	1889-90	1890-91	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98	1898-99	1899-1900
Males	42.67	40.27	40.59	40.10	40.45	41.15	41.51	42.36	42.08	41.39	41.64
Females	57.33	59.73	59.41	59.90	59.55	58.85	58.49	57.64	57.92	58.61	58.36
Preparing for college, classical course	7.38	6.04	6.33	7.50	7.87	7.53	7.68	6.62	6.21	6.10	6.02
Preparing for college, scientific courses	7.06	5.80	6.90	7.10	6.43	6.22	6.14	5.55	5.15	5.41	4.80
Total preparing for college	14.44	11.84	13.23	14.60	14.30	13.75	13.82	12.17	11.36	11.51	10.82
Graduates	10.78	12.00	11.48	12.60	12.90	12.11	12.05	12.22	11.79	11.86	11.89
Graduates prepared for college a		28.58	32.44	29.97	25.70	28.08	29.28	29.23	27.45	28.85	30.28
Studying—											
Latin	34.69	41.20	38.88	43.06	44.78	43.97	46.18	48.36	49.67	50.39	50.61
Greek	3.05	3.00	3.08	3.40	3.33	3.10	3.11	3.13	3.12	3.12	2.85
French	5.84	5.70	5.18	6.42	6.81	6.52	6.99	6.86	7.54	7.94	7.78
German	10.51	15.92	10.43	11.92	11.77	11.40	12.00	12.42	13.25	14.01	14.33
Algebra	45.40	52.20	48.93	52.88	56.14	54.27	54.64	55.46	56.13	57.09	56.29
Geometry	21.33	24.60	23.71	25.00	27.20	25.34	26.23	26.71	27.09	27.94	27.39
Trigonometry			2.37	2.73	2.93	2.53	2.48	2.45	2.27	2.05	1.91
Astronomy						4.79	4.40	4.21	3.82	3.33	2.78
Physics	22.21	24.00	22.82	23.27	25.29	22.77	22.08	21.09	20.69	20.20	19.04
Chemistry	10.10	10.20	10.17	10.00	10.31	9.15	8.95	8.83	8.30	8.39	7.72
Physical geog.						23.89	25.54	25.58	24.94	24.29	23.37
Geology						5.00	4.80	4.62	4.37	4.04	3.61
Physiology						29.95	31.94	30.84	29.98	29.21	27.42
Psychology						2.74	3.00	2.90	2.74	2.39	2.38
Rhetoric						32.05	32.34	34.24	35.97	37.55	38.48
English lit.									40.07	41.75	42.10
History (other than U. S.)	27.31	28.20	30.97	33.88	34.48	34.33	35.28	35.76	37.70	38.32	38.16
Civics									22.74	21.97	21.66

a Per cent of total number of graduates.

The actual number of students reported as preparing for college has greatly increased each year, but there has been a falling off in the percentage in the last ten years. In 1889-90 the per cent of public high-school students preparing for college was 14.44, and in 1899-1900 only 10.82.

Tables 12, 13, and 14 compare the statistics of public high schools in cities and outside of cities. In cities of 8,000 population and over there were 691 public high schools, with 7,874 instructors and 235,139 students. Outside of these cities there were 5,314 public high schools, with 12,498 instructors and 284,112 students. In the cities the high schools had an average of 340 students to the school, while the average outside of the cities was 54 students to a school.

EQUIPMENT AND INCOME.

The equipment and income of the public high schools in each State may be found summarized in Table 15, so far as the items were reported to this Office. The number of volumes in the libraries of 4,899 schools was 2,727,003; the value of grounds, buildings, scientific apparatus, etc., owned by 4,742 schools was \$96,131,695. Owing to the fact that in most cases separate accounts are not kept of the proportion of public appropriations used by the high schools, only 2,067 of these schools were able to report the amounts of State or municipal aid received. The aggregate of these amounts was \$5,545,246. The aggregate received from tuition by 1,688 schools was \$337,576. The amount received by 782 schools from sources reported as unclassified was \$1,337,420. Nearly all of the latter item should be credited to State, county, or city appropriations. The total income of 2,280 schools reporting this item was \$7,561,121.

PRIVATE HIGH SCHOOLS AND ACADEMIES.

Tables 16 to 29 summarize the statistics of private high schools, academies, and seminaries. Tables 16 to 26 are similar in form to Tables 1 to 11, relating to public high schools, and the two series may be compared. Tables 27 and 15 may also be compared. Table 30 is a comparative showing of the average number of teachers and students in public and private high schools.

For the year 1899-1900 there were 1,978 private secondary schools reporting to this Office, or 21 more than the number reporting the previous year. These schools had 10,117 teachers for secondary students, an increase of 707, and 110,797 secondary students, an increase of 6,959. The total number of private secondary students included 2,390 colored students—2,125 in private colored schools in the two southern divisions, and 265 in the other divisions. The 1,978 schools reported 126,886 in the elementary grades.

STUDENTS AND COURSES OF STUDY.

In the private secondary schools there were 35,315 students preparing for college, or nearly 32 per cent of the number enrolled. As shown in Table 17, the number of these college preparatory students preparing for the classical course was 21,126, and the number preparing for scientific courses 14,189. The number of graduates in 1900 was 12,216, or more than 11 per cent of the secondary students enrolled. In the classes that graduated there were 5,673 students prepared for college, or over 46 per cent of the graduates. There were 8,900 students in military drill, an increase of 441 over the preceding year.

The number of students in each of 18 high-school studies in each State will be found in Tables 18 to 23, while the percentages of students in these studies are shown in Tables 24, 25, and 26. The following table gives a synopsis of the number and per cent of students, by sex, in college preparatory courses, and in the leading high-school studies in private secondary schools in 1899-1900:

Students in certain courses and studies in private high schools and academies.

Courses, studies, etc.	Number of students.	Per cent of total number.	Male students.	Per cent of total number of male students.	Female students.	Per cent of total number of female students.
Students preparing for college:						
Classical course	21,136	19.07	12,780	22.93	8,346	15.16
Scientific course	14,189	12.86	9,224	18.34	4,965	9.02
Total preparing for college	35,315	31.93	22,004	41.27	13,311	24.18
Graduating in 1900	12,216	11.03	6,235	11.12	5,980	10.89
College preparatory students in graduating class	5,673	46.43	3,825	61.47	1,848	30.85
Students in—						
Latin	52,089	46.92	27,978	51.09	24,111	43.78
Greek	10,056	9.77	7,917	14.21	2,139	3.88
French	25,289	22.83	9,494	17.03	15,795	28.19
German	20,465	18.47	10,961	19.67	9,504	17.26
Algebra	54,726	49.40	29,390	52.73	25,336	46.61
Geometry	26,283	23.72	15,681	24.14	10,602	19.07
Trigonometry	5,353	4.83	3,501	6.28	1,852	3.35
Astronomy	7,100	6.46	2,456	4.41	4,704	8.54
Physics	20,090	18.87	10,405	18.67	9,685	17.59
Chemistry	10,347	9.34	5,559	9.62	4,988	9.06
Physical geography	22,800	20.57	10,622	19.06	12,178	22.12
Geology	6,557	5.91	2,728	4.89	3,829	6.95
Physiology	27,443	24.77	12,005	21.54	15,438	28.03
Psychology	7,758	7.00	2,921	5.24	4,837	8.78
Rhetoric	37,630	34.02	17,339	30.98	20,291	37.10
English literature	40,880	36.90	18,583	32.98	22,497	40.85
History (other than United States)	40,069	36.11	18,099	32.47	21,910	39.79
Civics	20,338	18.41	9,398	16.86	11,000	19.96

a Per cent of total number of graduates.

An interesting comparison may be made with the above table and a similar synopsis on a preceding page relating to public high schools. It is shown that nearly 32 per cent of the private high-school students were preparing for college, while less than 11 per cent of the public high-school students were making such preparation. In both the public and private high schools over 50 per cent studied Latin. The per cent studying algebra in the private high schools was 49.40 and in the public high schools 56.29.

The following table shows the progress made by the private high schools and academies in the past ten years as indicated in the increased percentages of students in certain courses and studies:

Per cent of total number secondary students in private high schools and academies in certain courses and studies.

Students and studies.	1889-90	1890-91	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98	1898-99	1899-1900
Males	50.07	50.97	52.14	52.10	50.39	48.46	50.15	49.44	49.58	49.98	50.39
Females	49.93	49.03	47.86	47.90	49.61	51.54	49.85	50.55	50.42	50.02	49.70
Preparing for college, classical course	17.54	13.62	15.87	15.60	16.33	17.30	18.50	17.72	15.54	16.00	19.07
Preparing for college, scientific courses	10.16	7.62	9.22	10.90	9.55	9.78	10.78	10.45	9.82	9.74	12.86
Total preparing for college	27.70	21.24	25.09	26.50	25.91	27.08	29.28	28.17	25.36	25.74	31.87
Graduates	8.50	7.22	8.41	8.70	9.40	10.11	10.58	10.93	11.54	11.42	11.02
Graduates prepared for college <i>a</i>		61.37	61.68	60.10	50.39	47.93	46.55	46.81	44.35	44.75	46.52
Studying—											
Latin	31.32	37.00	38.60	39.23	40.77	43.14	46.36	46.67	48.45	49.80	46.92
Greek	7.02	8.00	8.48	8.61	9.04	9.55	9.83	10.22	10.43	9.55	9.77
French	17.03	16.30	16.69	18.47	18.85	19.38	21.31	21.83	23.04	23.15	22.83
German	13.55	15.10	14.45	15.63	15.25	16.07	17.46	18.84	18.45	19.04	18.47
Algebra	37.12	45.00	44.57	42.75	44.37	46.88	49.22	49.50	51.70	52.17	49.40
Geometry	17.36	19.60	19.66	20.37	20.54	22.06	23.84	24.45	24.43	24.71	23.72

a Per cent of number of graduates.

Per cent of total number secondary students in private high schools, etc.—Cont'd.

Students and studies.	1889-90	1890-91	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98	1898-99	1899-1900
Studying—											
Trigonometry			4.37	5.76	5.93	5.39	5.51	5.45	5.25	5.02	4.83
Astronomy						6.69	7.99	7.46	6.91	6.75	6.46
Physics	18.39	20.68	20.16	19.76	20.91	20.32	21.02	20.14	19.59	18.89	18.87
Chemistry	8.59	10.60	9.83	9.94	10.32	9.79	9.89	10.49	9.62	9.78	9.34
Physical geog.						18.15	22.77	21.81	21.79	21.25	20.57
Geology						7.08	6.61	6.11	5.90	6.11	5.91
Physiology						22.34	28.01	26.71	26.80	25.95	24.77
Psychology						5.13	6.74	7.35	7.48	7.07	7.00
Rhetoric						29.12	32.01	32.00	32.43	32.78	34.02
English lit.									33.88	35.30	36.90
History (other than U. S.)											
Civics	28.98	33.10	32.22	32.46	34.07	35.60	37.35	37.31	37.59	38.32	36.11
									15.74	15.95	18.41

The above table shows that in the private secondary schools the per cent of graduates has increased from 8.50 in 1890 to 11.02 in 1900, while the proportion of graduates prepared for colleges has decreased from 61.37 per cent in 1891 to 46.52 per cent in 1900. As in the case of public high schools, there has been a marked increase in the number of students in certain studies. The per cent studying Latin increased from 31.32 in 1889-90 to 46.92 in 1899-1900, and the per cent in algebra from 37.12 in 1889-90 to 49.40 in 1899-1900. In the public high schools it has been noted that about 3 per cent of the students reported each year for ten years have been studying Greek. In the private high schools the percentage increased from 7.03 in 1889-90 to 9.77 in 1899-1900.

EQUIPMENT AND INCOME.

Table 27 exhibits the equipment, income, benefactions, value of endowment, etc., of the private secondary schools. The number of volumes in the libraries of 1,372 of these schools was 1,784,026. The value of buildings, grounds, scientific apparatus, etc., owned by 1,390 schools was \$33,854,136. The amount of aid from public funds received by 272 of these schools was \$155,874. The tuition fees of 1,207 schools aggregated \$6,061,285, while 302 schools derived \$1,660,640 from productive funds. Receipts from sources not named amounted to \$1,238,206 for 478 schools. The aggregate income of 1,281 schools was \$9,079,805. During the year 178 schools received benefactions amounting to \$913,832. The total money value of the endowments of 361 schools is reported as \$29,751,577.

DENOMINATIONAL SCHOOLS.

Of the 1,978 private secondary schools reported, 945 are controlled by religious denominations. In these denominational schools there were 5,074 instructors and 53,624 secondary students, as against 5,043 instructors and 57,173 students in the 1,033 nonsectarian schools. In Table 43, which gives in detail the statistics of private secondary schools, the name of the religious denomination controlling each school is given in column 4. Tables 28 and 29 show the number of schools in each State controlled by each religious denomination. The following synopsis is made from these tables:

Religious denomination and nonsectarian.	Schools.	Instructors.	Students.
Nonsectarian	1,033	5,043	57,173
Roman Catholic	361	1,910	15,872
Episcopal	98	714	5,145
Baptist	96	529	7,173
Presbyterian	93	402	4,574
Methodist	65	324	5,522
Friends	55	296	3,428
Congregational	51	242	2,671
Methodist Episcopal South	38	154	2,863
Lutheran	32	175	2,032
Other denominations	56	328	4,344
Total	1,978	10,117	110,797

PUBLIC AND PRIVATE SECONDARY SCHOOLS.

The statistical summaries of public and private secondary schools are combined in Tables 31 to 38. Table 30 presents a comparison of certain statistics. It is shown that in the public high schools there are about 87 students to a school and 26 students to a teacher, while in the private schools there are 56 students to a school and only 11 secondary students to a teacher. Table 31 shows that the 7,983 public and private secondary schools had 50,489 teachers and 630,048 students. Nearly 57 per cent, or 358,107, of these students were females. The number of students preparing for college was 91,517, or nearly 15 per cent of the total secondary enrollment. The graduates for 1900 numbered 73,953, or nearly 12 per cent of the number enrolled for the year. The number of graduates who had prepared for college was 24,366, or nearly 33 per cent of the total number of graduates.

Tables 33 to 38 give the number and per cent of students in each of the 18 leading high-school studies in each State. The following synopsis shows the number of male and female students in certain courses and studies for the United States in 1899-1900:

Students in certain courses and studies in public and private high schools and academies.

Courses, studies, etc.	Number students.	Per cent of total number.	Male students.	Per cent of total number male students.	Female students.	Per cent of total number female students.
Students preparing for college:						
Classical course.....	52,409	8.32	28,010	10.30	24,399	6.81
Scientific courses.....	39,108	6.21	23,059	8.48	16,049	4.48
Total preparing for college.....	91,517	14.53	51,069	18.78	40,448	11.29
Graduating in 1900.....	73,953	11.74	28,861	10.59	45,152	12.61
College preparatory students in graduating class.....	24,366	<i>a</i> 32.95	12,417	<i>a</i> 43.11	11,949	<i>a</i> 26.46
Students in—						
Latin.....	314,856	49.97	129,872	47.76	184,984	51.66
Greek.....	24,869	3.95	15,919	5.85	8,950	2.50
French.....	65,684	10.43	23,682	8.71	42,002	11.73
German.....	94,873	15.06	39,942	14.69	54,931	15.34
Algebra.....	347,013	55.08	152,706	56.15	194,307	54.26
Geometry.....	168,518	26.75	74,096	27.25	94,422	26.37
Trigonometry.....	15,268	2.42	8,752	3.22	6,516	1.82
Astronomy.....	21,595	3.43	7,920	2.91	13,675	3.82
Physics.....	118,936	18.88	52,554	19.33	66,382	18.54
Chemistry.....	50,431	8.00	23,153	8.51	27,278	7.62
Physical geography.....	144,135	22.88	61,650	22.67	82,485	23.03
Geology.....	25,300	4.02	10,352	3.81	14,948	4.17
Physiology.....	169,844	26.96	72,571	26.69	97,273	27.16
Psychology.....	20,126	3.19	7,453	2.74	12,673	3.54
Rhetoric.....	237,502	37.70	98,291	36.14	139,211	38.87
English literature.....	259,493	41.19	106,820	39.28	152,673	42.63
History (other than United States).....	228,134	37.80	96,219	35.38	131,915	39.63
Civics.....	132,863	21.09	56,970	20.95	75,893	21.19

a Per cent of number of graduates.

For several years attention has been directed to the steady increase of the number of students in Latin. In 1889-90 there were 100,152 students in public and private high schools studying Latin. This was 33.62 per cent of the total. In 1899-1900 the number had increased to 314,856, or about 50 per cent of the total number of secondary students in these schools. There has been but little variation in the percentage of students in Greek, the highest for any year being 4.99 and the lowest 4.27, until 1899-1900 when the percentage fell to 3.95. There has been a small increase in the percentage in French. The number studying German increased from 11.48 in 1889-90 to 15.06 in 1899-1900. In the ten years the per cent of students in algebra increased from 42.77 to 55.08, and the per cent in geometry increased from 20.07 to 26.75. The percentage of students in general

history increased from 27.83 in 1889-90 to 37.80 in 1899-1900. The following synopsis exhibits these percentages for each of the eleven years:

Per cent of the total number of secondary students in public and private high schools and academies in certain courses and studies, etc.

Students and studies.	1889-90	1890-91	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98	1898-99	1899-1900.
Males	45.03	43.67	44.01	43.62	43.39	43.00	43.40	43.84	43.50	42.93	43.16
Females	54.97	56.33	55.99	56.38	56.61	57.00	56.60	56.16	56.50	57.07	56.84
Preparing for college course	10.61	8.45	9.18	9.90	10.34	10.60	10.05	8.94	7.99	7.87	8.52
Preparing for college, scientific courses	8.05	6.38	7.59	8.22	7.33	7.11	7.16	6.57	6.03	6.18	6.21
Total preparing for college	18.66	14.83	16.77	18.12	17.67	17.11	17.21	15.51	14.02	14.05	14.53
Graduates	10.05	10.51	10.87	11.46	11.88	11.60	11.73	11.95	11.75	11.78	11.74
Graduates prepared for college <i>a</i>		35.74	39.15	35.62	30.92	32.44	32.69	32.60	30.60	31.61	32.95
Studying—											
Latin	33.62	33.80	38.80	41.94	43.59	43.76	46.22	48.01	49.44	50.29	49.97
Greek	4.32	4.65	4.63	4.92	4.99	4.73	4.58	4.60	4.50	4.27	3.95
French	9.41	9.06	8.59	9.94	10.31	9.77	10.13	9.98	10.48	10.68	10.43
German	11.48	15.68	11.61	13.00	12.78	12.58	13.20	13.76	14.24	14.91	15.06
Algebra	42.77	49.89	47.65	49.92	52.71	52.40	53.46	54.22	55.29	56.21	55.08
Geometry	20.07	23.04	22.52	24.36	25.25	24.51	25.71	26.24	26.59	27.36	26.75
Trigonometry			2.96	3.61	3.80	3.25	3.15	3.08	2.82	2.58	2.42
Astronomy						5.27	5.19	4.89	4.40	3.34	3.43
Physics	21.36	23.06	22.04	22.25	24.02	22.15	21.85	20.89	20.48	19.97	18.88
Chemistry	9.62	10.37	10.08	9.98	10.31	9.31	9.15	9.18	8.55	8.64	8.00
Physical geog.						22.44	24.93	24.64	24.33	23.75	22.88
Geology						5.52	5.20	4.93	4.66	4.41	4.02
Physiology						28.03	31.08	29.98	29.38	28.62	26.96
Psychology						3.35	3.82	3.82	3.64	3.23	3.19
Rhetoric						31.31	32.27	33.78	35.30	36.70	37.70
English literature ..									38.90	40.60	41.19
History (other than U. S.) ..	27.83	29.77	31.35	33.46	35.78	34.65	35.73	36.08	37.68	38.32	37.86
Civics									21.41	20.89	21.69

a Per cent of total number of graduates.

DISTRIBUTION OF SECONDARY STUDENTS.

Tables 39 and 40 show the distribution of secondary students enrolled in 1899-1900 in the eight classes of institutions mentioned on the first page of this chapter. It is shown that of the 719,241 secondary students reported to this Bureau for the scholastic year, 530,425 were in public institutions and 188,816 were in private institutions. In the public institutions 519,251 were in public high schools, 8,219 in preparatory departments of public universities and colleges, and 2,955 in public normal schools. In the private institutions 110,797 were in private high schools and academies, 48,066 in preparatory departments of private universities and colleges, 6,615 in private normal schools, and 9,521 in manual training schools.

Table 41 shows that the number of secondary students to each 1,000 of population in the United States was 9.46.

The same table shows that the number of students in higher education was 155,667, or an average of 2.05 to the 1,000 of population. This number includes all students who in 1899-1900 were receiving higher instruction in colleges, resident graduate students in universities and colleges, and all professional students in theology, medicine, and law. The independent professional schools are included, as well as those classed as departments of universities and colleges. Students of normal schools and schools of dentistry, veterinary surgery, pharmacy, and nurse training are not here included.

Tables 42 and 43 give in detail the statistics of the 7,983 public and private high

schools reporting to this Bureau in 1899-1900. Table 44 shows the number of public and private high schools for boys only, for girls only, and the number of coeducational secondary schools in each State.

TABLE 1.—*Public high schools—Number of schools, secondary instructors, secondary students, and elementary pupils in 1899-1900.*

State or Territory.	Number of schools.	Secondary teachers.			Secondary students.			Colored students (included in preceding column).			Elementary pupils, including all below secondary grades.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	6,005	10,172	10,209	20,372	216,297	303,044	519,251	2,655	5,740	8,395	47,311	47,637	94,948
N. Atlantic Division	1,448	2,726	3,925	6,651	73,333	96,072	169,405	365	610	975	7,555	7,825	15,380
S. Atlantic Division	449	655	536	1,191	10,553	16,450	27,013	488	1,470	1,898	7,451	6,901	14,382
S. Central Division	675	993	723	1,719	16,680	23,589	39,669	769	1,726	2,495	9,705	9,110	18,815
N. Central Division	3,163	5,209	4,476	9,685	104,989	149,836	254,816	996	1,909	2,965	22,068	23,275	45,283
Western Division	270	586	540	1,126	11,261	17,087	28,348	37	85	122	562	526	1,088
N. Atlantic Division:													
Maine	154	174	159	343	3,828	4,921	8,749	2	5	7	882	894	1,776
New Hampshire	57	70	102	172	1,602	2,102	3,704	3	---	2	295	266	561
Vermont	55	59	92	151	1,482	1,956	3,438	3	3	6	348	318	696
Massachusetts	237	557	955	1,512	15,718	20,236	35,944	90	114	204	771	782	1,533
Rhode Island	20	74	89	163	1,476	1,974	3,450	19	37	47	75	49	124
Connecticut	74	130	222	352	3,519	4,588	8,107	9	18	27	144	130	274
New York	378	776	1,434	2,210	29,019	33,347	62,366	169	139	248	2,461	2,528	4,989
New Jersey	96	192	336	528	4,252	7,008	11,260	50	90	140	598	636	1,234
Pennsylvania	377	694	526	1,220	12,437	19,950	32,387	90	204	294	1,981	2,192	4,173
S. Atlantic Division:													
Delaware	13	17	24	41	402	650	1,052	0	0	0	67	57	124
Maryland	51	95	64	159	1,720	2,236	3,956	71	150	221	893	652	1,545
Dist. Columbia	5	55	82	137	1,313	2,118	3,431	198	506	704	0	0	0
Virginia	70	82	191	273	1,596	2,334	3,930	109	438	547	1,166	1,191	2,357
West Virginia	32	52	28	80	665	1,794	2,459	16	40	56	55	57	112
North Carolina	21	24	18	42	405	538	943	10	40	50	295	284	579
South Carolina	104	134	76	210	1,693	2,305	3,998	49	129	169	2,176	1,985	4,155
Georgia	120	150	169	319	2,202	3,643	5,845	14	65	79	2,344	2,272	4,616
Florida	33	46	34	80	557	946	1,503	21	51	72	491	405	894
S. Central Division:													
Kentucky	70	119	113	232	2,312	3,205	5,517	233	481	714	607	654	1,261
Tennessee	101	131	93	224	2,169	3,253	5,422	113	287	400	2,141	1,953	4,094
Alabama	62	92	93	185	1,478	2,399	3,817	25	45	70	1,445	976	2,415
Mississippi	100	110	93	203	1,618	2,434	4,052	87	307	394	1,971	1,955	3,926
Louisiana	31	57	59	116	814	1,401	2,215	26	45	71	353	336	689
Texas	240	382	220	602	6,078	8,851	14,929	185	358	553	2,314	2,434	4,748
Arkansas	61	87	42	129	1,371	1,853	3,224	83	190	273	618	715	1,333
Oklahoma	6	10	8	18	117	219	336	7	13	20	0	0	0
Indian Territory	4	8	2	10	123	34	157	0	0	0	256	93	349
N. Central Division:													
Ohio	678	1,073	644	1,717	19,753	25,959	45,712	240	388	628	8,333	8,461	16,844
Indiana	382	738	370	1,108	11,184	15,291	26,415	176	295	471	2,776	2,941	5,717
Illinois	344	721	697	1,418	14,670	22,776	37,446	135	223	358	1,246	1,355	2,601
Michigan	294	477	610	1,087	12,146	16,665	28,811	32	56	88	1,831	2,034	3,865
Wisconsin	231	381	409	790	8,750	11,876	20,626	5	15	20	544	649	1,193
Minnesota	115	181	330	511	5,620	7,290	12,910	13	29	42	171	194	365
Iowa	344	479	582	1,061	11,773	17,249	29,022	36	71	107	1,528	1,619	3,147
Nebraska	234	428	317	745	8,298	12,398	20,696	197	455	652	1,083	1,232	2,315
North Dakota	27	31	34	65	442	688	1,130	7	3	10	63	79	142
South Dakota	61	70	49	119	1,111	1,506	2,617	3	1	4	548	694	1,242
Nebraska	250	320	225	545	6,053	9,155	15,208	10	29	39	2,992	3,015	6,007
Kansas	203	310	208	518	5,870	9,043	14,913	142	312	454	893	1,062	1,955
Western Division:													
Montana	19	25	43	68	642	993	1,635	3	5	8	109	109	239
Wyoming	7	8	17	25	155	202	357	1	0	1	68	41	109
Colorado	44	127	104	231	2,337	3,573	5,910	11	40	51	77	82	159
New Mexico	7	14	6	20	190	143	243	---	1	1	0	0	0
Arizona	2	5	9	14	57	115	172	---	---	---	0	0	0
Utah	9	12	18	30	491	624	1,115	2	---	---	0	0	0
Nevada	9	21	22	43	164	267	431	---	1	1	33	27	60
Idaho	8	11	7	18	216	270	486	---	---	---	0	0	0
Washington	47	77	60	137	1,326	2,137	3,463	5	7	12	241	210	451
Oregon	17	31	29	60	743	1,173	1,916	1	2	3	49	57	106
California	105	255	251	506	5,030	7,530	12,560	14	28	42	0	0	0

TABLE 3.—Public high schools—Number of secondary students pursuing certain studies in 1899-1900.

State or Territory.	Latin.				Greek.				French.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	5,154	101,894	160,873	262,767	1,011	8,002	6,811	14,813	925	14,188	26,207	40,395
North Atlantic Division	1,353	31,316	48,943	80,259	623	5,582	4,413	9,995	626	10,778	17,719	28,497
South Atlantic Division	428	6,756	10,598	17,354	82	425	164	589	85	785	1,623	2,408
South Central Division	598	8,538	13,868	22,406	75	480	233	713	56	628	1,165	1,793
North Central Division	2,542	49,488	78,310	127,798	194	1,273	1,569	2,842	114	1,598	4,340	5,938
Western Division	233	5,796	9,154	14,950	37	242	452	674	44	399	1,360	1,759
North Atlantic Division:												
Maine	136	1,664	2,483	4,147	79	491	453	944	88	598	1,100	1,698
New Hampshire	53	780	1,227	2,007	33	166	181	347	44	500	803	1,303
Vermont	54	676	924	1,600	29	124	82	206	33	193	305	498
Massachusetts	234	6,458	10,412	16,870	155	1,865	1,460	3,325	205	5,934	8,427	14,361
Rhode Island	17	708	871	1,579	10	217	172	389	15	318	615	933
Connecticut	73	1,894	2,366	4,260	36	335	207	540	34	353	814	1,167
New York	338	10,695	15,855	26,551	185	1,561	1,161	2,722	166	2,422	4,388	6,811
New Jersey	71	1,738	3,653	4,791	28	217	199	416	20	268	515	783
Pennsylvania	347	6,702	11,722	18,424	68	608	498	1,106	21	191	752	943
South Atlantic Division:												
Delaware	13	335	579	914	—	—	—	—	1	1	12	13
Maryland	49	1,273	1,597	2,870	6	112	—	112	10	228	110	338
District of Columbia	4	533	862	1,395	4	62	33	95	4	178	430	608
Virginia	65	991	1,764	2,755	6	8	4	12	21	95	347	442
West Virginia	29	226	558	844	2	—	3	4	—	—	—	—
North Carolina	21	276	421	697	2	2	—	2	2	6	9	15
South Carolina	100	1,150	1,500	2,650	20	59	20	79	21	225	242	467
Georgia	118	1,679	2,885	4,564	42	181	104	285	24	52	425	477
Florida	29	233	432	665	—	—	—	—	2	—	48	48
South Central Division:												
Kentucky	68	1,340	1,968	3,308	13	201	22	223	11	146	49	195
Tennessee	82	1,060	1,800	2,860	13	71	40	111	8	42	72	114
Alabama	58	804	1,342	2,146	10	58	10	68	11	49	94	143
Mississippi	87	942	1,379	2,321	17	71	67	138	4	3	17	20
Louisiana	27	570	1,054	1,624	1	5	5	10	11	345	817	1,162
Texas	207	2,916	4,911	7,827	19	63	73	136	7	16	75	91
Arkansas	59	751	1,213	1,964	2	11	16	27	4	27	41	68
Oklahoma	6	102	198	300	—	—	—	—	—	—	—	—
Indian Territory	4	53	3	56	—	—	—	—	—	—	—	—
North Central Division:												
Ohio	517	9,706	13,622	23,328	49	363	375	738	19	349	658	1,007
Indiana	355	7,025	10,246	17,272	8	57	43	80	5	54	166	220
Illinois	290	6,892	12,472	19,364	30	210	307	517	24	374	1,556	1,930
Michigan	269	3,987	6,196	10,183	35	194	242	436	31	285	720	1,005
Wisconsin	115	1,996	3,174	5,170	14	105	78	183	4	8	28	36
Minnesota	113	3,561	4,849	8,210	11	37	59	96	9	294	491	785
Iowa	268	4,897	8,414	13,311	8	32	42	74	6	23	119	142
Missouri	206	4,210	6,966	11,146	20	202	272	474	9	132	457	589
North Dakota	26	322	557	879	1	1	1	2	—	—	—	—
South Dakota	42	489	676	1,165	3	7	9	16	1	2	6	8
Nebraska	220	3,409	5,678	9,087	6	34	64	98	3	71	120	191
Kansas	184	3,253	5,520	8,773	9	51	77	128	3	6	19	25
Western Division:												
Montana	17	321	647	968	2	4	13	17	3	73	68	141
Wyoming	6	87	124	211	—	—	—	—	—	—	—	—
Colorado	42	1,516	2,319	3,835	8	82	142	224	7	74	443	517
New Mexico	6	42	63	105	—	—	—	—	—	—	—	—
Arizona	2	26	52	78	—	—	—	—	—	—	—	—
Utah	3	203	260	463	—	—	—	—	1	15	20	35
Nevada	6	77	137	214	—	—	—	—	1	15	13	28
Idaho	7	104	132	236	—	—	—	—	—	—	—	—
Washington	29	535	944	1,477	1	3	6	9	3	19	105	124
Oregon	11	266	358	624	—	—	—	—	—	—	—	—
California	104	2,621	4,118	6,739	26	153	271	424	29	203	711	914

TABLE 4.—Public high schools—Number of secondary students pursuing certain studies in 1899-1900.

State or Territory.	German.				Algebra.				Geometry.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	1,788	23,981	45,427	74,408	6,003	123,316	168,971	292,287	5,252	53,415	83,820	142,235
North Atlantic Division	688	12,172	18,018	30,190	1,447	38,090	47,979	86,069	1,345	19,652	25,337	44,989
South Atlantic Division	62	1,161	1,745	2,906	448	7,347	11,493	18,813	335	3,273	5,180	8,453
South Central Division	68	879	1,060	1,939	675	11,473	17,021	28,494	584	4,777	7,617	12,394
North Central Division	867	13,458	22,216	35,674	3,163	59,192	82,225	141,417	2,744	26,512	39,952	66,464
Western Division	103	1,311	2,388	3,699	270	7,274	10,280	17,554	244	4,201	5,734	9,935
North Atlantic Division:												
Maine	12	34	91	125	154	2,145	2,625	4,770	144	1,112	1,354	2,466
New Hampshire	11	35	115	150	57	758	921	1,679	50	472	619	1,091
Vermont	20	77	105	182	53	620	810	1,430	51	367	478	845
Massachusetts	103	1,422	2,790	4,202	357	8,198	8,755	16,953	229	5,474	5,572	11,016
Rhode Island	15	206	273	479	20	878	880	1,758	18	505	542	1,047
Connecticut	44	537	879	1,416	74	1,845	2,386	4,231	67	1,014	1,190	2,204
New York	322	6,557	8,019	14,576	377	11,905	14,078	25,983	360	5,616	7,721	13,337
New Jersey	56	1,354	2,246	3,600	96	2,821	4,597	7,418	87	971	1,735	2,706
Pennsylvania	103	1,950	3,510	5,460	377	8,860	12,927	21,787	339	4,121	6,126	10,247
South Atlantic Division:												
Delaware	4	16	31	47	13	284	446	730	13	139	229	368
Maryland	14	534	676	1,210	51	1,187	1,965	3,152	51	1,085	1,626	2,711
District of Columbia	4	170	470	640	4	458	643	1,101	4	206	400	606
Virginia	17	190	354	544	70	1,174	1,793	2,967	48	406	674	1,080
West Virginia	5	44	93	137	32	495	876	1,371	28	162	382	544
North Carolina	21	265	388	653	21	265	388	653	9	85	114	199
South Carolina	8	130	21	151	104	1,298	1,745	3,043	67	338	393	731
Georgia	8	72	63	135	120	1,829	3,031	4,860	96	688	1,149	1,837
Florida	2	5	37	42	33	357	589	946	19	104	213	317
South Central Division:												
Kentucky	16	486	478	964	70	1,491	2,196	3,687	57	602	996	1,598
Tennessee	6	34	85	119	101	1,427	2,274	3,701	87	614	985	1,599
Alabama	9	16	62	78	62	1,090	1,658	2,748	56	465	824	1,289
Mississippi	2	2	10	12	100	1,131	1,694	2,825	66	249	377	626
Louisiana	31	711	999	1,710	27	711	999	1,710	27	253	589	842
Texas	25	284	357	641	240	4,536	6,713	11,249	255	2,225	3,267	5,492
Arkansas	8	50	64	114	61	942	1,334	2,276	50	326	512	838
Oklahoma	2	7	4	11	6	85	150	235	5	32	66	98
Indian Territory	4	60	3	63	3	63	3	63	3	11	1	12
North Central Division:												
Ohio	128	2,355	3,437	5,792	678	11,658	14,676	26,334	535	4,876	6,761	11,637
Indiana	85	1,261	2,018	3,279	382	6,660	9,114	15,774	322	3,103	4,235	7,338
Illinois	102	2,063	4,005	6,068	344	7,782	11,197	18,979	315	3,795	6,298	10,093
Michigan	137	1,677	2,829	4,506	294	6,365	8,672	15,037	271	2,362	3,406	5,768
Wisconsin	136	1,969	2,959	4,928	231	3,964	5,238	9,202	222	1,912	2,681	4,593
Minnesota	57	874	1,467	2,341	115	2,533	3,434	5,967	111	1,558	2,378	3,936
Iowa	66	1,020	1,725	2,745	344	6,055	8,832	14,887	305	2,614	4,237	6,951
Missouri	34	998	1,588	2,586	234	5,578	7,975	13,553	193	2,134	3,053	5,187
North Dakota	2	27	42	69	27	277	406	683	25	116	191	307
South Dakota	13	115	148	263	61	634	860	1,494	41	239	373	612
Nebraska	51	590	982	1,562	250	3,965	6,130	10,096	228	2,225	3,656	5,881
Kansas	56	519	1,016	1,535	303	3,720	5,691	9,411	176	1,548	2,583	4,131
Western Division:												
Montana	4	134	182	316	19	389	654	1,043	17	164	263	427
Wyoming	2	14	23	37	7	89	103	192	5	37	60	97
Colorado	30	498	916	1,414	44	1,414	2,047	3,461	40	954	1,187	2,141
New Mexico	1	4	4	7	7	72	98	170	6	15	28	43
Arizona	1	4	7	11	2	37	55	92	2	12	28	50
Utah	3	92	116	208	5	357	440	797	5	259	327	586
Nevada	2	1	7	8	9	146	208	354	9	61	107	168
Idaho	7	4	6	10	125	151	276	427	7	49	64	113
Washington	7	113	234	347	47	837	1,235	2,072	37	360	596	956
Oregon	3	86	146	232	17	506	725	1,231	13	213	265	478
California	49	365	751	1,116	105	3,302	4,564	7,866	103	3,077	2,799	4,876

TABLE 5.—*Public high schools—Number of secondary students pursuing certain studies in 1899-1900.*

State or Territory.	Trigonometry.				Astronomy.				Physics.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	818	5,251	4,664	9,915	1,055	5,464	8,971	14,435	4,898	42,149	56,697	98,846
North Atlantic Division	246	1,934	1,044	2,978	448	1,999	3,611	5,610	1,200	13,387	16,176	29,563
South Atlantic Division	96	626	617	1,243	53	329	541	870	261	2,815	4,051	6,866
South Central Division	176	725	1,190	1,915	93	483	723	1,206	571	4,271	5,710	9,981
North Central Division	219	1,470	1,476	2,946	435	2,436	3,778	6,204	2,648	19,366	27,605	46,971
Western Division	81	496	357	853	26	227	318	545	218	12,310	3,155	5,465
North Atlantic Division:												
Maine	6	30	11	41	78	324	422	746	123	765	824	1,589
New Hampshire	6	27	6	33	23	114	119	233	39	319	355	674
Vermont	2	1	1	2	30	91	143	234	40	210	260	470
Massachusetts	45	421	65	486	112	526	1,121	1,650	206	3,410	3,708	7,118
Rhode Island	4	43	8	51	8	24	68	92	19	473	403	876
Connecticut	16	112	9	121	31	117	218	335	58	673	720	1,393
New York	97	548	432	980	101	385	542	927	317	4,092	4,576	8,668
New Jersey	29	114	194	308	19	100	359	459	86	695	1,383	2,078
Pennsylvania	50	638	318	956	46	318	616	934	312	2,750	3,947	6,697
South Atlantic Division:												
Delaware	1	25	—	25	—	—	—	—	12	187	289	476
Maryland	22	210	195	405	11	126	164	290	49	935	1,126	2,061
District of Columbia	4	106	22	128	—	—	—	—	4	253	362	615
Virginia	18	85	110	195	2	—	—	—	37	416	615	1,031
West Virginia	4	25	31	56	5	47	52	99	21	91	210	301
North Carolina	—	—	—	—	1	8	7	15	9	103	142	245
South Carolina	7	49	33	82	9	56	119	175	45	281	406	687
Georgia	31	108	190	298	21	81	165	246	68	484	741	1,225
Florida	9	18	36	54	4	11	27	38	16	65	160	225
South Central Division:												
Kentucky	25	154	224	378	19	81	154	235	49	535	547	1,082
Tennessee	18	91	131	222	15	107	141	248	84	518	653	1,171
Alabama	24	74	155	229	13	43	80	123	52	344	464	808
Mississippi	16	35	63	98	10	62	92	154	89	608	803	1,411
Louisiana	4	7	23	30	3	19	32	51	27	230	457	687
Texas	78	297	492	789	26	135	194	329	226	1,711	2,353	4,064
Arkansas	9	61	102	163	6	32	30	62	36	284	395	679
Oklahoma	1	2	—	2	—	—	—	—	5	30	57	87
Indian Territory	1	4	—	4	1	4	—	4	3	11	1	12
North Central Division:												
Ohio	76	484	466	950	138	702	1,089	1,791	525	3,466	4,662	8,128
Indiana	39	197	225	422	19	137	182	319	261	2,164	2,723	4,887
Illinois	27	227	146	373	79	456	822	1,278	318	2,716	3,798	6,514
Michigan	15	112	46	158	35	185	213	398	271	1,951	2,804	4,755
Wisconsin	8	60	43	103	1	4	6	10	218	1,392	1,923	3,315
Minnesota	3	28	13	41	18	91	184	275	93	848	1,310	2,158
Iowa	13	49	73	122	83	480	737	1,217	317	2,237	3,373	5,610
Missouri	20	166	265	431	12	78	122	200	175	1,460	2,205	3,665
North Dakota	1	2	—	2	2	5	14	19	22	70	106	176
South Dakota	2	11	13	24	7	30	35	65	41	254	307	561
Nebraska	16	82	131	213	14	97	165	262	221	1,419	2,259	3,678
Kansas	8	52	55	107	27	161	269	430	186	1,389	2,135	3,524
Western Division:												
Montana	4	15	12	27	2	7	21	28	15	95	158	253
Wyoming	2	12	4	16	—	—	—	—	6	28	32	60
Colorado	13	134	89	223	8	96	151	247	38	518	670	1,188
New Mexico	2	6	4	10	1	—	6	6	3	4	17	21
Arizona	1	6	9	15	—	—	—	—	2	9	16	25
Utah	2	54	31	85	1	46	23	69	2	85	83	168
Nevada	1	1	—	1	2	2	8	10	8	85	154	239
Idaho	1	4	3	7	3	11	18	29	6	21	33	54
Washington	3	12	16	28	2	5	15	20	29	214	356	570
Oregon	4	31	23	54	4	35	41	76	13	212	272	484
California	48	221	146	367	3	25	35	60	96	1,039	1,364	2,403

TABLE 6.—*Public high schools—Number of secondary students pursuing certain studies in 1899-1900.*

State or Territory.	Chemistry.				Physical geography.				Geology.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	1,971	17,794	22,290	40,084	4,794	51,028	70,307	121,335	1,168	7,624	11,119	18,743
North Atlantic Division	652	6,447	7,634	14,081	1,146	12,857	17,469	30,266	518	3,261	4,865	8,126
South Atlantic Division	90	947	1,309	2,256	347	3,052	4,551	7,603	36	259	391	650
South Central Division	158	962	1,568	2,530	494	5,734	7,777	13,511	128	901	1,325	2,226
North Central Division	917	7,887	9,931	17,818	2,622	26,924	37,220	64,144	436	2,800	3,912	6,712
Western Division	154	1,551	1,848	3,399	185	2,461	3,350	5,811	50	403	626	1,029
North Atlantic Division:												
Maine	77	429	493	922	105	707	795	1,502	64	314	388	702
New Hampshire	27	196	196	392	59	259	270	529	23	128	127	255
Vermont	23	76	97	173	45	414	487	901	33	101	135	226
Massachusetts	175	1,957	2,492	4,449	137	1,275	1,640	2,915	111	577	922	1,499
Rhode Island	10	196	158	354	15	161	146	307	7	17	34	51
Connecticut	34	817	470	1,287	47	831	1,024	1,855	27	168	279	447
New York	177	1,806	1,574	3,380	343	4,436	6,190	10,626	180	959	1,498	2,457
New Jersey	48	394	783	1,177	71	971	1,588	2,559	19	166	373	539
Pennsylvania	82	1,106	1,371	2,477	344	3,803	5,209	9,072	65	831	1,119	1,950
South Atlantic Division:												
Delaware	4	55	69	124	11	129	191	320	2	47	3	50
Maryland	11	280	166	446	36	310	422	732	3	47	3	50
District of Columbia	4	143	150	293	—	—	—	—	—	—	—	—
Virginia	20	131	256	387	52	608	899	1,507	3	39	15	54
West Virginia	8	56	84	140	32	271	419	690	4	12	35	47
North Carolina	1	15	7	22	16	129	199	328	1	3	—	3
South Carolina	4	21	79	100	85	696	923	1,619	6	36	50	86
Georgia	31	181	385	566	84	740	1,162	1,902	16	109	265	374
Florida	7	65	113	178	31	169	336	505	3	13	23	36
South Central Division:												
Kentucky	22	190	272	462	49	625	638	1,263	14	83	114	197
Tennessee	17	143	194	337	55	600	841	1,441	45	326	379	705
Alabama	19	61	164	225	33	353	515	868	14	77	186	263
Mississippi	18	59	79	138	64	601	875	1,576	12	108	109	217
Louisiana	12	130	252	382	24	374	570	950	3	24	38	62
Texas	58	318	520	838	216	2,594	3,469	6,063	33	219	396	615
Arkansas	9	44	58	102	45	483	664	1,162	7	54	99	153
Oklahoma	3	17	29	46	5	59	91	150	1	2	4	6
Indian Territory	—	—	—	—	3	30	8	38	1	8	—	8
North Central Division:												
Ohio	137	1,225	1,606	2,831	588	5,458	6,800	12,318	99	586	751	1,337
Indiana	95	923	1,051	1,974	305	2,968	3,703	6,671	31	225	241	466
Illinois	147	1,285	1,572	2,857	284	3,787	6,196	9,983	47	286	641	927
Michigan	172	1,329	1,522	2,851	250	2,546	3,350	5,896	59	334	408	742
Wisconsin	33	316	332	648	222	2,825	3,839	6,664	14	130	176	306
Minnesota	73	553	764	1,317	33	263	356	619	8	68	99	167
Iowa	63	531	685	1,216	302	2,947	4,096	7,043	74	538	660	1,198
Missouri	59	648	846	1,494	186	1,825	2,519	4,344	30	212	302	514
North Dakota	2	18	20	38	18	77	154	231	4	10	23	33
South Dakota	11	59	61	120	54	358	533	891	10	51	63	114
Nebraska	73	590	921	1,511	211	2,039	3,019	5,058	15	106	189	295
Kansas	52	410	551	961	169	1,831	2,595	4,426	45	254	359	613
Western Division:												
Montana	9	64	65	129	18	177	252	429	6	36	69	105
Wyoming	3	24	19	43	7	36	54	90	—	—	—	—
Colorado	35	365	537	902	30	416	551	967	21	204	327	531
New Mexico	—	—	—	—	7	62	69	131	2	8	13	21
Arizona	1	6	9	15	2	19	39	58	—	—	—	—
Utah	2	18	15	33	5	114	116	230	2	27	46	73
Nevada	8	59	99	158	6	66	110	176	1	5	8	13
Idaho	3	11	13	24	7	97	126	223	3	13	15	28
Washington	7	94	146	240	45	509	815	1,324	6	45	55	100
Oregon	5	86	125	211	16	303	355	658	4	33	43	76
California	82	824	820	1,644	42	662	863	1,525	5	32	50	82

TABLE 7.—*Public high schools—Number of secondary students pursuing certain studies in 1899-1900.*

State or Territory.	Physiology.				Psychology.				Rhetoric.				
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	
United States.....	4,523	60,566	81,835	142,401	884	4,532	7,836	12,368	5,192	81,022	118,731	199,803	
North Atlantic Division.....	1,061	18,481	24,465	42,946	118	496	1,248	1,744	1,262	27,589	36,851	64,440	
South Atlantic Division.....	322	3,431	5,220	8,651	50	243	533	776	373	3,557	6,558	10,115	
South Central Division.....	577	7,794	10,683	17,877	193	1,090	1,518	2,608	600	6,408	10,469	16,877	
North Central Division.....	2,465	29,613	40,148	69,761	502	2,570	4,284	6,854	2,735	38,239	56,997	95,236	
Western Division.....	97	1,247	1,919	3,166	21	133	253	386	222	5,229	7,906	13,135	
North Atlantic Division:													
Maine.....	96	712	815	1,527	15	65	114	179	129	1,172	1,537	2,709	
New Hampshire.....	31	170	202	372	4	15	19	34	51	612	744	1,356	
Vermont.....	29	297	330	627	18	50	106	156	54	458	687	1,145	
Massachusetts.....	153	2,277	3,162	5,439	11	83	191	274	215	7,496	9,942	17,438	
Rhode Island.....	10	34	113	147	4	1	62	63	16	828	1,053	1,881	
Connecticut.....	34	299	393	692	3	10	21	31	66	1,320	1,725	3,045	
New York.....	363	9,258	11,048	20,306	17	59	235	294	320	9,079	9,741	18,820	
New Jersey.....	63	1,060	1,749	2,809	7	19	88	107	86	1,592	2,769	4,361	
Pennsylvania.....	282	4,374	6,605	10,977	59	194	412	606	325	4,992	8,653	13,645	
South Atlantic Division:													
Delaware.....	11	203	309	512	2	2	20	22	13	147	237	384	
Maryland.....	47	660	1,198	1,858	5	28	130	158	38	405	697	1,102	
District of Columbia.....										3	430	965	1,395
Virginia.....	58	657	872	1,509	2	3	37	40	60	649	1,139	1,788	
West Virginia.....	23	246	389	629	7	36	49	85	29	300	376	576	
North Carolina.....	12	119	145	264					17	131	185	316	
South Carolina.....	68	525	863	1,388	6	33	92	125	83	571	731	1,302	
Georgia.....	74	735	910	1,645	15	87	85	172	102	890	1,842	2,672	
Florida.....	29	312	534	846	13	54	120	174	28	194	386	580	
South Central Division:													
Kentucky.....	54	759	868	1,627	24	184	231	465	64	911	1,797	2,708	
Tennessee.....	89	1,008	1,195	2,203	17	85	110	195	91	796	1,224	2,020	
Alabama.....	52	771	1,066	1,837	13	64	64	128	53	541	1,072	1,613	
Mississippi.....	88	832	1,248	2,080	10	23	66	89	84	545	880	1,425	
Louisiana.....	27	428	605	1,033	6	31	43	74	29	441	907	1,348	
Texas.....	205	3,225	4,167	7,392	108	610	844	1,454	216	2,548	3,698	6,246	
Arkansas.....	54	690	878	1,568	11	80	94	174	54	590	740	1,270	
Oklahoma.....	4	30	39	69	2	7	13	20	6	77	145	222	
Indian Territory.....	4	51	17	68	2	6	3	9	3	19	6	25	
North Central Division:													
Ohio.....	605	6,879	8,567	15,446	85	460	762	1,222	549	5,985	8,183	14,168	
Indiana.....	175	1,719	2,176	3,895	58	410	581	991	341	5,617	7,757	13,374	
Illinois.....	305	5,073	7,348	12,421	24	113	211	324	308	5,654	9,192	14,846	
Michigan.....	232	2,733	3,669	6,432	45	258	437	695	269	3,653	5,441	9,094	
Wisconsin.....	218	2,167	2,986	5,153	148	621	937	1,558	172	1,946	2,798	4,744	
Minnesota.....	61	708	1,036	1,744	3	22	57	79	99	2,390	3,354	5,744	
Iowa.....	281	3,297	4,610	7,907	21	94	194	288	319	3,893	6,050	9,943	
Missouri.....	169	2,500	3,313	5,813	57	296	602	898	212	3,361	5,324	8,685	
North Dakota.....	22	123	189	312	1	1	10	11	27	207	283	490	
South Dakota.....	44	353	503	856	2	5	11	16	51	352	537	889	
Nebraska.....	172	2,226	3,061	5,287	8	33	54	87	200	2,796	4,142	6,938	
Kansas.....	152	1,835	2,660	4,495	50	257	428	685	188	2,385	3,936	6,321	
Western Division:													
Montana.....	10	103	138	241					18	236	381	617	
Wyoming.....	3	38	52	90					4	38	55	93	
Colorado.....	18	179	370	549	8	82	158	240	39	1,056	1,603	2,659	
New Mexico.....	7	35	60	95	1	1	1	2	6	21	45	66	
Arizona.....	2	21	44	65					2	12	29	41	
Utah.....	4	53	65	118	2	13	34	47	4	82	134	216	
Nevada.....	5	28	49	77	1		3	3	9	74	118	192	
Idaho.....	6	70	90	160					7	59	56	115	
Washington.....	14	173	275	448	5	19	39	58	36	276	439	765	
Oregon.....	12	231	300	531					13	241	429	670	
California.....	16	316	476	792	4	18	18	36	84	3,134	4,567	7,701	

TABLE 8.—Public high schools—Number of secondary students pursuing certain studies in 1899-1900.

State or Territory.	English literature.				History.				Civics.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	5,022	88,437	130,176	218,613	5,184	78,120	120,065	198,125	4,920	47,572	64,893	112,465
N. Atlantic Division:												
Maine	129	1,445	2,005	3,450	130	1,456	1,916	3,372	119	759	904	1,663
New Hampshire	50	706	942	1,648	51	676	885	1,561	36	147	221	363
Vermont	49	421	610	1,031	50	552	708	1,260	47	344	456	800
Massachusetts	228	11,706	14,944	26,650	224	8,371	10,885	19,256	179	1,801	2,451	4,252
Connecticut	19	969	1,526	2,495	19	888	1,470	16	169	141	310	310
Rhode Island	63	2,400	2,984	5,384	72	1,621	2,060	3,681	49	348	604	952
New York	290	8,236	8,406	16,672	327	6,516	11,854	18,370	355	4,237	5,235	9,472
New Jersey	85	2,213	3,742	5,955	91	2,082	3,326	5,408	76	885	1,287	2,172
Pennsylvania	333	5,551	8,781	14,332	294	4,647	7,480	12,127	334	3,605	4,861	8,466
S. Atlantic Division:												
Delaware	11	121	199	320	11	155	246	401	11	97	164	261
Maryland	48	1,188	1,557	2,745	44	1,183	1,607	2,790	36	579	594	1,173
Dist. of Columbia	5	1,210	1,955	3,175	5	592	1,312	1,904	2	2	6	8
Virginia	52	562	1,033	1,595	55	819	1,553	2,372	33	302	267	609
West Virginia	26	208	453	661	31	282	519	801	31	238	446	684
North Carolina	13	182	255	437	13	184	250	434	17	179	223	402
South Carolina	72	565	1,086	1,651	89	844	1,380	2,224	47	269	364	633
Georgia	80	701	1,672	2,373	94	917	2,009	2,926	44	330	420	750
Florida	20	150	303	458	27	197	376	573	26	118	201	319
South Central Division:												
Kentucky	56	787	1,321	2,108	54	861	1,736	2,597	58	604	681	1,285
Tennessee	61	503	746	1,249	62	645	1,089	1,734	65	701	725	1,426
Alabama	44	501	1,208	1,709	45	434	891	1,325	30	255	532	787
Mississippi	72	515	891	1,406	70	552	984	1,536	76	712	990	1,702
Louisiana	29	343	874	1,217	30	510	1,062	1,572	22	180	369	549
Texas	168	1,732	2,707	4,439	217	2,725	4,366	7,091	199	2,264	3,030	5,294
Arkansas	47	514	803	1,317	48	473	694	1,167	41	519	640	1,159
Oklahoma	3	11	17	28	5	36	48	84	6	72	102	174
Indian Territory	2	5	-----	5	3	37	19	56	3	27	5	32
North Central Division:												
Ohio	535	6,851	9,909	16,760	545	5,591	7,509	13,100	615	4,922	6,523	11,445
Indiana	345	5,896	7,987	13,883	343	4,387	5,978	10,365	279	2,610	3,336	5,946
Illinois	324	7,477	13,236	20,707	320	4,922	7,654	12,576	290	2,876	3,920	6,796
Michigan	262	2,487	3,774	6,261	284	4,284	6,231	10,515	271	2,392	3,352	5,744
Wisconsin	204	2,315	3,428	5,743	218	2,612	3,492	6,104	211	1,952	2,823	4,775
Minnesota	92	1,179	1,791	2,970	105	2,063	3,077	5,140	67	652	873	1,525
Iowa	301	3,540	5,612	9,152	322	3,562	5,580	9,142	321	3,259	4,622	7,881
Missouri	210	2,473	3,891	6,364	215	2,796	4,459	7,255	193	2,195	3,031	5,226
North Dakota	26	257	405	662	22	129	224	353	22	107	211	318
South Dakota	48	317	455	772	49	329	527	856	58	374	613	987
Nebraska	185	2,874	4,280	7,154	195	2,258	3,354	5,612	225	2,083	2,928	5,011
Kansas	178	1,982	3,278	5,260	180	1,511	2,661	4,202	195	2,206	3,217	5,423
Western Division:												
Montana	19	223	361	584	14	167	282	449	17	189	299	488
Wyoming	5	102	109	211	5	52	84	136	4	24	41	65
Colorado	43	1,599	2,453	4,052	40	1,539	2,378	3,937	31	369	581	950
New Mexico	3	31	38	69	5	34	47	81	3	25	27	52
Arizona	2	28	64	92	2	9	42	51	2	23	42	65
Utah	5	86	133	219	3	203	274	477	4	60	61	121
Nevada	9	134	188	322	7	114	194	308	8	52	98	150
Idaho	8	67	81	148	8	61	75	136	7	119	155	274
Washington	38	448	677	1,095	24	391	619	1,010	28	267	397	664
Oregon	14	217	391	608	16	351	576	927	16	274	397	671
California	105	4,409	6,606	11,015	101	2,726	4,455	7,181	95	799	1,327	2,126

TABLE 9.—*Public high schools—Proportion of male and female students, per cent of students pursuing certain courses, per cent of graduates, etc., in 1895-1900.*

State or Territory.	Total secondary students.	Per cent of total number.					Per cent of grad- uates prepared for college.
		Male.	Female.	College classical prepara- tory students.	College scientific prepara- tory students.	Gradu- ates in 1900.	
United States	519,251	41.64	58.36	6.02	4.80	11.89	39.28
North Atlantic Division.....	169,405	43.29	56.71	7.70	3.72	12.08	25.32
South Atlantic Division.....	27,013	39.07	60.93	7.16	2.37	10.71	25.83
South Central Division.....	39,669	40.54	59.46	7.78	4.49	9.61	35.58
North Central Division.....	254,816	41.20	58.80	4.59	5.25	12.32	32.02
Western Division.....	28,348	39.72	60.28	5.34	9.92	11.25	42.62
North Atlantic Division:							
Maine.....	8,749	43.75	56.25	12.34	3.52	13.45	25.15
New Hampshire.....	3,704	43.25	56.75	7.23	4.72	15.55	23.61
Vermont.....	3,438	43.11	56.89	4.65	8.44	11.20	34.29
Massachusetts.....	35,914	43.73	56.27	13.57	4.66	14.79	25.78
Rhode Island.....	3,450	42.78	57.22	7.59	3.19	11.59	33.50
Connecticut.....	8,107	43.41	56.59	8.97	5.23	13.47	23.81
New York.....	62,366	45.53	54.47	6.41	3.43	8.30	32.07
New Jersey.....	11,280	37.76	62.24	5.72	3.03	13.19	17.31
Pennsylvania.....	32,387	38.40	61.60	3.43	2.59	14.98	19.27
South Atlantic Division:							
Delaware.....	1,052	38.21	61.79	3.99	3.71	15.11	22.01
Maryland.....	3,956	43.48	56.52	2.35	1.19	11.20	16.48
District of Columbia.....	3,431	38.27	61.73	3.96	2.91	10.43	16.20
Virginia.....	4,330	36.86	63.14	5.84	1.41	10.18	15.87
West Virginia.....	1,955	34.02	65.98	4.76	1.48	12.07	21.19
North Carolina.....	993	42.95	57.05	7.00	0.64	9.76	59.78
South Carolina.....	3,998	42.35	57.65	14.01	3.45	10.96	38.58
Georgia.....	5,845	37.67	62.33	10.93	2.86	10.21	37.52
Florida.....	1,503	37.06	62.94	3.46	3.53	8.52	10.16
South Central Division:							
Kentucky.....	5,517	41.91	58.09	7.47	5.38	10.06	42.16
Tennessee.....	5,422	40.00	60.00	6.79	4.59	13.70	24.36
Alabama.....	3,817	38.72	61.28	6.68	5.13	6.21	28.27
Mississippi.....	4,052	39.93	60.07	14.96	5.01	7.97	48.92
Louisiana.....	2,215	36.75	63.25	2.80	4.06	15.21	28.78
Texas.....	14,929	40.71	59.29	7.43	4.26	8.67	39.95
Arkansas.....	3,224	42.52	57.48	7.91	3.07	9.00	29.51
Oklahoma.....	326	34.82	65.18	3.27	3.87	8.33	60.71
Indian Territory.....	157	78.34	21.66	5.10	0.80	2.55	0.00
North Central Division:							
Ohio.....	45,712	43.21	56.79	5.35	3.62	13.02	27.02
Indiana.....	26,415	42.34	57.66	4.27	4.18	12.17	26.13
Illinois.....	37,446	39.18	60.82	4.38	4.67	12.27	29.04
Michigan.....	28,811	42.16	57.84	3.22	5.52	11.57	36.98
Wisconsin.....	20,626	42.42	57.58	4.32	4.02	12.90	27.44
Minnesota.....	12,310	40.78	59.22	2.99	14.09	11.91	54.16
Iowa.....	29,022	40.57	59.43	4.79	5.46	12.91	30.61
Missouri.....	20,606	39.83	60.17	4.37	4.11	10.40	29.32
North Dakota.....	1,130	39.12	60.88	9.12	8.94	10.62	57.50
South Dakota.....	2,617	42.45	57.55	6.08	7.76	13.41	40.17
Nebraska.....	15,208	39.80	60.20	4.85	8.00	12.99	33.92
Kansas.....	14,913	39.36	60.64	6.77	5.14	12.26	46.89
Western Division:							
Montana.....	1,635	39.27	60.73	4.22	12.48	10.21	38.32
Wyoming.....	357	43.42	56.58	5.04	3.08	14.29	45.10
Colorado.....	5,910	39.54	60.46	5.96	10.68	9.93	45.66
New Mexico.....	243	41.15	58.85	7.82	10.29	7.00	52.94
Arizona.....	172	33.14	66.86	2.33	15.12	15.70	25.96
Utah.....	1,115	44.04	55.96	6.73	4.13	9.96	26.13
Nevada.....	431	38.05	61.95	10.44	4.87	15.55	43.28
Idaho.....	486	44.44	55.56	3.70	4.73	11.11	20.37
Washington.....	3,463	38.29	61.71	5.46	4.59	11.03	48.17
Oregon.....	1,916	38.78	61.22	7.88	5.79	12.37	18.99
California.....	12,620	39.86	60.14	4.54	12.33	11.80	46.34

TABLE 10.—*Public high schools—Percentages of secondary students pursuing certain studies in 1899-1900.*

State or Territory.	Per cent of total secondary students.								
	Latin.	Greek.	French.	German.	Algebra.	Geometry.	Trigonometry.	Astronomy.	Physics.
United States.....	50.61	2.85	7.78	14.33	56.29	27.39	1.91	2.78	19.04
North Atlantic Division ..	47.38	5.90	16.82	17.82	50.77	23.56	1.76	3.31	17.45
South Atlantic Division ..	64.24	2.18	8.91	10.76	69.64	31.29	4.60	3.22	25.42
South Central Division ..	56.48	1.80	4.52	4.89	71.83	31.24	4.83	3.04	25.16
North Central Division ..	50.15	1.12	2.53	14.00	55.50	26.08	1.16	2.43	18.43
Western Division	52.74	2.88	6.21	13.05	61.92	35.05	2.94	1.92	19.28
North Atlantic Division:									
Maine	47.40	10.79	19.41	1.43	54.52	23.19	0.47	8.53	18.16
New Hampshire	54.18	9.37	35.18	4.05	45.33	29.45	0.89	6.29	15.20
Vermont	46.54	5.99	14.49	5.29	41.59	24.58	0.06	6.81	13.67
Massachusetts	46.93	9.25	39.95	11.69	47.17	30.73	1.35	4.59	19.83
Rhode Island	45.77	11.28	27.04	13.88	50.95	30.35	1.48	2.67	25.39
Connecticut	52.55	6.66	14.39	17.47	52.19	27.19	1.49	4.13	17.18
New York	42.62	4.36	10.92	23.37	41.66	21.89	1.57	1.49	13.90
New Jersey	42.55	3.69	6.95	31.97	65.88	24.03	2.74	4.68	18.45
Pennsylvania	56.89	3.41	2.91	16.86	67.27	31.64	2.95	2.88	20.68
South Atlantic Division:									
Delaware	86.83	0.60	1.24	4.47	69.39	34.98	2.38	0.60	45.25
Maryland	72.55	2.83	8.54	30.59	79.68	68.53	10.24	7.33	52.10
District of Columbia ..	40.66	2.77	17.72	18.65	32.09	19.41	3.73	0.00	17.92
Virginia	63.63	0.28	10.21	12.56	63.29	24.94	4.50	0.16	23.81
West Virginia	43.17	0.20	0.00	7.01	70.13	27.83	2.86	5.06	15.40
North Carolina	73.91	0.21	1.59	0.00	69.25	21.10	0.00	1.59	25.98
South Carolina	66.28	1.98	11.63	3.78	76.11	18.28	2.05	4.38	17.18
Georgia	73.08	4.88	8.16	2.31	83.15	31.43	5.10	4.21	20.96
Florida	44.24	0.00	3.19	2.79	62.94	21.09	3.59	2.53	14.97
South Central Division:									
Kentucky	59.96	4.04	3.53	17.47	66.83	28.97	6.85	4.23	19.61
Tennessee	52.75	2.05	2.10	2.19	68.23	29.49	4.09	4.57	21.60
Alabama	56.22	1.78	3.75	2.04	71.09	33.77	6.00	3.22	21.17
Mississippi	57.28	3.41	0.49	0.30	69.72	15.45	2.42	3.80	34.52
Louisiana	73.32	0.45	52.46	0.00	77.20	38.01	1.35	2.30	31.02
Texas	52.43	0.91	0.61	4.29	75.35	36.79	5.29	2.24	27.09
Arkansas	60.52	0.84	2.11	3.54	70.60	25.99	5.06	1.92	21.06
Oklahoma	89.29	0.60	0.00	3.28	69.94	29.17	0.60	0.00	25.89
Indian Territory	35.67	0.00	0.00	0.00	40.13	7.64	2.55	2.55	7.64
North Central Division:									
Ohio	51.03	1.61	2.20	12.67	57.61	25.46	2.08	3.92	17.78
Indiana	65.39	0.30	0.83	12.41	59.72	27.78	1.60	1.21	18.50
Illinois	51.63	1.33	5.15	16.20	50.68	28.95	1.00	3.41	17.40
Michigan	35.34	1.51	3.49	15.64	52.19	20.02	0.55	1.38	16.50
Wisconsin	24.77	0.89	0.17	23.89	44.61	22.27	0.50	0.05	16.07
Minnesota	66.69	0.78	6.38	19.02	48.47	31.97	0.33	2.23	17.53
Iowa	45.87	0.25	0.49	9.46	51.30	23.95	0.42	4.19	19.33
Missouri	54.09	2.30	2.86	12.55	65.77	25.17	2.09	0.97	17.79
North Dakota	77.79	0.18	0.00	6.11	60.44	27.17	0.18	1.68	15.53
South Dakota	44.52	0.61	0.31	10.05	57.09	24.53	0.92	2.48	21.44
Nebraska	59.75	0.64	1.26	10.27	66.39	38.67	1.40	1.72	24.18
Kansas	58.83	0.86	0.17	10.29	63.11	27.70	0.72	2.48	23.63
Western Division:									
Montana	59.20	1.04	8.62	19.33	63.79	26.12	1.65	1.71	15.47
Wyoming	59.10	0.00	0.00	10.36	53.78	27.17	4.48	0.00	16.81
Colorado	64.89	3.79	8.75	23.93	58.56	36.23	3.77	4.18	20.10
New Mexico	43.21	0.00	0.00	1.65	69.96	17.70	4.12	2.47	8.64
Arizona	45.35	0.00	0.00	6.40	53.49	29.07	8.72	0.00	14.53
Utah	41.52	0.00	3.14	18.65	71.48	52.56	7.62	6.19	15.07
Nevada	49.65	0.00	6.50	1.86	82.13	38.98	0.23	2.32	55.45
Idaho	48.56	0.00	0.00	1.23	56.79	23.25	1.44	5.97	11.11
Washington	42.65	0.26	3.58	10.02	59.83	27.61	0.81	0.58	16.46
Oregon	32.57	0.00	0.00	12.11	64.25	24.95	2.82	3.97	25.26
California	53.40	3.36	7.24	8.84	62.33	38.64	2.91	0.48	19.04

TABLE 11.—*Public high schools—Percentages of secondary students pursuing certain studies in 1899-1900.*

State or Territory.	Per cent of total secondary students.								
	Chem- istry.	Phys- ical geog- raphy.	Geol- ogy.	Physi- ology.	Psy- chol- ogy.	Rheto- ric.	Eng- lish litera- ture.	His- tory.	Civics.
United States	7.72	23.37	3.61	27.42	2.38	33.48	42.10	38.16	21.66
North Atlantic Division ..	8.31	17.87	4.80	25.35	1.03	38.04	45.82	39.25	16.80
South Atlantic Division ..	8.35	28.15	2.41	32.63	2.87	37.44	49.66	53.51	18.14
South Central Division ..	6.38	34.06	5.61	45.07	6.57	42.54	33.98	43.26	31.28
North Central Division ..	6.99	25.17	2.63	27.38	2.69	37.37	37.55	33.48	23.97
Western Division	11.99	20.50	3.63	11.17	1.36	46.33	64.96	51.83	19.85
North Atlantic Division:									
Maine	10.54	17.17	8.02	17.45	2.05	30.96	33.43	38.54	19.01
New Hampshire	10.58	14.23	6.88	10.04	0.92	37.42	44.49	42.14	9.94
Vermont	5.03	26.21	6.57	19.69	4.54	33.30	29.99	36.65	23.27
Massachusetts	12.38	8.11	4.17	15.13	0.76	48.51	74.14	53.57	11.83
Rhode Island	9.39	8.90	1.48	4.26	1.83	54.52	72.32	42.61	8.90
Connecticut	9.71	22.88	5.51	8.54	0.38	37.68	66.41	45.41	11.74
New York	5.42	17.04	3.94	32.56	0.47	38.18	26.73	29.46	15.19
New Jersey	10.45	22.73	4.79	21.95	0.95	38.73	52.89	48.03	19.29
Pennsylvania	7.65	23.01	6.02	33.89	1.87	42.13	44.25	37.44	26.14
South Atlantic Division:									
Delaware	11.79	30.42	0.00	48.67	2.09	36.50	30.42	38.12	21.81
Maryland	11.27	18.50	1.26	46.97	3.99	27.86	69.39	70.53	29.65
District of Columbia ..	8.54	0.00	0.00	0.00	0.00	40.66	92.54	55.49	9.23
Virginia	8.94	34.80	1.25	34.85	0.92	41.29	36.84	54.78	15.45
West Virginia	7.16	35.29	2.40	32.17	4.35	29.46	33.81	40.97	34.99
North Carolina	2.33	34.78	0.82	28.00	0.00	33.51	46.34	46.02	42.63
South Carolina	2.50	40.50	2.15	34.72	3.13	32.57	41.30	55.63	15.83
Georgia	9.68	32.54	6.40	23.14	2.94	45.71	40.60	59.57	12.83
Florida	11.84	33.60	2.40	56.29	11.58	38.59	30.47	38.12	21.22
South Central Division:									
Kentucky	8.37	22.89	3.57	29.49	8.43	49.08	38.21	47.07	23.29
Tennessee	6.22	26.58	13.00	40.63	3.60	37.26	23.04	31.98	26.30
Alabama	5.89	22.74	6.89	48.13	3.35	42.26	44.77	34.71	20.62
Mississippi	3.41	38.89	5.36	51.33	2.20	35.17	34.70	37.91	42.00
Louisiana	17.25	42.89	2.80	45.64	3.34	66.86	54.94	70.97	21.79
Texas	5.61	40.61	4.12	49.51	9.74	41.84	29.73	47.50	35.46
Arkansas	3.16	36.04	4.75	48.64	5.40	39.39	40.85	36.20	35.95
Oklahoma	13.69	44.64	1.79	20.54	5.95	66.07	8.33	25.00	51.79
Indian Territory	0.00	24.20	5.10	43.31	5.73	15.92	3.18	35.67	20.38
North Central Division:									
Ohio	6.19	26.95	2.92	33.79	2.67	30.99	36.66	28.85	25.04
Indiana	7.47	25.25	1.76	14.75	3.75	50.63	52.56	39.24	22.51
Illinois	7.63	26.66	2.48	33.17	0.87	39.65	55.30	33.58	18.15
Michigan	9.90	20.46	2.53	22.32	2.41	31.56	21.73	36.50	19.94
Wisconsin	3.14	32.31	1.43	24.98	7.55	23.00	27.84	29.59	23.15
Minnesota	10.70	5.03	1.36	14.17	0.64	46.66	24.13	41.75	12.39
Iowa	4.19	24.27	4.13	27.24	0.99	34.26	31.53	31.50	27.16
Missouri	7.25	21.08	2.40	28.21	4.36	42.15	39.88	35.21	25.36
North Dakota	3.36	20.44	2.82	27.61	0.97	43.36	58.58	31.24	28.14
South Dakota	4.59	34.05	4.36	32.71	0.61	33.97	29.50	32.71	37.71
Nebraska	9.94	33.26	1.94	34.76	0.57	45.62	47.04	36.90	32.95
Kansas	6.44	29.68	4.11	30.14	4.50	42.39	35.27	28.18	33.36
Western Division:									
Montana	7.89	23.24	6.42	14.74	0.00	37.74	35.72	27.46	29.85
Wyoming	12.04	25.21	0.00	25.21	0.00	26.05	59.11	38.10	18.21
Colorado	15.26	18.36	8.98	9.29	4.06	44.99	68.56	66.62	16.07
New Mexico	0.00	53.91	8.64	39.09	0.82	27.16	28.40	33.33	21.40
Arizona	8.72	35.72	0.00	37.79	0.00	23.84	53.49	29.65	37.79
Utah	2.96	20.33	6.55	10.58	4.22	19.37	19.61	42.78	10.85
Nevada	36.66	40.84	3.02	17.87	0.70	44.55	74.74	71.46	34.80
Idaho	4.94	45.88	5.76	32.92	0.00	23.66	30.45	27.98	56.38
Washington	6.93	38.23	2.89	12.94	1.67	22.09	31.62	29.17	19.17
Oregon	11.01	34.34	3.97	27.71	0.00	34.97	31.73	48.38	35.02
California	13.03	12.08	0.65	6.28	0.29	61.02	87.28	56.90	16.85

TABLE 12.—Statistics of public high schools in cities of 8,000 population and over.

State or Territory.	Schools.	Secondary instructors.			Secondary pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
United States	691	3,155	4,719	7,874	95,893	139,246	235,139
North Atlantic Division	268	1,364	2,176	3,540	45,780	58,134	103,914
South Atlantic Division	59	181	285	466	4,530	8,347	12,877
South Central Division	81	208	254	462	4,412	8,480	12,892
North Central Division	246	1,202	1,734	2,936	35,526	55,360	90,886
Western Division	37	200	270	470	5,645	8,925	14,570
North Atlantic Division:							
Maine	8	23	47	70	861	1,112	1,973
New Hampshire	8	23	41	64	638	1,043	1,731
Vermont	3	7	15	22	265	349	614
Massachusetts	71	386	640	1,026	11,631	14,529	26,160
Rhode Island	12	64	76	140	1,313	1,713	3,026
Connecticut	20	77	150	227	2,455	3,109	5,564
New Jersey	59	402	691	1,093	19,065	19,799	38,864
New York	27	108	200	317	2,919	5,064	7,983
Pennsylvania	60	274	307	581	6,553	11,416	17,969
South Atlantic Division:							
Delaware	1	5	15	20	224	356	580
Maryland	11	43	41	84	977	1,243	2,220
District of Columbia	5	55	82	137	1,813	2,118	3,931
Virginia	14	22	61	83	813	1,722	2,535
West Virginia	6	16	14	24	216	504	720
North Carolina	4	6	12	18	331	230	401
South Carolina	6	19	14	33	317	511	828
Georgia	8	15	42	57	361	1,382	1,743
Florida	4	6	10	16	128	291	419
South Central Division:							
Kentucky	18	55	66	121	1,280	1,862	3,142
Tennessee	12	21	35	59	607	1,455	2,062
Alabama	8	16	23	39	298	604	902
Mississippi	3	3	13	16	120	392	512
Louisiana	5	22	31	53	340	743	1,083
Texas	25	67	65	132	1,216	2,498	3,714
Arkansas	7	16	16	32	454	693	1,147
Oklahoma	3	5	5	10	67	143	210
Indian Territory							
North Central Division:							
Ohio	47	229	293	522	6,898	9,915	16,813
Indiana	32	151	151	302	3,883	5,784	9,667
Illinois	47	283	350	633	6,747	12,216	18,963
Michigan	30	137	244	381	4,736	6,618	11,354
Wisconsin	25	101	144	245	2,953	3,969	6,922
Minnesota	13	54	141	195	2,355	3,494	5,849
Iowa	22	74	153	227	2,559	4,205	6,764
Missouri	14	107	146	253	2,894	5,102	7,996
North Dakota	1	2	5	7	69	86	155
South Dakota	1	2	7	9	108	155	263
Nebraska	3	25	51	76	1,405	1,622	2,727
Kansas	11	37	49	86	1,219	2,194	3,413
Western Division:							
Montana	4	7	28	35	412	625	1,047
Wyoming	1	2	4	6	69	69	138
Colorado	10	55	64	119	1,555	2,061	3,416
New Mexico							
Arizona							
Utah	2	16	17	33	446	564	1,010
Nevada							
Idaho							
Washington	4	27	30	57	703	1,184	1,887
Oregon	2	11	14	25	381	691	1,072
California	14	82	113	195	2,279	3,721	6,000

TABLE 13.—*Statistics of public high schools outside of cities of 8,000 population and over.*

State or Territory.	Schools.	Secondary instructors.			Secondary pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
United States.....	5,314	7,017	5,481	12,498	120,314	163,798	284,112
North Atlantic Division.....	1,180	1,362	1,749	3,111	27,553	37,938	65,491
South Atlantic Division.....	390	474	251	725	6,023	8,113	14,136
South Central Division.....	594	788	469	1,257	11,668	15,109	26,777
North Central Division.....	2,917	4,007	2,742	6,749	69,454	94,476	163,930
Western Division.....	233	366	270	636	5,616	8,162	13,778
North Atlantic Division:							
Maine.....	146	151	122	273	2,967	3,809	6,776
New Hampshire.....	49	47	61	108	914	1,059	1,973
Vermont.....	52	52	77	129	1,217	1,697	2,914
Massachusetts.....	166	171	315	486	4,687	5,697	10,384
Rhode Island.....	8	10	13	23	163	261	424
Connecticut.....	54	53	72	125	1,064	1,479	2,543
New York.....	319	374	743	1,117	9,924	13,548	23,472
New Jersey.....	69	84	127	211	1,333	1,944	3,277
Pennsylvania.....	317	420	219	639	5,384	8,534	13,918
South Atlantic Division:							
Delaware.....	12	12	9	21	178	294	472
Maryland.....	40	52	23	75	743	993	1,736
District of Columbia.....							
Virginia.....	56	60	40	130	783	1,012	1,795
West Virginia.....	26	42	14	56	449	786	1,235
North Carolina.....	17	18	12	30	224	318	542
South Carolina.....	98	115	62	177	1,376	1,794	3,170
Georgia.....	112	135	67	202	1,811	2,261	4,072
Florida.....	29	40	24	64	429	655	1,084
South Central Division:							
Kentucky.....	52	64	47	111	1,032	1,343	2,375
Tennessee.....	89	107	58	165	1,562	1,798	3,360
Alabama.....	54	76	70	146	1,180	1,645	2,825
Mississippi.....	97	107	80	187	1,498	2,042	3,540
Louisiana.....	26	35	28	63	474	658	1,132
Texas.....	215	315	155	470	4,832	6,353	11,185
Arkansas.....	54	71	26	97	917	1,160	2,077
Oklahoma.....	3	5	3	8	50	76	126
Indian Territory.....	4	8	2	10	123	31	157
North Central Division:							
Ohio.....	631	844	351	1,195	12,855	16,044	28,899
Indiana.....	359	587	219	805	7,301	9,447	16,748
Illinois.....	297	438	347	785	7,923	10,569	18,483
Michigan.....	264	340	366	706	7,410	10,047	17,457
Wisconsin.....	206	280	265	545	5,797	7,907	13,704
Minnesota.....	102	127	189	316	2,665	3,796	6,461
Iowa.....	322	405	429	834	9,214	13,044	22,258
Missouri.....	220	321	171	492	5,314	7,296	12,610
North Dakota.....	26	29	29	58	373	602	975
South Dakota.....	60	68	42	110	1,003	1,351	2,354
Nebraska.....	247	295	175	470	4,948	7,533	12,481
Kansas.....	192	273	159	432	4,651	6,849	11,500
Western Division:							
Montana.....	15	18	15	33	239	358	588
Wyoming.....	6	6	5	11	86	133	219
Colorado.....	34	72	40	112	982	1,512	2,494
New Mexico.....	7	14	6	20	100	143	243
Arizona.....	2	5	3	8	57	115	172
Utah.....	3	5	1	6	45	60	105
Nevada.....	9	12	10	22	164	267	431
Idaho.....	8	11	7	18	216	270	486
Washington.....	43	50	30	80	623	953	1,576
Oregon.....	15	20	15	35	362	482	844
California.....	91	173	138	311	2,751	3,859	6,610

TABLE 14.—Average number of teachers to a public high school, students to a teacher, and students to a school in cities and outside of cities of 8,000 population.

State or Territory.	Schools reported as departments of city or village systems.	Schools reported as independent.	Average teachers to a high school.		Average students to a teacher.		Average students to a high school.	
			In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.	In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.	In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.
United States.....	5,737	268	11.4	2.4	29.9	22.7	340.3	53.5
North Atlantic Division.....	1,416	32	13.2	2.6	29.4	21.1	387.7	55.5
South Atlantic Division.....	391	53	7.9	1.9	27.6	19.5	218.3	36.2
South Central Division.....	603	73	5.7	2.1	27.9	21.3	159.2	45.1
North Central Division.....	3,089	74	11.9	2.3	31.0	24.3	369.5	55.2
Western Division.....	238	32	12.7	2.3	31.0	21.0	393.8	59.1
North Atlantic Division:								
Maine.....	146	8	8.8	1.9	28.2	24.8	246.6	46.4
New Hampshire.....	57	-----	8.0	2.2	27.0	18.3	216.4	40.3
Vermont.....	55	-----	7.3	2.5	27.9	21.9	204.7	54.3
Massachusetts.....	234	5	14.5	2.9	25.5	20.1	368.5	58.9
Rhode Island.....	20	-----	11.7	2.9	21.6	18.4	252.2	53.0
Connecticut.....	72	3	11.4	2.3	24.5	20.3	278.2	47.1
New York.....	362	16	18.5	3.5	35.6	21.0	659.2	73.6
New Jersey.....	95	1	11.7	3.1	25.2	15.5	295.7	47.5
Pennsylvania.....	375	2	9.7	2.0	30.9	22.6	299.5	45.5
South Atlantic Division:								
Delaware.....	13	-----	20.0	1.8	29.0	22.5	580.0	39.3
Maryland.....	42	9	7.6	1.9	26.4	23.1	201.8	43.4
District of Columbia.....	5	-----	27.4	0.0	25.0	0.0	686.2	0.0
Virginia.....	64	6	5.9	1.8	30.5	18.0	181.1	32.1
West Virginia.....	32	1	4.0	2.2	30.0	22.1	120.0	47.5
North Carolina.....	20	1	3.0	1.8	33.4	18.1	100.3	31.9
South Carolina.....	87	17	5.5	1.8	25.1	17.9	138.0	32.3
Georgia.....	96	24	7.1	1.8	30.6	20.3	217.9	36.6
Florida.....	32	1	4.0	2.2	26.2	16.9	104.8	37.4
South Central Division:								
Kentucky.....	64	6	6.7	2.1	26.0	21.4	174.6	45.7
Tennessee.....	89	12	4.9	1.9	34.9	20.4	171.8	37.8
Alabama.....	48	14	4.9	2.7	25.4	19.3	124.0	52.3
Mississippi.....	79	21	5.3	1.9	32.0	18.9	170.7	33.5
Louisiana.....	29	2	10.6	2.4	20.4	18.0	216.6	43.5
Texas.....	229	11	5.3	2.2	24.4	23.8	149.8	52.0
Arkansas.....	58	3	4.6	1.8	35.8	21.4	163.9	38.5
Oklahoma.....	6	-----	3.3	2.7	21.0	15.8	70.0	42.0
Indian Territory.....	1	3	0.0	2.5	0.0	15.7	0.0	39.3
North Central Division:								
Ohio.....	661	17	11.1	1.9	32.2	24.2	357.7	45.8
Indiana.....	359	23	9.4	2.3	32.0	20.8	302.1	47.9
Illinois.....	333	11	13.5	2.6	30.0	23.5	403.5	62.2
Michigan.....	287	7	12.7	2.7	29.8	24.7	378.5	66.1
Wisconsin.....	231	-----	9.8	2.6	28.3	25.1	276.9	66.5
Minnesota.....	115	-----	15.0	3.1	30.0	20.4	449.9	63.3
Iowa.....	336	8	10.3	2.6	29.8	26.7	307.5	69.1
Missouri.....	233	1	18.1	2.2	31.6	25.6	571.1	57.3
North Dakota.....	27	-----	7.0	2.2	22.1	16.8	155.0	37.5
South Dakota.....	61	-----	9.0	1.8	29.2	21.4	233.0	39.2
Nebraska.....	250	-----	25.3	1.9	35.9	26.6	909.0	50.5
Kansas.....	196	7	7.8	2.3	39.7	25.6	310.3	59.9
Western Division:								
Montana.....	17	2	8.8	2.2	29.9	17.8	261.8	39.2
Wyoming.....	7	-----	6.0	1.8	23.0	19.9	138.0	36.5
Colorado.....	42	2	11.9	3.3	24.7	22.3	341.6	73.4
New Mexico.....	7	-----	0.0	2.9	0.0	12.2	0.0	34.7
Arizona.....	2	-----	0.0	4.0	0.0	21.5	0.0	86.0
Utah.....	5	-----	16.5	2.0	30.6	17.5	505.0	35.0
Nevada.....	8	1	0.0	2.4	0.0	19.6	0.0	47.9
Idaho.....	8	-----	0.0	2.3	0.0	27.0	0.0	60.8
Washington.....	47	-----	14.3	1.9	33.1	19.7	471.8	36.7
Oregon.....	17	-----	12.5	2.3	42.9	24.1	536.0	56.3
California.....	78	27	13.9	3.4	30.8	21.3	428.6	72.7

TABLE 15.—Public high schools—Equipment, income, benefactions, and endowments.

State or Territory.	Libraries.		Grounds, buildings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassified.		Total income from all sources.		Benefactions.		Total money value of endowment.	
	Schools reporting.	Volumes.	Schools reporting.	Value.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.
United States																		
4,890	2,727,003	4,742	\$96,131,695	2,067	\$5,545,246	1,688	\$337,576	174	\$140,879	782	\$1,337,420	2,250	\$71,761,121	69	\$29,003	73	\$1,182,527	
North Atlantic Division:																		
1,201	943,748	1,451	33,895,072	564	2,044,330	422	165,891	62	41,371	228	479,083	608	2,730,620	29	23,531	45	808,140	
221	132,378	342	3,389,885	211	586,942	143	57,083	10	6,986	64	331,747	228	434,758	5	3,429	4	83,325	
385	152,479	577	6,317,234	346	565,784	297	111,974	24	15,754	100	58,639	365	733,211	4	208	8	89,428	
2,839	1,408,822	2,381	46,153,130	841	1,987,613	756	177,945	78	76,768	357	618,280	949	2,800,603	24	6,649	12	136,354	
253	128,578	190	6,376,374	105	609,557	67	24,683	---	---	33	147,686	130	781,926	7	4,695	4	5,650	
North Atlantic Division:																		
91	18,906	109	906,700	117	102,439	60	5,450	12	2,412	53	33,247	121	143,548	5	16,074	5	6,507	
39	11,801	39	1,023,650	17	13,254	17	3,897	5	2,426	7	8,519	20	48,076	1	1,000	4	57,065	
45	15,854	34	589,880	14	18,367	15	6,586	2	98	9	22,678	19	47,729	8	1,737	1	339,660	
198	113,701	169	10,618,254	73	372,251	44	21,771	17	15,600	31	146,539	94	556,161	8	1,737	13	90,000	
14	11,230	8	229,000	5	10,540	5	1,454	4	4,000	1	990	6	17,484	4	1,275	1	84,106	
67	50,610	49	1,994,001	26	98,601	12	3,164	5	3,204	5	10,298	30	115,237	4	1,275	6	200,772	
359	492,967	335	9,005,047	186	884,367	181	76,794	17	12,656	98	235,111	188	1,208,358	7	152	9	200,772	
87	59,850	67	2,290,608	16	169,052	10	27,340	15	4	15	4,800	18	201,207	1	115	---	---	
301	168,227	241	6,637,934	110	335,409	78	18,435	3	1,560	20	16,856	112	382,820	3	3,128	---	---	
South Atlantic Division:																		
7	1,430	13	259,600	4	5,253	2	350	1	1,300	2	2,650	4	8,953	---	80	---	---	
37	18,311	29	588,300	13	89,790	6	2,202	---	---	4	1,779	14	43,871	1	---	---	---	
5	11,300	2	283,150	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
27	8,748	49	481,000	21	45,021	15	6,498	4	795	10	5,885	28	58,199	---	---	1	5,000	
23	10,031	24	431,880	9	11,567	6	773	---	---	2	1,830	9	13,670	---	---	---	---	
9	8,430	15	107,100	7	14,630	5	1,048	---	250	3	700	8	16,048	1	300	1	24,250	
41	11,082	85	388,595	62	75,106	45	9,574	2	641	22	8,005	68	43,386	---	---	---	---	
54	19,576	100	669,760	78	64,903	64	35,452	1	1,000	14	5,618	78	100,972	3	3,540	2	54,075	
15	3,910	26	176,900	17	31,102	3	1,086	---	3,000	7	8,330	19	43,658	---	---	---	---	
South Central Division:																		
45	21,392	59	1,092,122	27	53,962	32	10,232	4	4,784	7	879	28	69,848	---	---	1	11,000	
48	12,789	85	733,200	45	40,969	40	12,857	4	1,910	14	7,208	49	86,974	---	---	2	14,700	
27	17,902	49	483,451	40	58,108	33	18,297	3	440	11	11,223	41	88,108	---	---	---	1,520	
50	15,337	81	517,225	61	76,563	50	21,563	4	715	22	6,365	65	107,629	---	15	2	2,200	
18	23,271	24	223,600	9	36,134	5	2,970	1	200	6	3,645	12	32,949	---	---	---	---	
152	48,578	214	2,476,722	137	241,844	124	37,149	7	7,255	30	22,719	139	308,967	---	105	1	60,000	
32	15,455	56	424,525	24	29,100	21	8,481	1	450	---	6,070	27	44,191	---	88	---	---	

TABLE 15.—*Public high schools—Equipment, income, benefactions, and endowments—Continued.*

State or Territory.	Libraries.		Grounds, buildings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassified.		Total income from all sources.		Benefactions.		Total money value of endowment.	
	Schools re- porting.	Volumes.	Schools re- porting.	Value.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.
South Central Division—																		
Continued.																		
Oklahoma.....	6	1,958	5	\$168,000	2	\$3,690		\$455			1	\$190	2	\$4,055				
Indian Territory.....	1	1,000	4	178,290	1	10,000								10,490				
North Central Division:																		
Ohio.....	545	214,164	552	7,949,550	172	468,457	153	34,883	21	\$21,081	78	81,348	299	605,799	2	595	1	\$12,000
Indiana.....	338	145,669	280	4,302,358	100	293,589	78	30,095	5	6,214	30	27,898	113	357,796	5	420	1	900
Illinois.....	378	161,712	270	6,102,592	90	428,926	88	22,490	7	3,116	29	72,816	102	327,248	6	3,383	4	27,884
Michigan.....	271	217,657	241	5,294,136	86	197,535	94	20,131	16	16,835	53	112,621	103	347,142	2	115	1	2,000
Wisconsin.....	217	148,132	189	3,701,487	108	135,486	98	23,313	3	1,475	47	109,546	100	239,820	3	1,540	2	3,500
Minnesota.....	111	109,986	163	2,434,867	35	64,611	11	1,631	3	3,000	11	21,462	35	90,704			1	40,000
Iowa.....	216	130,612	284	4,962,025	58	93,529	63	14,253	6	6,485	19	41,676	68	157,613	3	174		
Nebraska.....	216	104,129	210	4,003,780	59	80,675	56	11,205	7	7,745	28	57,128	66	156,813	2	750	1	16,000
Missouri.....	25	11,936	23	536,100	4	3,500	2	1,400					4	8,900				
North Dakota.....	25	15,559	50	505,100	9	13,653	3	900					12	92,492				
South Dakota.....	55	36,069	92	505,645	59	81,110	49	6,769	7	7,867	23	92,571	65	128,317	1	172		
Nebraska.....	220	96,069	292	2,667,645	61	122,542	55	11,765	3	2,350	28	53,505	63	190,562			1	35,000
Kansas.....	187	83,787	168	2,606,670														
Western Division:																		
Montana.....	19	9,344	15	385,100	5	29,625	3	574			1	1,000	6	31,199				
Wyoming.....	7	4,452	5	110,069	4	8,115	2	140					4	8,235				
Colorado.....	40	31,851	34	2,384,203	8	96,724	7	1,650			5	35,212	12	132,976	1	3,000	1	4,699
New Mexico.....	5	1,330	3	52,500														
Arizona.....	2	880	2	70,100														
Utah.....	5	1,525	4	53,000	2	6,500	1	200			2	8,000	1	8,000				
Nevada.....	5	3,116	6	82,437	2	4,600					1	25,000	4	32,000				
Idaho.....	9	9,116	6	97,660							1	200	2	4,800	1	550	1	550
Washington.....	41	12,261	29	643,725	10	38,210	1	75			1	1,800	10	35,085				
Oregon.....	17	7,247	13	395,552	4	19,785	3	485			1	3,000	4	23,270				
California.....	102	52,569	73	2,037,000	70	410,998	50	22,129			21	72,584	87	506,741	5	1,145	2	100

TABLE 16.—*Private high schools and academies—Number of schools, secondary instructors, secondary students, and elementary pupils in 1899-1900.*

State or Territory.	Number of schools.			Secondary instructors.			Secondary students.			Colored secondary students (included in preceding column).			Elementary pupils, including all below secondary grades.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	1,978	4,275	5,842	10,117	55,734	55,063	110,797	999	1,460	2,399	58,227	68,659	126,886		
N. Atlantic Division:															
N. Atlantic Division	669	1,824	2,489	4,313	21,433	19,343	40,776	85	123	211	16,962	15,929	32,901		
S. Atlantic Division	400	750	884	1,634	10,171	10,031	20,202	503	891	1,394	11,832	14,654	26,486		
S. Central Division	417	827	758	1,385	11,238	10,743	22,041	380	351	731	15,599	16,502	32,101		
N. Central Division	334	824	1,239	2,113	10,015	11,559	21,574	22	32	54	8,646	13,494	22,140		
Western Division	128	250	422	672	2,817	3,387	6,204	0	0	0	5,188	8,070	13,258		
N. Atlantic Division:															
Maine	33	43	85	128	1,042	1,347	2,389	2	1	3	99	123	222		
New Hampshire	33	111	61	172	1,642	958	2,600	2	1	4	1,364	316	1,680		
Vermont	17	23	44	71	493	539	1,035	0	0	0	443	477	920		
Massachusetts	97	237	427	684	3,034	2,877	5,911	17	5	22	682	885	1,567		
Rhode Island	14	32	47	79	365	269	634	0	0	0	431	862	1,293		
Connecticut	63	136	211	347	1,410	1,359	2,809	3	4	7	541	999	1,540		
New York	204	506	888	1,494	5,250	5,855	11,105	2	3	5	6,875	6,724	13,599		
New Jersey	74	198	248	466	2,109	1,789	3,898	0	0	0	1,522	1,694	3,217		
Pennsylvania	134	425	448	873	6,085	4,310	10,395	58	114	172	5,004	3,859	8,863		
S. Atlantic Division:															
Delaware	4	13	14	27	157	146	303	0	0	0	71	62	133		
Maryland	46	140	160	309	1,038	1,276	2,314	0	0	0	797	711	1,508		
Dist. of Columbia	21	40	103	146	232	545	807	0	0	0	353	890	1,243		
Virginia	32	171	167	328	1,949	1,653	3,602	121	187	308	1,537	1,859	3,396		
West Virginia	13	25	36	61	455	510	965	0	0	0	201	329	531		
North Carolina	122	201	171	372	3,050	2,797	6,487	128	194	322	4,084	4,039	8,123		
South Carolina	36	66	64	130	935	804	1,739	23	26	49	945	1,213	2,158		
Georgia	67	89	138	235	1,621	2,116	3,737	171	424	595	4,344	4,732	9,076		
Florida	9	5	30	55	64	184	248	60	120	179	1,216	1,216	2,432		
S. Central Division:															
Kentucky	95	133	197	339	2,025	2,050	4,085	60	25	85	2,762	3,062	5,824		
Tennessee	99	165	146	311	2,973	2,676	5,649	15	9	24	4,037	4,009	8,047		
Alabama	55	73	81	154	1,229	1,136	2,365	69	50	119	1,619	2,005	3,624		
Mississippi	43	54	78	152	988	989	1,977	67	93	160	1,947	1,791	3,738		
Louisiana	20	33	79	112	646	636	1,282	12	21	33	1,296	1,658	2,954		
Texas	62	110	136	243	2,494	2,415	4,909	128	110	238	2,618	3,160	5,808		
Arkansas	21	45	23	68	751	622	1,373	29	37	66	786	730	1,516		
Oklahoma	1	0	3	3	0	20	20	0	0	0	0	0	20		
Indian Territory	11	14	15	20	192	189	381	0	0	0	774	676	1,450		
N. Central Division:															
Ohio	49	92	201	293	1,107	1,527	2,634	0	0	0	665	1,243	1,908		
Indiana	27	86	121	207	1,090	1,153	2,243	0	0	0	793	1,335	2,128		
Illinois	64	122	256	378	1,450	2,075	3,525	0	0	0	1,103	2,556	3,659		
Michigan	20	39	91	153	396	779	1,175	0	0	0	911	1,344	2,255		
Wisconsin	23	80	94	174	840	622	1,462	1	0	1	544	478	1,022		
Minnesota	29	82	95	177	922	925	1,847	0	0	0	1,634	1,484	3,118		
Iowa	35	64	99	163	1,013	1,185	2,198	1	1	2	1,332	1,488	2,820		
Missouri	73	178	214	392	2,277	2,231	4,508	20	30	50	832	2,127	2,959		
North Dakota	2	3	4	7	70	33	106	0	0	0	96	150	246		
South Dakota	7	11	27	38	155	172	307	0	0	0	127	208	335		
Nebraska	19	29	53	85	279	405	684	0	0	0	412	713	1,125		
Kansas	14	38	28	66	466	452	918	1	1	2	300	318	618		
Western Division:															
Montana	3	0	7	7	0	66	66	0	0	0	106	594	700		
Wyoming	0	0	0	0	0	0	0	0	0	0	0	0	0		
Colorado	6	9	31	40	76	121	197	0	0	0	447	432	879		
New Mexico	4	5	10	15	44	59	103	0	0	0	111	141	252		
Arizona	2	1	3	3	10	33	43	0	0	0	35	109	144		
Utah	13	32	42	74	860	756	1,616	0	0	0	582	576	1,158		
Nevada	0	0	0	0	0	0	0	0	0	0	0	0	0		
Idaho	5	8	9	17	88	89	177	0	0	0	132	119	251		
Washington	13	23	51	74	150	376	526	0	0	0	255	698	953		
Oregon	19	32	50	82	367	429	796	0	0	0	796	1,010	1,806		
California	63	140	220	360	1,222	1,458	2,680	0	0	0	2,724	4,361	7,085		

TABLE 17.—*Private high schools and academies—Number of secondary students in college preparatory course; number of graduates and college preparatory students in graduating class in 1899-1900.*

State or Territory.	Secondary students preparing for college.						Graduates in the class of 1900.			College preparatory students in graduating class of 1900.			Students in military tactics.
	Classical course.			Scientific course.									
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
United States	12,780	8,346	21,126	9,324	4,965	14,189	6,226	5,990	12,216	3,825	1,848	5,673	8,900
North Atlantic Division.....	5,964	2,597	8,561	4,220	1,313	5,533	3,303	2,747	6,050	2,274	754	3,023	3,707
South Atlantic Division.....	2,296	1,979	4,275	1,046	764	1,810	725	832	1,557	454	265	719	1,581
South Central Division.....	1,218	1,774	3,992	1,568	1,205	2,773	718	716	1,434	362	283	645	1,271
North Central Division.....	1,794	1,506	3,300	1,745	1,256	3,001	1,218	1,363	2,581	567	428	995	1,936
Western Division.....	508	490	998	645	427	1,072	282	332	594	168	118	286	405
North Atlantic Division:													
Maine.....	295	160	425	87	59	146	150	181	331	74	40	114	---
New Hampshire.....	395	54	449	218	23	241	259	114	373	193	37	230	40
Vermont.....	90	19	109	47	40	87	83	98	181	39	27	66	115
Massachusetts.....	1,427	391	1,818	543	243	786	431	512	943	333	205	538	77
Rhode Island.....	130	60	190	16	17	33	51	42	93	36	17	53	35
Connecticut.....	402	202	604	373	55	428	261	227	488	177	40	217	46
New York.....	1,482	674	2,156	1,233	236	1,469	852	751	1,603	551	161	712	2,124
New Jersey.....	730	457	1,237	484	146	630	401	261	662	341	94	435	486
Pennsylvania.....	993	580	1,573	1,219	491	1,713	815	561	1,376	530	133	663	784
South Atlantic Division:													
Delaware.....	22	7	29	27	29	56	28	16	44	14	4	18	44
Maryland.....	246	299	545	213	180	393	127	160	287	90	66	156	159
District of Columbia.....	34	115	149	33	4	37	18	63	81	12	10	22	---
Virginia.....	421	248	679	166	158	324	89	148	237	61	24	85	314
West Virginia.....	68	79	147	27	8	35	45	42	85	11	2	13	56
North Carolina.....	875	500	1,375	342	193	535	275	135	410	180	56	236	442
South Carolina.....	199	186	385	79	25	104	71	116	187	41	51	92	318
Georgia.....	491	516	917	159	167	326	70	146	216	41	49	90	248
Florida.....	20	29	49	---	---	---	4	6	10	4	3	7	---
South Central Division:													
Kentucky.....	449	356	805	256	159	415	153	138	291	69	52	121	308
Tennessee.....	804	438	1,242	284	312	596	194	159	353	104	51	155	75
Alabama.....	171	198	369	302	195	497	56	67	123	38	46	84	179
Mississippi.....	153	94	247	154	132	286	73	69	142	39	29	68	86
Louisiana.....	53	78	131	91	46	137	28	80	108	20	39	59	---
Texas.....	458	509	967	362	358	720	176	169	345	80	53	133	385
Arkansas.....	118	84	202	99	62	161	31	24	55	12	10	22	178
Oklahoma.....	0	6	6	0	0	0	0	0	0	0	0	0	0
Indian Territory.....	12	11	23	20	31	51	7	10	17	0	3	3	---
North Central Division:													
Ohio.....	258	243	501	226	174	400	142	177	319	79	61	140	75
Indiana.....	211	176	387	219	135	354	101	101	209	28	16	44	297
Illinois.....	197	321	518	287	258	545	244	230	534	83	102	185	122
Michigan.....	59	71	127	84	72	156	34	79	113	20	26	46	168
Wisconsin.....	234	97	331	109	46	155	105	119	224	55	31	86	218
Minnesota.....	182	76	258	163	68	231	160	109	269	69	36	105	211
Iowa.....	163	109	277	133	117	255	125	155	280	61	60	121	262
Missouri.....	359	298	657	357	218	575	189	242	431	165	60	165	407
North Dakota.....	6	2	8	---	---	---	1	2	3	1	1	2	---
South Dakota.....	34	30	64	21	42	63	22	22	44	19	10	29	---
Nebraska.....	45	57	102	41	58	99	36	36	72	25	18	43	89
Kansas.....	64	26	90	100	68	168	32	31	83	22	7	29	87
Western Division:													
Montana.....	0	36	36	0	4	4	0	9	9	0	6	6	---
Wyoming.....	---	---	---	---	---	---	---	---	---	---	---	---	---
Colorado.....	20	5	25	13	6	19	7	14	21	3	2	5	18
New Mexico.....	6	0	6	---	---	---	6	2	8	---	---	---	---
Arizona.....	5	5	10	---	---	---	0	4	4	---	---	---	---
Utah.....	200	150	350	151	30	181	50	50	100	21	19	40	---
Nevada.....	---	---	---	---	---	---	---	---	---	---	---	---	---
Idaho.....	5	3	8	1	0	1	6	14	20	6	10	16	---
Washington.....	36	38	74	18	50	68	17	46	63	6	15	21	---
Oregon.....	61	49	110	85	134	219	38	34	72	13	9	22	30
California.....	175	204	379	377	203	580	138	159	297	119	57	176	357

TABLE 18.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1899-1900.*

[illegible]

TABLE 19.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1899-1900.*

State or Territory.	German.				Algebra.				Geometry.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	1,114	10,961	9,504	20,465	1,895	29,390	25,336	54,726	1,691	15,681	10,602	26,283
North Atlantic Division	498	6,279	4,839	11,118	642	11,955	8,477	20,432	596	7,467	3,956	11,423
South Atlantic Division	141	890	833	1,663	385	5,712	4,807	10,519	315	2,368	1,604	3,972
South Central Division	137	748	734	1,502	403	6,069	5,388	11,457	357	2,736	2,310	5,046
North Central Division	272	2,781	2,443	5,224	346	4,329	4,914	9,243	321	2,236	2,110	4,346
Western Division	66	323	635	958	119	1,325	1,690	3,015	102	874	622	1,496
North Atlantic Division:												
Maine	8	8	39	47	33	538	658	1,196	29	265	262	527
New Hampshire	15	256	111	347	31	688	283	971	28	458	114	572
Vermont	11	56	39	95	17	255	206	521	17	100	136	236
Massachusetts	78	879	721	1,600	93	1,566	1,242	2,808	86	926	576	1,502
Rhode Island	8	11	63	74	13	294	141	435	10	256	60	316
Connecticut	50	445	435	880	59	783	606	1,389	51	469	374	843
New York	100	2,064	1,607	3,671	195	2,942	2,343	5,285	185	2,082	1,127	3,209
New Jersey	63	859	513	1,372	71	1,366	870	2,236	66	984	456	1,440
Pennsylvania	105	1,721	1,311	3,032	130	3,493	2,068	5,561	124	1,927	851	2,778
South Atlantic Division:												
Delaware	4	21	32	53	4	92	74	166	4	41	30	71
Maryland	35	353	256	614	43	676	687	1,363	43	475	326	801
District of Columbia	12	35	96	131	20	165	193	358	18	144	87	231
Virginia	43	256	164	420	81	1,268	787	2,055	71	591	257	848
West Virginia	9	58	78	116	12	166	167	333	12	95	77	172
North Carolina	17	63	51	114	118	1,692	1,137	2,829	73	438	231	669
South Carolina	11	33	61	94	34	508	471	979	27	121	137	258
Georgia	9	24	95	119	64	1,097	1,235	2,332	60	455	442	897
Florida	1	2	0	2	9	48	116	164	7	8	17	25
South Central Division:												
Kentucky	52	294	199	493	93	1,064	886	1,950	79	407	317	724
Tennessee	27	126	90	216	93	1,478	1,205	2,683	87	657	530	1,187
Alabama	11	49	60	109	51	675	688	1,363	43	314	287	601
Mississippi	4	5	10	15	43	522	486	1,008	38	226	123	349
Louisiana	5	2	40	42	32	288	382	670	28	163	192	355
Texas	30	221	325	546	60	1,591	1,396	2,987	57	903	771	1,674
Arkansas	6	50	14	64	20	360	255	615	20	112	69	181
Oklahoma	1	0	10	10	1	0	7	7	1	0	3	3
Indian Territory	1	1	6	7	10	91	83	174	4	14	18	32
North Central Division:												
Ohio	39	381	423	804	47	462	566	1,028	46	304	277	581
Indiana	20	280	203	483	26	511	446	957	25	278	198	476
Illinois	45	337	445	782	61	410	860	1,270	54	252	426	678
Michigan	15	106	132	238	20	258	363	621	16	84	114	198
Wisconsin	20	462	245	707	21	361	254	565	19	247	133	380
Minnesota	25	434	275	709	28	412	402	814	26	205	207	412
Iowa	28	154	178	332	33	392	477	869	31	172	170	342
Missouri	47	485	317	802	70	1,209	1,195	2,395	67	534	391	925
North Dakota	1	1	2	3	2	6	14	20	2	3	11	14
South Dakota	6	30	48	78	7	51	51	102	5	26	23	49
Nebraska	14	41	95	136	17	119	151	270	16	69	90	150
Kansas	12	70	80	150	14	147	155	302	14	71	70	141
Western Division:												
Montana	1	0	30	30	3	0	62	62	2	0	5	5
Wyoming	—	—	—	—	—	—	—	—	—	—	—	—
Colorado	4	5	28	33	6	34	73	107	6	22	14	36
New Mexico	0	—	—	—	3	15	20	35	1	0	2	2
Arizona	—	—	—	—	2	0	11	11	1	0	2	2
Utah	6	40	45	85	10	316	183	499	8	253	76	329
Nevada	—	—	—	—	—	—	—	—	—	—	—	—
Idaho	1	20	10	30	3	28	38	66	2	8	28	36
Washington	7	13	101	114	12	48	181	229	11	21	59	80
Oregon	13	139	170	309	20	271	319	590	18	94	77	171
California	34	106	251	357	60	613	803	1,416	53	476	359	835

TABLE 20.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1899–1900.*

State or Territory.	Trigonometry.				Astronomy.				Physics.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States.....	696	3,501	1,852	5,353	769	2,456	4,704	7,160	1,305	10,405	9,685	20,090
North Atlantic Division.....	212	1,567	237	1,804	236	945	1,571	2,516	334	4,259	3,066	7,325
South Atlantic Division.....	139	602	339	1,001	104	320	652	972	230	1,653	1,546	3,199
South Central Division.....	176	709	659	1,368	140	587	995	1,582	202	2,312	2,292	4,603
North Central Division.....	128	447	412	859	174	512	1,069	1,581	307	1,721	2,168	3,889
Western Division.....	41	176	145	321	55	92	417	509	92	461	613	1,074
North Atlantic Division:												
Maine.....	2	3	0	3	20	90	101	191	26	183	194	377
New Hampshire.....	1	43	11	54	12	82	53	135	23	330	72	402
Vermont.....	1	4	0	4	13	35	46	81	15	88	85	173
Massachusetts.....	25	133	10	146	32	112	157	269	66	654	376	1,030
Rhode Island.....	3	50	0	50	5	9	44	53	13	91	43	134
Connecticut.....	20	84	26	104	20	53	181	234	42	194	215	409
New York.....	70	516	51	567	67	217	457	674	55	1,639	1,187	2,826
New Jersey.....	24	216	30	246	25	85	243	328	49	365	294	659
Pennsylvania.....	60	515	115	630	42	202	289	551	95	1,315	600	1,915
South Atlantic Division:												
Delaware.....	2	16	0	16	—	—	—	—	4	12	19	31
Maryland.....	23	155	28	183	14	10	109	119	32	165	254	419
District of Columbia.....	10	42	23	65	13	3	98	101	15	46	139	185
Virginia.....	40	164	113	277	18	100	135	235	52	434	301	735
West Virginia.....	9	32	14	46	7	28	39	67	10	58	78	136
North Carolina.....	20	68	73	141	21	115	74	189	55	498	235	733
South Carolina.....	13	36	41	77	10	11	62	73	16	117	79	196
Georgia.....	21	88	107	195	14	49	118	167	41	316	423	739
Florida.....	1	1	0	1	7	4	17	21	5	7	18	25
South Central Division:												
Kentucky.....	43	163	167	270	30	77	145	222	52	262	281	543
Tennessee.....	40	147	110	257	30	96	153	249	64	413	357	770
Alabama.....	20	78	75	153	17	118	143	261	37	311	291	602
Mississippi.....	16	94	60	154	14	44	73	117	39	396	324	720
Louisiana.....	13	25	52	77	16	15	142	157	24	102	224	326
Texas.....	39	198	248	446	29	214	325	539	59	733	721	1,454
Arkansas.....	4	4	4	8	4	23	14	37	11	68	64	132
Oklahoma.....	0	—	—	—	0	—	—	—	1	0	4	4
Indian Territory.....	1	0	3	3	0	—	—	—	5	26	25	52
North Central Division:												
Ohio.....	16	79	62	141	21	56	125	181	41	187	282	469
Indiana.....	13	63	55	118	9	37	61	98	22	163	177	340
Illinois.....	16	42	69	111	31	53	172	225	56	344	348	692
Michigan.....	8	34	23	57	10	41	121	165	18	78	195	273
Wisconsin.....	8	44	22	66	10	65	48	113	29	136	92	238
Minnesota.....	7	23	14	37	11	39	67	106	22	125	144	269
Iowa.....	9	22	13	35	17	59	79	138	30	169	232	401
Missouri.....	41	124	124	248	43	88	284	372	64	323	483	806
North Dakota.....	1	1	7	8	1	1	7	8	2	4	6	10
South Dakota.....	0	—	—	—	3	5	8	13	6	18	31	49
Nebraska.....	5	4	13	17	8	29	41	70	15	83	116	199
Kansas.....	4	11	10	21	10	36	56	92	11	81	62	143
Western Division:												
Montana.....	1	0	1	1	2	0	41	41	1	0	12	12
Wyoming.....	—	—	—	—	—	—	—	—	—	—	—	—
Colorado.....	—	—	—	—	1	14	9	23	5	19	18	37
New Mexico.....	1	0	2	2	1	0	6	6	2	0	12	12
Arizona.....	—	—	—	—	1	0	2	2	2	0	12	13
Utah.....	3	47	7	54	3	20	13	33	8	151	48	199
Nevada.....	—	—	—	—	—	—	—	—	—	—	—	—
Idaho.....	—	—	—	—	—	—	—	—	2	4	20	24
Washington.....	3	6	24	30	6	12	63	75	10	25	72	97
Oregon.....	10	24	35	59	11	17	52	69	14	55	54	109
California.....	23	99	76	175	30	29	231	260	48	207	364	571

TABLE 21.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1899-1900.*

State or Territory.	Chemistry.			Physical geography.				Geology.				
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States	895	5,359	4,988	10,347	1,366	10,622	12,178	22,800	596	2,728	3,829	6,557
North Atlantic Division	339	2,680	1,691	4,371	427	3,265	3,518	6,785	198	1,031	1,202	2,233
South Atlantic Division	139	718	791	1,509	297	2,199	2,408	4,607	65	244	385	629
South Central Division	155	831	1,052	1,883	285	2,651	2,852	5,503	146	820	901	1,819
North Central Division	196	863	1,144	2,007	271	2,106	2,469	4,575	146	523	846	1,369
Western Division	66	267	310	577	86	401	931	1,332	41	110	405	515
North Atlantic Division:												
Maine	18	89	101	190	26	191	245	436	19	91	97	188
New Hampshire	18	262	91	353	19	243	86	329	11	57	41	98
Vermont	10	58	39	97	14	100	148	248	12	42	59	101
Massachusetts	58	395	321	716	44	271	264	535	27	115	150	265
Rhode Island	7	64	35	99	8	103	82	185	4	12	23	35
Connecticut	23	104	104	208	33	167	203	370	14	82	78	160
New York	112	794	546	1,340	132	912	1,233	2,145	67	283	424	717
New Jersey	29	265	135	400	53	370	370	740	12	62	59	121
Pennsylvania	64	709	319	1,028	98	908	904	1,812	32	287	261	548
South Atlantic Division:												
Delaware	1	11	7	18	1	19	19					
Maryland	24	169	126	295	36	245	352	595	10	2	65	67
District of Columbia	10	22	53	75	14	33	93	126	6	5	40	45
Virginia	39	200	178	378	59	459	445	904	13	93	133	226
West Virginia	9	38	38	76	10	76	74	150	5	36	18	54
North Carolina	18	137	117	254	97	776	622	1,398	9	38	45	83
South Carolina	13	68	96	164	30	173	215	388	6	13	21	34
Georgia	21	73	163	236	43	426	534	960	14	47	53	100
Florida	4	22	13	35	7	13	64	77	2	10	8	18
South Central Division:												
Kentucky	37	128	191	319	61	475	453	928	29	102	142	244
Tennessee	25	117	127	244	52	454	493	947	42	287	241	528
Alabama	16	149	99	248	39	286	372	658	17	94	129	223
Mississippi	16	71	63	134	33	330	295	625	13	42	63	105
Louisiana	18	80	129	209	30	185	338	523	16	12	75	87
Texas	37	297	411	708	56	711	848	1,559	26	258	322	580
Arkansas	4	22	22	44	14	130	100	230	3	25	19	44
Oklahoma					1	0	7	7				
Indian Territory	2	26	10	36	5	30	3	66				
North Central Division:												
Ohio	28	127	121	248	28	303	253	556	18	63	83	146
Indiana	17	160	148	308	24	221	254	475	13	42	74	116
Illinois	34	102	197	299	51	328	385	713	22	82	130	212
Michigan	14	63	115	181	11	53	140	195	6	30	33	63
Wisconsin	12	100	56	156	20	190	157	347	6	60	9	69
Minnesota	10	50	66	116	18	132	168	300	4	13	25	38
Iowa	13	36	99	135	25	166	258	424	18	87	144	231
Missouri	49	157	272	429	59	508	508	1,016	40	90	247	337
North Dakota	1	0	5	5	1	6	2	8	1	0	4	4
South Dakota	2	2	9	11	5	24	113	137	3	12	6	18
Nebraska	7	20	26	46	15	55	125	180	6	6	51	57
Kansas	9	43	50	93	14	98	106	204	9	38	40	78
Western Division:												
Montana					3	0	28	28	1	0	4	4
Wyoming												
Colorado	3	9	7	16	5	18	42	60	2	6	5	11
New Mexico	2	0	10	10	3	15	23	38	2	0	12	12
Arizona	1	0	2	2	2	0	13	13	1	0	2	2
Utah	6	59	16	75	10	101	122	223	5	67	35	102
Nevada												
Idaho	1	6	7	13	3	13	14	27	1	0	8	8
Washington	5	2	55	57	10	33	93	126	5	22	76	98
Oregon	11	43	54	97	15	108	132	240	8	15	47	62
California	37	148	159	307	35	113	444	557	16	0	216	216

TABLE 23.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1899-1900.*

State or Territory.	English literature.				History.				Civics.			
	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.	Schools re- porting.	Male.	Female.	Total.
United States.....	1,678	18,383	22,497	40,880	1,703	18,699	21,910	40,609	1,138	9,398	11,000	20,398
North Atlantic Division.....	596	8,467	8,927	17,394	596	7,334	7,899	15,233	346	2,965	3,172	6,137
South Atlantic Division.....	319	2,648	3,446	6,094	332	3,396	3,764	7,160	191	1,499	1,666	3,165
South Central Division.....	322	2,974	3,730	6,704	335	3,234	4,150	7,434	255	2,554	2,652	5,206
North Central Division.....	339	3,261	4,793	8,054	331	3,271	4,610	7,881	261	1,971	2,437	4,408
Western Division.....	111	1,033	1,601	2,634	108	814	1,487	2,301	85	409	1,073	1,482
North Atlantic Division:												
Maine.....	30	394	567	961	29	305	492	797	24	142	187	329
New Hampshire.....	28	586	311	897	28	448	259	707	15	139	84	223
Vermont.....	16	97	141	238	16	120	157	277	15	107	133	240
Massachusetts.....	92	1,456	1,765	3,221	87	997	1,076	2,073	46	239	338	607
Rhode Island.....	13	83	162	245	13	132	190	322	6	70	28	98
Connecticut.....	53	714	813	1,527	56	532	700	1,232	26	126	198	324
New York.....	183	1,613	2,639	4,252	182	2,091	2,703	4,794	115	932	1,064	2,026
New Jersey.....	65	1,140	713	1,853	65	651	798	1,437	29	130	232	362
Pennsylvania.....	116	2,384	1,816	4,200	120	2,058	1,586	3,654	70	1,050	878	1,928
South Atlantic Division:												
Delaware.....	4	35	24	59	4	31	53	84	1	10	8	18
Maryland.....	49	383	776	1,159	38	473	637	1,112	26	76	329	405
District of Columbia.....	18	73	328	401	19	95	334	429	10	41	101	142
Virginia.....	68	547	498	1,045	70	819	623	1,445	35	304	232	536
West Virginia.....	12	107	161	268	13	155	234	389	10	118	95	213
North Carolina.....	78	800	641	1,441	100	1,074	789	1,863	63	621	450	1,071
South Carolina.....	30	204	231	435	30	255	296	521	14	120	112	232
Georgia.....	52	480	697	1,177	51	481	758	1,239	25	195	257	452
Florida.....	8	19	46	65	7	11	67	78	7	14	82	96
South Central Division:												
Kentucky.....	78	440	748	1,188	76	607	822	1,429	68	597	686	1,277
Tennessee.....	72	828	754	1,582	70	712	861	1,573	50	459	531	790
Alabama.....	36	323	413	736	39	270	393	663	18	145	228	383
Mississippi.....	34	229	330	559	37	351	330	731	35	338	384	762
Louisiana.....	23	126	289	415	32	173	426	599	13	129	183	303
Texas.....	52	776	979	1,755	56	955	1,082	2,037	52	655	683	1,338
Arkansas.....	15	220	179	399	15	138	86	227	12	148	102	250
Oklahoma.....	1	0	7	7	1	0	5	5	1	0	8	8
Indian Territory.....	6	32	31	63	9	78	92	170	6	62	83	95
North Central Division:												
Ohio.....	42	370	670	1,040	44	413	639	1,052	23	178	238	416
Indiana.....	26	227	471	698	26	277	484	761	20	156	171	327
Illinois.....	62	444	883	1,327	61	346	829	1,175	40	209	350	559
Michigan.....	18	149	310	459	18	229	347	576	15	97	166	263
Wisconsin.....	22	288	226	514	22	302	254	556	15	92	139	231
Minnesota.....	29	394	462	796	23	453	331	784	21	269	205	474
Iowa.....	32	288	436	724	30	218	285	503	29	269	305	574
Missouri.....	69	817	972	1,789	66	716	1,111	1,821	59	412	570	982
North Dakota.....	2	3	10	13	1	2	10	12	2	14	2	16
South Dakota.....	7	37	69	106	6	45	58	103	6	78	84	162
Nebraska.....	16	79	153	232	16	90	176	266	16	104	168	272
Kansas.....	14	165	191	356	13	96	86	182	12	93	119	212
Western Division:												
Montana.....	3	0	59	59	1	0	4	4	3	0	43	43
Wyoming.....												
Colorado.....	6	21	64	85	6	25	50	75	4	30	29	59
New Mexico.....	3	15	13	28	3	15	12	27	2	15	8	23
Arizona.....	2	0	18	18	2	10	20	30	2	0	10	10
Utah.....	10	207	210	417	8	183	197	380	8	85	94	179
Nevada.....												
Idaho.....	3	39	52	91	2	10	36	46	1	0	10	10
Washington.....	11	52	163	215	9	24	165	189	10	43	189	232
Oregon.....	14	111	130	241	17	156	166	322	13	78	180	258
California.....	59	588	892	1,480	60	391	837	1,228	42	158	510	668

TABLE 24.—*Private high schools and academies—Proportion of male and female students, per cent of students pursuing certain courses, per cent of graduates, etc., in 1899–1900.*

State or Territory.	Total number of secondary students.	Per cent of total number.					Percent of graduates prepared for college.
		Male.	Female.	College classical preparatory students.	College scientific preparatory students.	Graduates in 1900.	
United States.....	110,797	50.30	49.70	19.07	12.80	11.02	43.52
North Atlantic Division...	49,776	52.56	47.44	21.09	13.56	14.63	50.49
South Atlantic Division...	20,202	50.34	49.66	21.16	8.96	7.70	46.18
South Central Division...	22,041	51.25	48.75	18.11	12.58	6.50	44.98
North Central Division...	21,574	46.42	53.58	15.29	13.91	11.96	31.67
Western Division.....	6,204	45.40	54.60	14.47	17.28	9.57	48.14
North Atlantic Division:							
Maine.....	2,389	43.61	56.39	17.79	6.11	13.85	34.44
New Hampshire.....	2,600	63.15	36.85	17.23	9.27	14.30	61.63
Vermont.....	1,635	47.92	52.08	10.53	8.40	17.48	36.46
Massachusetts.....	5,911	51.33	48.67	31.01	13.29	15.95	57.05
Rhode Island.....	634	57.57	42.43	29.81	5.22	14.67	56.93
Connecticut.....	2,839	50.23	49.77	21.50	15.23	17.37	44.43
New York.....	11,105	47.27	52.73	19.41	13.23	15.33	44.35
New Jersey.....	3,898	54.10	45.90	31.73	16.16	16.98	65.71
Pennsylvania.....	10,395	58.63	41.37	15.14	16.48	13.23	48.13
South Atlantic Division:							
Delaware.....	303	51.81	48.19	9.57	18.48	14.52	40.88
Maryland.....	2,314	44.85	55.15	23.55	16.98	12.40	54.35
District of Columbia.....	807	32.46	67.54	18.46	4.53	10.03	27.16
Virginia.....	3,692	54.11	45.89	18.85	8.90	6.58	31.64
West Virginia.....	965	46.11	53.89	15.25	3.63	8.81	15.29
North Carolina.....	6,487	56.88	43.12	21.19	8.25	6.52	57.56
South Carolina.....	1,739	53.70	46.30	22.14	5.94	10.75	49.20
Georgia.....	3,737	43.37	56.63	24.54	8.71	5.78	41.66
Florida.....	248	25.80	74.20	19.75	0	4.03	70.00
South Central Division:							
Kentucky.....	4,085	49.79	50.21	19.70	10.15	7.12	41.58
Tennessee.....	5,949	52.80	47.20	21.93	10.55	6.24	43.91
Alabama.....	2,365	62.16	37.84	15.60	17.21	5.50	68.29
Mississippi.....	1,977	49.97	50.03	12.49	14.46	7.18	47.32
Louisiana.....	1,282	50.38	49.62	10.22	10.68	8.43	54.63
Texas.....	4,909	50.89	49.20	19.70	14.67	7.27	38.55
Arkansas.....	1,373	54.69	45.31	14.71	11.72	4.69	40.00
Oklahoma.....	20	0	100.00	30.00	0	0	0
Indian Territory.....	381	59.39	40.61	6.04	13.38	4.43	17.65
North Central Division:							
Ohio.....	2,624	42.02	57.98	19.00	15.18	12.11	43.88
Indiana.....	2,213	47.71	52.29	17.93	15.99	9.44	21.05
Illinois.....	3,525	41.13	58.87	14.69	15.46	15.14	34.65
Michigan.....	1,175	33.70	66.30	10.81	13.27	9.61	40.71
Wisconsin.....	1,462	57.45	42.55	22.64	8.39	15.32	38.39
Minnesota.....	1,847	49.92	50.08	13.96	12.50	14.55	39.03
Iowa.....	2,198	46.08	53.92	12.60	11.00	12.73	43.21
Missouri.....	4,508	50.51	49.49	14.15	12.75	9.55	38.28
North Dakota.....	103	67.96	32.04	7.73	0	2.91	66.66
South Dakota.....	307	43.98	56.02	20.84	20.52	14.33	65.88
Nebraska.....	684	49.78	50.22	14.91	14.47	10.52	59.12
Kansas.....	918	50.76	49.24	9.81	18.28	9.04	34.95
Western Division:							
Montana.....	66	0	100.00	54.54	6.06	13.43	63.66
Wyoming.....							
Colorado.....	197	38.53	61.47	12.69	9.64	10.66	23.81
New Mexico.....	103	42.72	57.28	5.72	0	7.76	
Arizona.....	43	25.25	74.75	23.25	0	9.30	
Utah.....	1,616	53.21	46.79	21.65	11.20	6.18	49.00
Nevada.....							
Idaho.....	177	49.71	50.29	4.52	5.6	11.39	80.00
Washington.....	526	28.51	71.49	14.06	12.92	11.97	33.33
Oregon.....	796	46.10	53.90	13.82	27.51	9.06	30.56
California.....	2,680	45.59	54.41	14.14	21.64	11.08	59.24

TABLE 25.—*Private high schools and academies—Percentages of secondary students pursuing certain studies in 1899-1900.*

	Per cent of total number of secondary students.								
State or Territory.	Latin.	Greek.	French.	Ger- man.	Alge- bra.	Geom- etry.	Trig- onome- try.	As- tron- omy.	Phys- ics.
United States.....	47.01	9.07	22.82	18.47	49.39	23.72	4.83	6.46	18.13
North Atlantic Division.	52.06	13.45	36.81	27.26	50.08	28.02	4.42	6.17	17.96
South Atlantic Division.	49.19	5.07	17.83	5.43	52.37	19.66	4.95	4.81	15.87
South Central Division.	42.04	6.35	9.18	6.81	51.53	22.89	6.20	7.18	20.88
North Central Division.	43.70	8.20	15.46	24.21	42.84	2.14	3.98	7.33	18.03
Western Division.....	35.72	5.96	20.28	15.44	48.60	24.11	5.17	8.20	17.31
North Atlantic Division:									
Maine.....	42.65	14.72	16.37	1.93	50.06	22.06	0.13	8.00	15.78
New Hampshire.....	44.69	18.04	29.81	13.35	37.35	22.60	2.08	5.19	15.46
Vermont.....	41.64	7.63	20.68	9.18	50.34	22.80	0.39	7.83	16.72
Massachusetts.....	61.21	19.39	53.26	27.07	47.51	25.41	2.47	4.55	17.43
Rhode Island.....	57.41	12.15	74.13	11.67	68.61	49.84	7.89	8.36	21.14
Connecticut.....	63.55	16.38	38.31	31.33	49.45	30.01	3.70	9.33	14.56
New York.....	47.29	11.09	44.30	33.06	47.59	28.90	5.10	6.61	20.05
New Jersey.....	55.69	15.16	38.15	35.20	58.13	36.94	6.31	8.41	16.91
Pennsylvania.....	52.30	10.48	24.81	29.17	53.50	26.72	6.06	5.30	18.42
South Atlantic Division:									
Delaware.....	59.74	7.56	47.19	17.49	54.78	29.43	5.28	0	10.23
Maryland.....	59.22	56.41	42.52	26.52	58.90	34.61	7.91	5.14	18.12
District of Columbia.....	46.59	6.79	66.04	16.23	44.36	28.62	8.05	12.52	22.92
Virginia.....	53.61	4.36	20.05	11.66	57.05	23.54	7.69	6.52	20.41
West Virginia.....	35.75	6.42	12.95	12.01	23.51	17.82	4.77	6.94	14.09
North Carolina.....	39.97	4.30	5.25	1.76	43.61	19.31	2.17	2.92	11.30
South Carolina.....	49.56	8.40	19.61	5.41	56.30	14.84	4.43	4.20	11.27
Georgia.....	58.52	4.36	9.90	3.18	62.40	24.60	5.22	4.47	19.78
Florida.....	37.50	5.24	11.29	0.80	66.12	10.05	0.40	8.47	10.08
South Central Division:									
Kentucky.....	47.00	8.35	8.76	12.07	47.74	17.72	6.61	5.43	13.29
Tennessee.....	40.75	7.59	5.40	3.82	47.50	21.01	4.55	4.41	13.63
Alabama.....	43.46	4.14	9.81	4.61	5.76	25.41	6.47	11.04	25.45
Mississippi.....	25.36	3.06	4.05	0.76	50.99	17.65	7.74	5.92	36.42
Louisiana.....	45.03	3.28	54.68	3.28	52.26	23.01	6.01	12.25	25.43
Texas.....	42.90	7.33	6.70	11.12	60.84	34.10	9.09	10.98	29.62
Arkansas.....	35.90	5.03	1.17	4.66	44.79	13.18	0.58	2.70	9.61
Oklahoma.....	25.00	0	5.00	50.00	35.00	15.00	0	0	20.00
Indian Territory.....	35.43	0	0.26	1.84	45.67	8.40	0.79	0	13.65
North Central Division:									
Ohio.....	48.86	10.93	23.35	30.52	39.03	22.06	5.35	6.87	17.82
Indiana.....	44.37	7.37	10.17	21.83	43.24	21.06	5.33	4.43	15.36
Illinois.....	43.91	6.18	19.60	22.18	36.03	19.23	3.15	6.88	19.63
Michigan.....	42.55	5.62	23.49	20.25	52.85	16.94	4.85	14.04	23.23
Wisconsin.....	46.17	19.70	17.03	47.67	40.69	25.99	4.51	7.73	16.28
Minnesota.....	42.13	8.01	11.15	38.39	41.07	22.31	2.00	5.74	14.56
Iowa.....	31.53	6.50	2.18	15.11	39.53	15.56	1.59	6.28	18.24
Missouri.....	45.43	7.23	17.85	17.79	53.13	20.52	5.52	8.25	17.88
North Dakota.....	15.53	5.82	18.44	2.91	19.41	13.59	7.76	7.76	9.70
South Dakota.....	42.90	7.17	9.12	25.41	33.26	15.96	0	4.25	15.96
Nebraska.....	41.37	7.46	17.84	19.88	39.50	21.93	24.85	10.23	29.09
Kansas.....	44.88	5.12	4.58	16.34	32.90	15.36	2.29	10.02	15.53
Western Division									
Montana.....	69.69	0	57.57	45.45	93.93	7.57	1.51	62.12	18.18
Wyoming.....									
Colorado.....	32.49	4.57	17.17	16.75	54.31	18.27	0	0	18.78
New Mexico.....	1.94	0			35.98	1.94	1.94	5.82	11.65
Arizona.....	20.93	0			25.28	4.65	0	4.65	30.23
Utah.....	14.67	1.98	4.33	5.36	30.88	20.36	3.31	2.04	12.32
Nevada.....									
Idaho.....	29.94	3.38	5.65	16.96	31.63	20.34	0	0	13.56
Washington.....	49.43	4.37	19.96	21.68	43.54	15.21	5.70	14.26	18.44
Oregon.....	54.52	8.92	21.48	38.82	74.12	21.48	7.41	8.67	13.69
California.....	41.45	8.54	30.93	13.32	52.83	31.25	6.53	9.70	21.30

TABLE 26.—*Private high schools and academies—Percentages of secondary students pursuing certain studies in 1899-1900.*

State or Territory.	Per cent of total number of secondary students.								
	Chem- istry.	Phys- ical geogra- phy.	Geol- ogy.	Physi- ology.	Psy- chol- ogy.	Rhet- oric.	English litera- ture.	His- tory.	Civics.
United States	9.34	20.58	5.92	24.77	7.00	34.02	36.80	39.11	18.41
North Atlantic Division ..	10.72	16.63	5.47	18.42	5.58	36.52	42.66	37.21	15.05
South Atlantic Division ..	7.47	22.80	3.11	26.66	5.82	29.96	30.17	35.44	15.67
South Central Division ..	8.54	24.97	8.22	35.69	9.60	35.84	30.42	33.73	23.62
North Central Division ..	9.30	21.21	6.35	23.86	8.07	31.51	37.33	36.52	20.43
Western Division	9.30	21.44	8.30	25.02	7.24	32.70	42.49	37.09	23.89
North Atlantic Division:									
Maine	7.49	18.25	7.87	14.23	5.00	27.21	40.23	30.85	13.77
New Hampshire	11.27	12.65	3.77	10.12	2.60	31.19	31.60	27.19	8.58
Vermont	9.37	23.96	9.76	24.44	7.44	39.34	23.00	26.76	23.19
Massachusetts	12.12	9.05	4.48	12.74	7.72	43.43	54.49	35.07	10.27
Rhode Island	15.62	29.18	5.54	22.08	7.48	42.27	38.64	50.79	15.46
Connecticut	7.42	13.17	6.00	21.15	5.59	43.65	54.36	45.86	11.53
New York	12.07	19.32	6.45	20.51	4.07	33.96	38.39	42.99	18.24
New Jersey	10.26	18.55	3.10	16.50	3.62	49.64	47.54	36.87	9.29
Pennsylvania	9.89	17.43	5.27	21.54	7.61	35.07	40.40	35.15	13.54
South Atlantic Division:									
Delaware	5.94	6.27	0	13.53	1.32	25.08	19.47	27.72	5.94
Maryland	13.53	25.71	2.90	13.31	3.93	38.98	49.83	48.05	17.50
District of Columbia ..	9.29	15.61	5.58	19.45	8.30	32.09	49.70	53.16	17.59
Virginia	10.47	25.10	6.35	23.82	7.91	33.56	29.61	40.12	14.83
West Virginia	7.83	15.54	5.39	13.37	8.29	27.15	17.56	40.51	22.07
North Carolina	3.92	21.35	1.35	39.61	4.99	23.47	22.21	28.72	13.51
South Carolina	9.43	22.31	1.96	25.93	4.83	20.89	27.89	29.96	12.34
Georgia	6.32	25.42	2.68	29.06	6.10	34.97	31.49	35.11	12.09
Florida	5.24	31.05	7.26	70.96	9.27	47.98	26.21	31.41	58.71
South Central Division:									
Kentucky	7.81	22.72	5.97	34.64	10.92	41.27	29.68	34.98	31.26
Tennessee	4.32	15.17	9.35	26.75	5.45	32.77	27.10	27.81	13.91
Alabama	10.11	27.62	9.45	44.82	6.42	37.63	31.12	23.63	16.19
Mississippi	6.78	34.14	5.31	46.59	6.53	26.61	28.28	36.98	28.54
Louisiana	12.40	40.80	6.78	39.63	13.18	35.41	32.37	46.72	23.63
Texas	14.42	31.76	11.81	35.28	15.64	42.23	35.75	41.49	27.05
Arkansas	3.21	16.75	3.21	39.98	7.43	21.27	29.06	16.53	18.21
Oklahoma	0	35.00	0	45.00	55.00	70.00	35.00	25.00	40.00
Indian Territory	9.45	17.31	0	34.18	5.25	29.66	16.54	41.62	24.93
North Central Division:									
Ohio	9.43	21.11	5.54	21.61	6.45	38.50	39.48	39.94	24.69
Indiana	13.91	21.46	5.24	22.32	9.40	31.86	31.54	34.39	14.78
Illinois	8.48	20.23	6.01	22.24	6.47	28.71	37.58	33.63	15.29
Michigan	15.40	16.59	5.35	19.83	13.10	35.91	39.06	49.02	22.38
Wisconsin	9.30	23.73	4.72	21.61	9.43	32.22	35.16	44.19	15.80
Minnesota	6.28	17.68	2.06	21.98	11.00	37.20	43.64	42.45	25.66
Iowa	6.14	19.29	10.51	29.85	5.00	29.44	32.94	11.88	26.12
Missouri	9.52	22.54	7.48	23.40	8.69	27.82	39.63	40.39	21.78
North Dakota	4.85	7.76	3.88	22.33	2.91	4.85	12.02	11.65	15.53
South Dakota	3.58	44.62	5.86	57.00	14.55	18.89	34.53	33.55	52.77
Nebraska	6.73	25.32	8.53	27.78	5.41	31.43	33.92	38.89	50.99
Kansas	10.13	22.22	8.49	26.79	5.77	29.95	38.78	19.82	23.69
Western Division:									
Montana	0	42.42	6.06	15.15	10.60	81.81	89.39	6.06	65.15
Wyoming									
Colorado	8.12	30.43	5.58	31.98	12.18	44.67	43.15	38.07	29.95
New Mexico	9.71	36.89	11.65	31.06	1.94	27.18	27.18	26.21	22.33
Arizona	4.65	30.23	4.65	6.97	0	25.25	41.86	69.76	23.25
Utah	4.64	13.80	6.31	20.98	12.25	24.32	25.80	23.52	11.07
Nevada									
Idaho	7.35	15.25	4.52	10.73	4.52	22.60	51.41	25.98	5.65
Washington	10.83	23.95	18.65	37.29	10.65	31.94	40.87	35.96	44.11
Oregon	12.16	32.06	7.79	37.56	6.91	32.78	30.28	40.45	52.41
California	11.45	20.78	8.06	22.05	3.69	36.82	55.22	45.82	34.92

TABLE 27.—*Private high schools and academies—Equipment, income, benefactions, and endowments, 1899-1900.*

State or Territory.	Libraries.		Grounds, build- ings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassi- fied.		Total income from all sources.		Benefac- tions.		Total money value of endowment.	
	Schools re- porting.	Volumes.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.	Schools re- porting.	Amount.		
United States.....	1,372	1,734,026	1,390	\$53,854,136	272	\$55,874	1,207	\$6,061,285	302	\$1,690,640	478	\$1,228,306	1,281	\$9,079,805	178	\$913,832	301	\$29,731,577
North Atlantic Division.....	483	829,968	425	29,030,369	73	44,179	302	3,158,578	147	1,302,687	171	518,256	414	5,113,700	62	535,741	162	18,509,746
South Atlantic Division.....	297	193,127	304	5,419,722	84	43,119	290	799,782	43	80,297	71	103,123	239	1,139,612	28	137,905	53	5,900,109
South Central Division.....	271	202,770	339	4,085,475	111	58,676	270	715,974	33	48,255	63	103,443	204	926,028	28	29,413	53	1,204,071
North Central Division.....	286	401,663	244	10,694,899	2	1,960	216	1,042,280	65	105,040	109	302,412	223	1,431,502	42	197,438	76	3,441,188
Western Division.....	36	100,498	78	4,113,671	2	8,000	69	344,671	14	35,431	34	87,071	71	468,873	12	12,225	17	576,463
North Atlantic Division:																		
Maine.....	27	23,881	24	455,510	20	21,900	25	27,832	21	24,020	10	25,027	26	98,806	4	20,488	21	781,824
New Hampshire.....	26	53,045	22	898,000	4	1,900	16	54,912	16	58,240	8	27,271	21	142,323	5	131,100	13	2,068,187
Vermont.....	16	20,521	13	306,212	1	550	12	22,824	11	10,692	7	2,655	12	35,131	4	10,350	10	237,525
Massachusetts.....	62	109,614	58	4,903,635	5	4,050	67	587,913	31	154,689	28	110,413	74	857,074	11	109,916	32	5,172,641
Rhode Island.....	7	6,770	0	212,900	0	0	7	66,748	1	292	1	3,104	7	70,144	1	3,029	1	16,750
Connecticut.....	40	67,355	32	1,854,205	2	3,000	28	210,107	7	28,500	12	43,800	28	285,521	0	0	11	1,790,500
New York.....	137	318,653	130	12,649,154	40	11,500	115	1,163,822	26	96,351	61	194,630	121	1,445,763	20	116,254	40	4,638,994
New Jersey.....	51	69,918	45	2,910,323	1	1,200	11	312,805	9	28,118	11	41,961	40	414,144	7	31,690	10	1,374,776
Pennsylvania.....	97	161,213	85	4,840,420	0	0	82	701,531	22	901,725	30	70,555	85	1,763,791	10	113,574	24	2,390,549
South Atlantic Division:																		
Delaware.....	3	4,715	3	180,000	0	0	2	15,550	1	1,050	1	500	2	17,100	1	25	90,000	
Maryland.....	25	41,621	25	1,482,800	7	10,150	18	283,450	2	45,900	4	22,670	24	332,150	2	34,000	7	4,768,432
District of Columbia.....	13	11,574	6	322,900	0	0	11	43,500	1	1,000	1	1,000	8	35,500	1	3,500	1	10,000
Virginia.....	55	42,082	67	1,258,560	6	2,888	52	194,906	1	3,253	11	73,882	52	272,891	4	3,110	9	104,237
West Virginia.....	9	8,730	1	153,260	0	0	9	16,137	2	1,956	27	55,105	9	13,400	1	8,000	2	47,000
North Carolina.....	58	33,299	57	625,300	21	6,258	88	135,155	7	1,956	27	55,105	89	108,515	5	30,174	8	153,230
South Carolina.....	22	33,176	30	286,350	12	3,617	21	28,767	8	2,881	6	18,045	24	53,310	4	32,150	7	272,725
Georgia.....	46	29,301	50	819,550	53	20,066	55	108,563	14	18,890	17	72,171	57	220,500	10	29,916	17	382,000
Florida.....	6	4,118	6	231,122	0	0	3	3,674	1	1,725	4	4,010	0	0	0	0	1	465
South Central Division:																		
Kentucky.....	59	51,367	64	614,900	12	8,117	63	135,685	3	2,610	20	27,000	67	173,412	1	130	11	222,730
Tennessee.....	68	48,229	86	1,220,025	31	14,810	72	135,053	10	8,765	22	15,463	75	174,096	10	5,833	14	178,175
Alabama.....	23	17,087	49	591,400	23	8,082	39	48,457	3	6,460	9	10,193	41	73,192	3	3,075	14	281,150
Mississippi.....	25	12,615	38	412,050	22	9,697	34	46,661	5	7,815	15	7,815	35	65,698	6	8,825	3	54,000
Louisiana.....	22	16,000	20	310,540	3	1,120	16	42,250	2	5,100	5	5,681	17	54,151	0	0	2	95,000
Texas.....	49	45,255	54	1,219,060	12	15,225	21	298,900	7	21,250	15	32,772	47	338,147	6	9,500	13	413,525
Arkansas.....	16	10,122	18	154,100	4	1,125	13	25,275	3	2,545	4	2,137	13	31,102	1	1,500	2	8,541

Oklahoma									
Indian Territory	1	500	1	35,000	0	0	0	13,693	0
North Central Division:									
Ohio	33	53,800	19	776,400	0	0	0	140,627	8
Indiana	21	37,000	17	1,040,000	1	900	9,900	65,300	10
Illinois	48	71,380	41	2,155,270	0	0	4,376	195,816	10
Michigan	14	30,120	11	384,579	0	0	12,750	88,178	5
Wisconsin	21	57,511	17	1,304,725	0	0	9,769	160,881	4
Minnesota	23	26,051	19	1,069,800	0	0	40,150	80,225	13
Iowa	28	30,022	26	2,372,200	0	1,000	4,430	40,873	7
Missouri	62	54,863	60	2,485,200	0	0	17,023	178,388	8
North Dakota	2	1,350	2	2,455,000	0	0	1,000	2,400	1
South Dakota	6	7,377	5	143,500	0	0	770	7,800	2
Nebraska	15	11,200	15	403,265	0	0	4,355	31,546	4
Kansas	13	16,749	12	445,000	0	0	0	38,246	5
Western Division:									
Montana	3	2,030	3	185,000	0	0	4,000	1,440	1
Wyoming	5	3,736	5	286,371	0	0	400	14,005	1
Colorado	3	2,380	1	25,000	0	0	0	3,000	0
Arizona	0	0	0	25,000	0	0	0	2,800	0
Utah	11	12,981	13	476,000	1	3,000	17,000	60,681	2
Nevada	3	2,725	3	37,500	0	0	0	3,000	0
Idaho	12	11,560	11	404,300	0	0	6,411	27,403	3
Oregon	14	12,863	11	494,300	0	0	1,250	32,073	3
California	45	61,223	30	2,165,000	1	5,000	5,367	177,770	4
Total									
	4	1,000	1	2,037	9	16,230	0	1	0
	4	5,000	2	12,000	24	162,527	1	1,000	4
	6	4,700	7	85,200	17	156,776	3	5,000	6
	15	11,250	8	30,800	41	239,366	8	4,700	7
	6	1,800	5	9,896	10	97,474	1	11,250	15
	6	76,315	6	40,886	14	290,585	6	1,800	6
	9	40,575	17	28,418	17	157,763	6	76,315	6
	12	16,340	21	19,164	24	105,467	5	40,575	9
	12	7,083	43	19,257	43	214,698	7	16,340	12
	1	1,700	0	15,300	0	2,900	1	7,083	12
	1	13,000	5	16,300	5	25,100	1	1,700	1
	3	11,375	14	20,856	14	56,172	4	13,000	3
	7	1,700	12	10,235	12	32,814	2	11,375	3
	0	0	2	680	2	6,120	0	1,700	7
	1	1,200	3	2,320	3	17,415	1	0	0
	0	0	1	875	1	3,000	0	1,200	1
	3	7,250	12	34,485	12	109,839	5	0	0
	1	0	4	2,800	4	6,700	0	7,250	3
	3	1,450	10	2,350	10	46,170	3	0	1
	1	1,500	10	7,050	10	48,870	1	1,450	3
	2	1,395	27	38,938	27	227,975	2	1,500	3
	0	0	0	0	0	0	0	1,395	2
	1	5,000	2	3,000	2	6,700	1	0	0
	3	5,550	3	3,000	3	46,170	3	5,000	1
	3	382,025	4	3,000	4	48,870	1	5,550	3
	3	169,500	4	177,770	4	227,975	2	382,025	3

TABLE 28.—*Denominational schools included in the tables of private high schools and academies.*

State or Territory.	Nonsectarian.			Baptist.			Congrega- tional.			Episcopal.			Friends.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States.....	1,033	5,043	57,173	93	529	7,173	51	242	2,671	95	714	5,145	55	296	3,428
North Atlantic Division...	418	2,673	24,380	23	168	2,347	14	56	706	47	376	2,493	35	186	2,136
South Atlantic Division...	241	872	11,575	33	138	2,073	6	24	239	14	63	651	7	40	261
South Central Division...	240	695	13,045	24	86	1,246	10	54	608	6	34	317	4	14	153
North Central Division...	108	639	7,091	15	131	1,439	18	97	1,020	21	146	1,223	19	53	878
Western Division.....	26	143	1,032	1	6	38	3	11	98	10	95	461	...	...	...
North Atlantic Division:															
Maine.....	23	77	1,474	4	28	620	3	4	109	1	4	19	1	4	68
New Hampshire.....	10	62	1,235	3	18	261	4	9	125	3	49	387	...	...	...
Vermont.....	9	26	501	3	23	278	1	4	57	...	...	...	...	...	...
Massachusetts.....	77	528	4,572	3	33	237	4	34	372	5	47	365	...	...	...
Rhode Island.....	6	25	256	...	...	...	...	...	...	2	13	39	...	...	...
Connecticut.....	43	217	1,961	1	5	95	3	5	43	11	96	529	...	...	...
New York.....	120	976	6,735	4	28	403	...	...	...	18	121	924	4	24	216
New Jersey.....	50	324	2,539	2	25	240	...	...	...	3	18	55	4	11	97
Pennsylvania.....	74	438	5,116	4	20	210	...	...	...	5	28	175	16	147	1,755
South Atlantic Division:															
Delaware.....	2	11	92	...	...	...	...	...	...	...	...	...	1	7	65
Maryland.....	27	181	1,397	...	...	...	...	...	...	3	9	108	3	18	85
District of Columbia...	13	95	497	...	...	...	...	...	...	2	11	40	1	12	50
Virginia.....	49	162	1,915	7	41	396	...	...	...	3	11	133	...	...	...
West Virginia.....	6	16	275	1	6	42	...	...	...	...	...	...	...	...	...
North Carolina.....	81	231	4,325	11	24	560	2	8	53	4	24	330	2	2	61
South Carolina.....	20	59	839	4	24	379	...	...	...	2	8	70	...	...	...
Georgia.....	42	115	2,215	9	38	621	4	16	186	...	...	...	...	...	...
Florida.....	1	2	20	1	5	25	...	...	...	...	...	...	...	...	...
South Central Division:															
Kentucky.....	48	146	2,026	5	22	338	1	6	27	2	9	42	0	0	0
Tennessee.....	59	166	3,359	3	8	171	3	13	208	3	22	160	3	11	87
Alabama.....	40	106	1,796	5	10	115	3	14	144	0	0	0	...	...	...
Mississippi.....	30	73	1,476	...	...	...	1	8	109	...	...	...	...	...	...
Louisiana.....	14	39	525	2	6	79	...	...	...	...	...	...	...	...	...
Texas.....	32	104	2,843	5	29	322	1	8	49	1	3	115	...	...	...
Arkansas.....	12	42	892	3	8	178	1	5	80	0	0	0	1	3	66
Oklahoma.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Indian Territory.....	5	14	178	1	3	43	...	...	...	...	...	...	...	...	...
North Central Division:															
Ohio.....	23	137	1,320	...	...	...	1	6	39	4	34	218	2	7	97
Indiana.....	4	45	628	2	27	398	...	...	...	2	13	68	6	19	343
Illinois.....	25	170	1,406	...	...	...	2	25	111	4	25	123	1	4	81
Michigan.....	8	76	537	...	...	...	1	5	99	1	1	18	...	...	...
Wisconsin.....	3	6	92	1	15	130	1	4	33	4	32	283	...	...	...
Minnesota.....	4	29	220	1	7	231	1	4	35	3	21	145	...	...	...
Iowa.....	7	43	604	2	12	224	3	16	147	1	11	162	5	10	197
Missouri.....	32	151	2,087	5	35	305	2	12	195	1	9	39	...	...	...
North Dakota.....	...	...	...	...	...	...	1	4	30	1	6	50	...	...	...
South Dakota.....	...	...	...	1	10	83	...	...	...	1	6	50	...	...	...
Nebraska.....	...	...	...	...	...	...	3	15	133	2	9	65	1	6	58
Kansas.....	2	7	147	1	8	102	1	6	198	1	6	51	4	10	102
Western Division:															
Montana.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Wyoming.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colorado.....	...	...	...	...	...	...	...	...	...	2	18	51	...	...	...
New Mexico.....	1	2	6	...	...	...	...	...	...	...	...	...	...	...	...
Arizona.....	...	...	...	...	...	...	1	3	21	1	14	60	...	...	...
Utah.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nevada.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Idaho.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Washington.....	...	...	...	...	...	...	2	8	77	2	18	75	...	...	...
Oregon.....	...	5	33	...	...	...	...	...	...	2	14	114	...	...	...
California.....	23	136	993	1	6	38	...	...	...	3	31	161	...	...	...

TABLE 29.—*Denominational schools included in the tables of private high schools and academies.*

State or Territory.	Lutheran.			Metho- dist.			Methodist Episcopal South.			Presby- terian.			Roman Catholic.			Other de- nominations.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States	52,175	2,032	65,324	5,522	38,154	2,863	93,402	4,574	361,910	15,872	56,328	4,344						
North Atlantic Division	7	44	501	13	104	1,811			9	41	486	96	546	4,839	17	119	1,077	
South Atlantic Division	3	13	98	16	80	1,372	13	63	1,175	26	133	1,187	33	172	1,117	8	36	454
South Central Division	1	3	40	20	57	1,333	20	74	1,265	34	115	1,462	51	230	2,292	7	23	230
North Central Division	20	108	1,352	14	75	926	5	17	423	15	65	903	118	674	5,257	12	84	1,032
Western Division	1	7	41	2	8	80			9	48	536	63	288	2,367	12	66	1,551	
North Atlantic Division:																		
Maine													2	11	99			
New Hampshire				1	9	149							5	22	400	1	3	43
Vermont				2	10	140							5	8	59			
Massachusetts													5	28	172	4	25	193
Rhode Island				1	11	102							5	30	237			
Connecticut													4	23	165	1	1	16
New York	3	18	129	5	37	444			1	2	29	46	260	2,067	3	23	155	
New Jersey	1	6	41	2	7	327			3	20	186	10	55	423				
Pennsylvania	3	20	331	2	20	619			5	19	271	17	109	1,218	8	62	670	
South Atlantic Division:																		
Delaware				1	9	146												
Maryland							1	13	225				11	69	452	1	10	47
District of Columbia													5	28	220			
Virginia				3	29	279	3	20	243	10	50	402	4	14	50	3	11	184
West Virginia				1	9	386			1	4	32	2	19	116	2	7	64	
North Carolina	3	13	98	6	19	308	3	17	191	7	33	405	1	2	27	2	8	159
South Carolina				3	7	157			6	27	264	1	5	30				
Georgia				2	7	96	4	16	429	2	19	84	4	14	106			
Florida							2	7	87				5	21	116			
South Central Division:																		
Kentucky				2	8	150	3	13	137	13	36	495	16	73	714	5	17	156
Tennessee				10	29	742	6	24	491	8	21	259	3	15	113	1	2	59
Alabama				1	1	22	2	7	89	1	6	133	3	10	66			
Mississippi				2	5	37	1	3	54	3	19	134	5	15	161	1	4	15
Louisiana							2	5	37	1	5	43	11	57	598			
Texas	1	3	40	3	7	287	4	16	347	5	23	333	10	53	573			
Arkansas							2	6	110				2	4	47			
Oklahoma													1	3	20			
Indian Territory				2	7	95				3	5	65						
North Central Division:																		
Ohio				1	2	64				2	4	67	15	98	877	1	5	22
Indiana													12	95	611	1	8	170
Illinois	2	8	174	4	14	281				2	5	114	20	98	818	4	37	417
Michigan				1	4	63							9	47	408			
Wisconsin	2	25	181	1	6	52				2	10	90	9	76	601			
Minnesota	6	30	401	1	7	55				1	8	128	12	71	632			
Iowa	4	16	213				1	7	150	11	43	424	1	5	77			
Missouri	2	9	118	4	33	353	5	17	423	5	18	167	15	88	562	4	20	259
North Dakota	1	3	82										1	4	21			
South Dakota	1	5	35	1	6	33							2	7	76			
Nebraska	2	12	148	1	3	25				1	5	32	9	35	222			
Kansas										1	8	155	3	12	75	1	9	87
Western Division:																		
Montana													3	7	66			
Wyoming																		
Colorado										1	4	43	3	18	103			
New Mexico										3	13	97						
Arizona													2	3	43			
Utah										4	18	160	1	8	90	6	31	1,285
Nevada																		
Idaho										1	4	60	2	7	52	2	6	65
Washington	1	7	41	1	5	35							4	21	196	3	15	102
Oregon				1	3	45				2	13	220	12	47	384			
California										1	9	53	33	164	1,332	2	14	99

TABLE 30.—Averages of number of teachers, students, and graduates to the public high school, and like averages for the private high school and academy.

State or Territory.	Public high schools.					Private high schools.				
	Teachers to a school.	Secondary students to a school.	Secondary students to a teacher.	Elementary pupils to a school.	Graduates to a school.	Teachers to a school.	Secondary students to a school.	Secondary students to a teacher.	Elementary pupils to a school.	Graduates to a school.
United States	3.4	86.5	25.5	15.8	10.3	5.1	56.0	10.9	64.1	6.1
North Atlantic Division	4.6	117.0	25.5	10.6	14.1	6.4	69.8	9.4	47.6	9.0
South Atlantic Division	2.7	60.2	22.7	32.0	6.4	4.1	50.5	13.6	61.2	3.9
South Central Division	2.5	58.8	23.1	27.9	5.6	3.3	52.6	15.9	76.9	3.5
North Central Division	3.1	80.6	26.3	14.3	9.9	5.8	59.2	16.2	60.8	7.1
Western Division	4.2	105.0	25.2	4.0	11.8	5.3	48.6	9.2	103.5	4.6
North Atlantic Division:										
Maine	2.2	56.8	25.5	11.5	7.6	3.9	72.3	18.6	6.7	10.0
New Hampshire	3.0	65.0	21.5	9.8	10.1	5.2	78.8	15.1	50.9	11.3
Vermont	2.7	62.5	22.8	12.7	7.0	4.1	60.9	14.8	54.1	10.6
Massachusetts	6.4	151.7	23.8	6.6	22.4	7.1	60.9	8.4	16.2	9.7
Rhode Island	8.2	172.5	21.2	6.2	20.0	5.6	45.3	8.0	92.4	6.6
Connecticut	4.8	109.6	23.0	3.7	14.8	5.5	44.6	8.1	24.4	7.7
New York	5.8	165.0	28.2	13.2	13.7	7.3	54.4	7.5	66.6	7.8
New Jersey	5.5	117.3	21.3	12.9	15.5	6.3	52.5	8.4	43.4	8.9
Pennsylvania	3.2	85.9	26.5	11.1	12.9	6.5	77.6	11.8	66.1	10.3
South Atlantic Division:										
Delaware	3.2	80.9	25.7	9.5	12.2	6.7	73.2	11.2	33.2	11.0
Maryland	3.1	77.6	24.9	30.3	8.7	6.5	50.3	7.7	32.7	6.2
District of Columbia	27.4	686.2	25.0	-----	71.6	6.9	38.4	5.5	59.2	3.8
Virginia	2.6	61.9	23.7	33.7	6.3	4.1	43.9	10.6	41.4	2.9
West Virginia	2.5	61.1	24.4	3.5	7.4	4.7	74.2	15.8	44.7	6.6
North Carolina	2.0	44.9	22.5	27.6	4.4	3.0	53.2	17.4	66.5	3.4
South Carolina	2.0	38.4	19.0	40.0	4.2	3.6	48.3	13.4	59.9	5.2
Georgia	2.2	48.7	22.6	38.5	5.0	3.4	55.7	16.6	109.4	3.2
Florida	2.4	45.5	18.8	27.1	3.9	3.9	27.5	7.1	223.4	1.1
South Central Division:										
Kentucky	3.3	78.8	23.8	18.0	7.9	3.5	43.0	12.4	61.3	3.1
Tennessee	2.2	53.7	24.2	40.5	7.4	3.1	57.0	18.2	81.2	3.6
Alabama	3.0	61.6	20.6	39.0	3.8	2.8	43.0	15.4	65.4	2.2
Mississippi	2.0	40.5	20.0	39.3	3.2	4.0	45.9	14.9	79.9	3.3
Louisiana	3.7	71.5	19.1	22.2	10.9	3.7	42.7	11.4	78.5	3.6
Texas	2.5	62.2	24.8	19.8	5.4	3.9	79.0	19.1	93.7	5.5
Arkansas	2.1	52.9	25.0	21.9	4.8	3.2	65.4	20.2	72.2	2.6
Oklahoma	3.0	56.0	18.7	-----	4.7	3.0	20.0	6.6	20.0	0.0
Indian Territory	2.5	39.3	15.7	67.3	1.0	2.6	34.6	13.1	150.0	1.5
North Central Division:										
Ohio	2.5	67.4	26.6	24.8	8.8	5.9	53.7	8.9	39.8	6.3
Indiana	2.9	69.1	23.8	15.0	8.4	7.6	81.9	10.7	80.6	7.7
Illinois	4.1	108.9	26.4	7.6	13.4	5.9	55.1	9.3	57.2	8.3
Michigan	3.7	98.0	26.5	13.1	11.3	6.6	58.7	8.7	113.2	5.1
Wisconsin	3.4	89.3	26.1	5.2	11.5	7.5	63.5	8.4	44.4	9.7
Minnesota	4.4	167.0	24.1	3.2	12.7	6.1	63.7	10.4	107.5	9.3
Iowa	3.1	84.4	27.4	9.1	10.9	4.6	62.8	13.4	77.7	8.0
Missouri	3.2	88.1	27.7	9.9	9.2	5.2	60.1	11.5	40.8	5.7
North Dakota	2.4	41.9	17.4	5.3	4.4	3.5	51.5	14.7	123.0	1.5
South Dakota	2.0	42.9	22.0	20.4	5.8	5.4	43.8	8.1	47.8	6.3
Nebraska	2.2	60.8	27.9	24.0	7.9	4.5	36.0	8.0	59.2	3.8
Kansas	2.6	73.5	28.8	9.0	9.0	4.7	65.6	13.9	44.1	5.9
Western Division:										
Montana	3.6	86.1	24.0	11.0	8.8	2.3	22.0	9.4	235.3	3.0
Wyoming	2.4	51.0	21.0	15.6	7.3	-----	-----	-----	-----	-----
Colorado	5.3	134.3	25.6	3.6	13.3	6.6	32.8	4.9	146.5	3.5
New Mexico	2.9	34.7	12.2	-----	2.4	3.7	25.7	6.9	63.0	2.0
Arizona	4.0	86.0	21.5	-----	13.5	1.5	21.5	14.3	72.0	2.0
Utah	7.8	223.0	28.6	-----	22.2	5.7	124.3	21.8	89.1	7.7
Nevada	2.4	47.9	19.6	6.7	7.4	-----	-----	-----	-----	-----
Idaho	2.3	60.8	27.0	-----	6.8	3.4	35.4	10.5	52.0	4.0
Washington	2.9	73.7	25.3	9.6	8.1	5.7	49.5	7.1	73.3	4.8
Oregon	3.5	112.7	31.9	5.9	13.9	4.3	41.8	9.7	96.6	3.7
California	4.8	120.2	24.9	-----	14.2	5.7	42.5	7.2	112.5	4.7

TABLE 31.—*Combined statistics of public high schools and private high schools and academies—Number of schools, instructors, and students in 1899-1900.*

State or Territory.	Total schools.	Total secondary teachers.	Total secondary students.	Male.		Female.		Classical preparatory students.	
				Num-ber.	Per cent.	Num-ber.	Per cent.	Num-ber.	Per cent.
United States	7,983	30,489	630,048	271,941	43.16	358,107	56.84	52,409	8.32
North Atlantic Division	2,117	10,964	210,181	94,766	45.09	115,415	54.91	21,613	10.28
South Atlantic Division	849	2,835	47,215	20,724	43.89	26,491	56.11	6,209	13.15
South Central Division	1,092	3,104	61,710	27,378	44.37	34,332	55.63	7,078	11.47
North Central Division	3,527	11,798	276,390	114,665	41.61	161,395	58.39	14,968	5.42
Western Division	398	1,798	34,552	14,078	40.74	20,474	59.26	2,511	7.27
North Atlantic Division:									
Maine	187	471	11,138	4,870	43.72	6,268	56.28	1,505	13.51
New Hampshire	90	344	6,304	3,244	51.45	3,060	48.54	718	11.39
Vermont	72	221	4,473	1,978	44.22	2,495	55.78	269	6.01
Massachusetts	334	2,196	41,855	18,752	44.80	23,103	55.20	6,694	16.00
Rhode Island	54	242	4,084	1,841	45.08	2,243	54.92	452	11.07
Connecticut	137	699	10,916	4,929	45.15	5,987	54.85	1,253	11.52
New York	582	3,704	73,471	34,269	46.64	39,202	53.36	6,151	8.37
New Jersey	170	991	15,158	6,361	41.96	8,797	58.04	1,881	12.41
Pennsylvania	511	2,093	42,782	18,522	43.29	24,260	56.71	2,685	6.28
South Atlantic Division:									
Delaware	17	63	1,355	559	41.25	793	58.75	71	5.24
Maryland	97	459	6,270	2,758	43.99	3,512	56.01	638	10.17
District of Columbia	26	283	4,238	1,575	37.16	2,663	62.84	285	6.73
Virginia	152	521	7,962	3,545	44.69	4,417	55.31	932	11.75
West Virginia	45	141	2,920	1,120	38.36	1,800	61.64	240	8.22
North Carolina	143	414	7,430	4,095	55.11	3,335	44.89	1,441	19.40
South Carolina	140	349	5,737	2,628	45.81	3,109	54.19	945	16.47
Georgia	187	484	9,582	3,823	39.90	5,759	60.10	1,556	16.21
Florida	42	115	1,751	621	35.47	1,130	64.53	191	5.77
South Central Division:									
Kentucky	165	562	9,602	4,337	45.17	5,265	54.83	1,217	12.67
Tennessee	206	535	11,071	5,142	46.45	5,929	53.55	1,610	14.54
Alabama	117	339	6,182	2,707	43.79	3,475	56.21	624	10.09
Mississippi	143	335	6,029	2,606	43.22	3,423	56.78	853	14.15
Louisiana	61	238	3,497	1,460	41.75	2,037	58.25	193	5.52
Texas	302	848	19,838	8,572	43.21	11,266	56.79	2,076	10.46
Arkansas	82	197	4,597	2,122	46.16	2,475	53.84	457	9.94
Oklahoma	7	21	356	117	32.87	239	67.13	17	4.78
Indian Territory	15	39	538	315	58.55	223	41.45	31	5.76
North Central Division:									
Ohio	727	2,010	48,316	20,869	43.15	27,446	56.85	2,946	6.10
Indiana	409	1,315	28,628	12,244	42.77	16,384	57.23	1,514	5.29
Illinois	408	1,796	40,971	16,120	39.34	24,851	60.66	2,159	5.27
Michigan	314	1,220	29,986	12,542	41.83	17,444	58.17	1,054	3.51
Wisconsin	251	964	22,088	9,590	43.42	12,498	56.58	1,222	5.53
Minnesota	144	688	14,157	5,942	41.97	8,215	58.03	626	4.42
Iowa	379	1,224	31,220	12,786	40.95	18,434	59.05	1,688	5.34
Missouri	309	1,137	25,114	10,485	41.75	14,629	58.25	1,537	6.12
North Dakota	29	72	1,233	512	41.52	721	58.48	111	9.00
South Dakota	68	157	2,924	1,246	42.61	1,678	57.39	223	7.62
Nebraska	269	631	15,892	6,332	39.84	9,560	60.16	839	5.28
Kansas	217	584	15,831	6,336	40.02	9,495	59.98	1,099	6.94
Western Division:									
Montana	22	75	1,701	642	37.74	1,059	62.26	105	6.17
Wyoming	7	17	357	155	43.42	202	56.58	18	5.04
Colorado	50	271	6,107	2,413	39.51	3,694	60.49	377	6.17
New Mexico	11	35	346	144	41.62	202	58.38	25	7.23
Arizona	4	11	215	67	31.16	148	68.84	14	6.51
Utah	18	113	2,731	1,351	49.47	1,380	50.53	425	15.56
Nevada	9	22	431	164	38.05	267	61.95	45	10.44
Idaho	13	35	663	304	45.85	359	54.15	26	3.92
Washington	60	211	3,989	1,476	37.00	2,513	63.00	263	6.59
Oregon	36	142	2,712	1,110	40.93	1,602	59.07	281	9.62
California	168	866	15,300	6,252	40.86	9,048	59.14	952	6.22

TABLE 32.—*Combined statistics of public high schools and private high schools and academies—College preparatory students and graduates in 1899-1900.*

State or Territory.	Scientific preparatory students.		Total college preparatory students.		Graduates in 1900.		Graduates prepared for college.	
	Num-ber.	Per cent.	Num-ber.	Per cent.	Num-ber.	Per cent.	Num-ber.	Per cent.
United States.....	39,108	6.21	91,517	14.53	73,953	11.74	24,366	32.95
North Atlantic Division.....	11,834	5.63	33,447	15.91	26,511	12.61	8,209	30.96
South Atlantic Division.....	2,450	5.19	8,659	18.34	4,449	9.42	1,466	32.95
South Central Division.....	4,556	7.38	11,634	18.85	5,245	8.50	2,001	38.15
North Central Division.....	16,383	5.98	31,381	11.35	33,965	12.29	11,645	32.52
Western Division.....	3,885	11.24	6,396	18.51	3,783	10.95	1,645	43.48
North Atlantic Division:								
Maine.....	454	4.08	1,959	17.59	1,508	13.54	410	27.19
New Hampshire.....	416	6.60	1,134	17.99	949	15.05	366	38.57
Vermont.....	377	8.43	646	14.44	566	12.65	198	34.98
Massachusetts.....	2,462	5.88	9,156	21.88	6,258	14.95	1,908	30.49
Rhode Island.....	143	3.50	595	14.57	493	12.07	187	37.93
Connecticut.....	852	7.81	2,110	19.33	1,580	14.47	477	30.19
New York.....	3,697	4.91	9,758	13.28	6,782	9.23	2,373	34.99
New Jersey.....	971	6.41	2,852	18.82	2,147	14.16	692	32.23
Pennsylvania.....	2,552	5.96	5,237	12.24	6,228	14.56	1,598	25.66
South Atlantic Division:								
Delaware.....	95	7.01	186	12.25	203	14.98	53	26.11
Maryland.....	440	7.02	1,078	17.19	730	11.64	229	31.37
District of Columbia.....	137	3.23	422	9.96	439	10.36	80	18.22
Virginia.....	385	4.85	1,317	16.60	678	8.55	155	22.86
West Virginia.....	64	2.19	304	10.41	321	10.99	63	19.63
North Carolina.....	541	7.28	1,982	26.68	502	6.76	291	57.97
South Carolina.....	242	4.22	1,187	20.69	625	10.89	261	41.76
Georgia.....	493	5.15	2,049	21.39	813	8.48	314	38.62
Florida.....	53	3.03	151	8.80	133	7.88	20	14.49
South Central Division:								
Kentucky.....	712	7.42	1,929	20.99	846	8.81	355	41.66
Tennessee.....	845	7.64	2,455	22.18	1,666	9.90	336	39.66
Alabama.....	603	9.76	1,227	19.85	360	5.82	151	41.94
Mississippi.....	489	8.11	1,342	22.26	465	7.71	225	48.60
Louisiana.....	227	6.49	420	12.01	445	12.73	156	35.06
Texas.....	1,356	6.84	3,432	17.30	1,639	8.26	659	39.66
Arkansas.....	260	5.66	717	15.60	345	7.50	107	31.01
Oklahoma.....	13	3.65	30	8.43	38	7.87	17	60.71
Indian Territory.....	51	9.48	82	15.24	21	3.90	3	14.29
North Central Division:								
Ohio.....	2,056	4.25	5,662	10.35	6,271	12.97	1,748	27.87
Indiana.....	1,459	5.10	2,973	10.39	3,424	11.96	884	25.82
Illinois.....	2,292	5.59	4,451	10.86	5,127	12.51	1,519	29.63
Michigan.....	1,747	5.83	2,801	9.34	3,447	11.50	1,279	37.10
Wisconsin.....	985	4.46	2,207	9.99	2,884	13.06	816	28.29
Minnesota.....	1,965	13.88	2,591	18.20	1,735	12.26	899	51.82
Iowa.....	1,840	5.90	3,508	11.24	4,627	12.90	1,268	31.49
Missouri.....	1,422	5.66	2,959	11.78	2,573	10.25	793	30.82
North Dakota.....	101	8.19	212	17.19	123	9.68	71	57.72
South Dakota.....	266	9.10	489	16.72	395	13.51	170	43.04
Nebraska.....	1,316	8.28	2,155	13.56	2,047	12.88	713	34.83
Kansas.....	994	5.90	2,063	12.84	1,912	12.08	885	46.29
Western Division:								
Montana.....	208	12.23	313	18.40	176	10.35	70	39.77
Wyoming.....	11	3.08	29	8.12	51	14.29	23	45.10
Colorado.....	650	10.65	1,027	16.82	608	9.96	273	44.90
New Mexico.....	25	7.22	50	14.45	25	7.23	9	36.00
Arizona.....	26	12.09	40	18.60	31	14.42	7	22.58
Utah.....	227	8.31	652	23.87	211	7.73	69	32.70
Nevada.....	21	4.87	66	15.31	67	15.55	29	43.28
Idaho.....	24	3.62	50	7.54	74	11.16	27	36.49
Washington.....	227	5.69	490	12.28	445	11.16	205	46.07
Oregon.....	330	12.17	591	21.79	309	11.39	67	21.68
California.....	2,136	13.96	3,088	20.18	1,786	11.67	866	48.49

TABLE 33.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1899-1900.*

State or Territory.	Latin.			Greek.			French.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	6,987	314,856	49.97	1,922	24,869	3.95	2,047	65,684	10.43
North Atlantic Division	1,883	101,497	48.29	1,018	15,489	7.37	1,159	43,566	20.73
South Atlantic Division	810	27,293	57.81	247	1,614	3.42	288	6,010	12.73
South Central Division	979	21,673	51.33	222	2,712	3.42	196	3,817	6.19
North Central Division	2,876	137,227	49.65	358	4,610	1.67	291	9,274	3.36
Western Division	339	17,193	49.68	77	1,044	3.02	113	3,017	8.73
North Atlantic Division:									
Maine	167	5,175	46.49	107	1,293	11.64	115	2,089	18.76
New Hampshire	83	3,169	50.27	53	816	12.94	67	2,078	32.96
Vermont	72	2,081	45.41	41	285	6.37	48	712	15.92
Massachusetts	329	20,488	48.95	223	4,471	10.68	296	17,509	41.83
Rhode Island	29	1,943	47.58	17	466	11.41	27	1,402	34.33
Connecticut	133	6,045	55.38	77	1,090	9.16	83	2,243	20.55
New York	555	31,833	43.33	289	3,953	5.38	334	11,741	15.98
New Jersey	140	6,952	45.86	64	1,007	6.64	83	2,270	14.98
Pennsylvania	475	23,861	55.77	147	2,195	5.13	106	3,522	8.23
South Atlantic Division:									
Delaware	17	1,695	80.81	4	23	1.70	5	156	11.51
Maryland	93	4,249	67.62	24	243	3.88	47	1,322	21.08
District of Columbia	23	1,771	41.79	11	145	3.42	23	1,141	26.92
Virginia	145	4,687	59.69	34	169	2.13	70	1,179	14.86
West Virginia	41	1,189	40.72	10	66	2.26	8	125	4.23
North Carolina	149	3,290	44.28	48	281	3.78	40	356	4.79
South Carolina	135	3,512	61.22	38	225	3.92	41	868	14.08
Georgia	181	6,751	70.46	75	449	4.69	47	847	8.84
Florida	35	758	43.29	3	13	.74	7	76	4.34
South Central Division:									
Kentucky	155	5,228	54.45	50	564	5.87	44	553	5.76
Tennessee	175	5,162	43.63	54	540	4.88	34	419	3.73
Alabama	107	3,174	51.34	22	166	2.69	30	375	6.07
Mississippi	126	3,029	50.00	33	198	3.28	8	160	1.66
Louisiana	53	2,202	62.97	7	52	1.49	36	1,835	53.33
Texas	262	9,934	59.08	48	496	2.50	35	419	2.11
Arkansas	60	2,457	53.45	8	96	2.09	7	84	1.83
Oklahoma	7	205	85.67	-----	-----	-----	1	1	.28
Indian Territory	14	191	35.50	-----	-----	-----	1	1	.19
North Central Division:									
Ohio	562	24,615	59.91	70	1,026	2.12	52	1,622	3.35
Indiana	369	18,254	63.76	19	243	.85	16	445	1.55
Illinois	350	20,882	59.97	57	735	1.79	57	2,621	6.40
Michigan	227	10,683	35.63	44	502	1.67	43	1,231	4.27
Wisconsin	137	5,785	26.19	29	471	2.13	20	295	1.34
Minnesota	138	8,968	63.49	24	244	1.72	23	991	7.60
Iowa	300	14,069	45.06	21	217	.90	15	190	.61
Missouri	273	13,204	52.58	54	802	3.19	43	1,394	5.55
North Dakota	28	895	72.59	3	8	.65	1	19	1.54
South Dakota	48	1,297	44.36	7	38	1.30	3	96	1.23
Nebraska	235	9,370	58.96	14	149	.94	10	313	1.97
Kansas	198	9,185	58.02	16	173	1.11	8	67	.42
Western Division:									
Montana	19	1,014	59.61	2	17	1.00	5	179	10.52
Wyoming	6	211	59.10	-----	-----	-----	-----	-----	-----
Colorado	47	3,899	63.84	11	233	3.82	9	552	9.04
New Mexico	7	107	30.92	-----	-----	-----	-----	-----	-----
Arizona	4	87	40.47	-----	-----	-----	-----	-----	-----
Utah	12	700	25.63	4	32	1.17	4	105	3.84
Nevada	6	214	49.65	-----	-----	-----	1	23	6.50
Idaho	11	259	43.59	1	6	.90	1	10	1.51
Washington	42	1,737	43.54	5	32	.90	9	229	5.74
Oregon	23	1,038	39.61	7	71	2.62	11	171	6.31
California	159	7,850	51.31	47	653	4.27	73	1,743	11.39

TABLE 31.—Combined statistics of public high schools and private high schools and academies—secondary students in certain studies in 1899-1900.

State or Territory.	German.			Algebra.			Geomeiry.		
	Schools reporting.	Num-ber.	Per cent.	Schools reporting.	Num-ber.	Per cent.	Schools reporting.	Num-ber.	Per cent.
United States	2,902	94,873	15.06	7,898	347,013	55.08	6,943	168,518	26.75
North Atlantic Division	1,186	41,808	19.65	2,089	106,441	50.64	1,941	56,412	26.84
South Atlantic Division	203	4,599	9.68	833	29,392	62.25	659	12,425	26.32
South Central Division	205	3,441	5.58	1,078	39,951	64.74	941	17,440	28.26
North Central Division	1,139	40,898	14.80	3,509	150,660	54.51	3,065	70,810	25.62
Western Division	169	4,657	13.48	339	20,569	59.53	346	11,431	33.08
North Atlantic Division:									
Maine	20	172	1.54	187	5,966	53.56	173	2,993	26.87
New Hampshire	26	497	7.88	88	2,650	42.04	78	1,663	26.38
Vermont	31	277	6.19	72	1,951	43.62	68	1,081	24.17
Massachusetts	183	5,802	13.86	330	19,761	47.21	315	12,548	29.93
Rhode Island	23	553	13.54	33	2,193	53.70	28	1,363	33.37
Connecticut	94	2,296	21.03	133	5,620	51.48	118	3,047	27.91
New York	482	18,247	21.84	572	31,268	42.56	545	16,546	22.52
New Jersey	119	4,972	32.80	167	9,684	63.89	153	4,146	27.45
Pennsylvania	208	8,492	19.85	507	27,348	63.92	463	13,025	30.35
South Atlantic Division:									
Delaware	8	190	7.38	17	896	66.13	17	439	32.40
Maryland	49	1,824	29.09	94	4,515	72.01	94	3,512	56.01
District of Columbia	16	771	18.19	24	1,459	34.43	22	897	21.17
Virginia	60	961	12.15	151	5,012	63.19	119	1,928	24.31
West Virginia	14	253	8.66	44	1,704	58.36	40	716	24.52
North Carolina	17	114	1.53	159	3,482	46.86	82	868	11.68
South Carolina	19	245	4.27	138	4,022	70.11	94	939	17.24
Georgia	17	274	2.65	184	7,192	75.06	156	2,734	28.53
Florida	3	44	2.51	42	1,110	63.39	26	342	19.53
South Central Division:									
Kentucky	68	1,457	15.17	163	5,637	58.71	136	2,322	24.18
Tennessee	33	335	3.03	194	6,384	57.06	174	2,786	25.16
Alabama	20	187	3.02	113	4,111	66.50	99	1,800	30.57
Mississippi	6	27	0.45	143	3,833	63.58	104	975	16.17
Louisiana	5	42	1.20	63	2,380	68.06	55	1,137	32.51
Texas	55	1,187	5.98	300	14,236	71.76	290	7,166	36.12
Arkansas	14	178	3.87	81	2,891	62.89	70	1,019	22.17
Oklahoma	3	21	5.90	7	232	67.98	6	101	28.37
Indian Territory	1	7	1.30	14	237	44.05	7	44	8.18
North Central Division:									
Ohio	167	6,593	13.64	725	27,362	56.60	581	12,218	25.27
Indiana	105	3,762	13.14	408	16,731	58.44	347	7,814	27.29
Illinois	147	6,850	16.72	405	20,249	49.42	369	10,771	26.29
Michigan	152	4,744	15.82	314	15,658	52.22	287	5,906	19.90
Wisconsin	156	5,635	25.51	252	9,797	44.35	241	4,973	22.51
Minnesota	82	3,050	21.54	143	6,781	47.90	137	4,348	30.71
Iowa	94	3,077	9.86	377	15,756	50.47	336	7,293	23.36
Missouri	81	3,388	13.49	304	15,948	63.50	260	6,112	24.34
North Dakota	3	72	5.84	29	703	57.02	27	321	26.03
South Dakota	19	341	11.66	68	1,596	54.58	46	691	23.63
Nebraska	65	1,698	10.68	267	10,365	65.23	244	6,031	37.95
Kansas	68	1,685	10.64	217	9,713	61.25	190	4,272	26.99
Western Division:									
Montana	5	346	20.34	22	1,105	64.96	19	432	25.40
Wyoming	2	37	10.36	7	192	53.78	5	97	27.17
Colorado	34	1,447	23.69	50	3,568	58.42	46	2,177	35.65
New Mexico	1	4	1.16	10	205	59.25	7	45	13.01
Arizona	1	11	5.12	4	103	47.91	3	52	24.19
Utah	9	293	10.73	15	1,296	47.46	13	915	33.50
Nevada	2	8	1.86	9	354	82.13	9	168	38.98
Idaho	2	36	5.43	11	342	51.53	9	149	22.47
Washington	14	461	11.56	59	2,301	57.68	48	1,035	25.97
Oregon	16	541	19.95	37	1,821	67.15	31	649	23.93
California	83	1,473	9.63	165	9,282	60.67	156	5,711	37.33

TABLE 35.—Combined statistics of public high schools and private high schools and academies—secondary students in certain studies in 1899–1900.

State or Territory.	Trigonometry.			Astronomy.			Physics.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	1,514	15,268	2.42	1,764	21,595	3.43	6,203	118,936	18.88
North Atlantic Division:									
Maine	458	4,782	2.28	684	8,126	3.87	1,584	36,888	17.55
New Hampshire	235	2,244	4.75	157	1,842	3.90	491	10,065	21.32
Rhode Island	352	3,283	5.32	233	2,788	4.52	863	14,584	23.63
New York	347	3,805	1.38	609	7,785	2.82	2,955	50,860	18.40
Pennsylvania	122	1,154	3.34	81	1,054	3.05	310	6,539	18.93
South Atlantic Division:									
Delaware	3	41	3.03	—	—	—	16	507	37.42
Maryland	45	588	9.38	25	469	6.52	81	2,450	39.55
District of Columbia	14	193	4.55	13	101	2.38	19	800	18.88
Virginia	58	472	5.95	20	242	3.05	89	1,765	22.26
West Virginia	13	102	3.49	12	166	5.68	31	437	14.97
North Carolina	20	141	1.90	22	204	2.75	64	978	13.16
South Carolina	20	159	2.77	19	248	4.32	61	883	15.39
Georgia	52	493	5.15	35	413	4.31	109	1,964	20.50
Florida	10	55	3.14	11	59	3.37	21	250	14.28
South Central Division:									
Kentucky	68	648	6.75	49	457	4.76	101	1,625	16.92
Tennessee	58	479	4.33	45	497	4.49	148	1,941	17.53
Alabama	44	382	6.18	30	384	6.21	89	1,410	22.81
Mississippi	32	252	4.18	24	271	4.49	123	2,131	35.35
Louisiana	17	107	3.06	19	238	5.95	51	1,013	28.97
Texas	117	1,255	6.23	55	868	4.38	285	5,498	27.71
Arkansas	13	171	3.72	10	99	2.15	47	811	17.64
Oklahoma	1	2	0.56	—	—	—	6	91	25.56
Indian Territory	2	7	1.30	1	4	0.74	8	64	11.90
North Central Division:									
Ohio	92	1,691	2.26	159	1,972	4.08	566	8,597	17.78
Indiana	43	540	1.89	28	417	1.46	283	5,227	18.26
Illinois	43	484	1.18	110	1,503	3.67	374	7,206	17.59
Michigan	23	215	0.72	45	563	1.88	289	5,028	16.77
Wisconsin	16	169	0.77	11	123	0.56	238	3,553	16.69
Minnesota	10	78	0.55	29	381	2.69	115	2,427	17.14
Iowa	22	157	0.50	100	1,355	4.34	347	6,011	19.25
Missouri	61	679	2.70	55	572	2.28	239	4,471	17.80
North Dakota	2	10	0.81	3	27	2.19	24	186	15.09
South Dakota	2	24	0.82	10	78	2.67	47	610	20.86
Nebraska	21	230	1.45	22	332	2.09	236	3,877	24.40
Kansas	12	128	0.81	37	462	2.92	197	3,667	23.16
Western Division:									
Montana	5	28	1.65	4	69	4.06	16	265	15.58
Wyoming	2	16	4.48	—	—	—	6	60	16.81
Colorado	13	223	3.65	9	270	4.42	43	1,225	20.06
New Mexico	3	12	3.47	2	12	3.47	5	33	9.54
Arizona	1	15	6.98	1	2	0.93	4	38	17.67
Utah	5	139	5.09	4	102	3.73	10	367	13.44
Nevada	1	1	0.23	2	10	2.32	8	239	55.45
Idaho	1	7	1.06	3	29	4.37	8	78	11.76
Washington	6	58	1.45	8	95	2.38	39	667	16.72
Oregon	14	113	4.17	15	145	5.35	27	593	21.87
California	71	512	3.54	33	320	2.69	144	2,974	19.44

TABLE 36.—*Combined statistics of public high schools and private high schools and academies—secondary students in certain studies in 1899-1900.*

State or Territory.	Chemistry.			Physical geography.			Geology.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States.....	2,836	50,431	8.00	6,160	144,135	22.88	1,764	25,300	4.02
North Atlantic Division.	991	18,452	8.78	1,573	37,049	17.63	716	10,359	4.93
South Atlantic Division.	229	3,765	7.97	644	12,210	25.86	161	1,279	2.71
South Central Division.	313	4,413	7.15	779	19,014	30.81	274	4,037	6.54
North Central Division.	1,113	19,825	7.17	2,893	68,719	24.86	582	8,081	2.92
Western Division.	250	3,976	11.51	271	7,143	20.67	91	1,544	4.47
North Atlantic Division:									
Maine.....	95	1,112	9.98	131	1,938	17.40	83	890	7.09
New Hampshire.....	45	685	10.87	58	858	13.61	23	353	5.60
Vermont.....	32	270	6.04	59	1,149	25.69	35	327	7.31
Massachusetts.....	233	5,165	12.34	181	3,450	8.24	138	1,764	4.21
Rhode Island.....	17	423	10.36	23	2,492	12.65	11	86	2.11
Connecticut.....	57	995	9.12	80	2,225	20.38	41	607	5.56
New York.....	289	4,720	6.42	475	12,771	17.38	247	3,174	4.82
New Jersey.....	77	1,577	19.40	124	3,282	21.65	31	660	4.95
Pennsylvania.....	146	3,505	8.19	442	10,881	25.44	97	2,498	5.24
South Atlantic Division:									
Delaware.....	5	142	10.48	12	339	25.02	—	—	—
Maryland.....	35	741	11.82	72	1,327	21.16	13	117	1.87
District of Columbia.	14	368	8.68	14	126	2.97	6	45	1.06
Virginia.....	59	765	9.64	111	2,411	30.40	16	282	3.56
West Virginia.....	17	216	7.46	42	840	28.77	9	101	3.46
North Carolina.....	19	276	3.71	113	1,726	23.23	10	86	1.69
South Carolina.....	17	264	4.60	115	2,067	31.68	12	120	2.69
Georgia.....	52	802	8.37	127	2,852	29.76	30	474	4.95
Florida.....	11	191	10.91	38	582	33.24	5	54	3.08
South Central Division:									
Kentucky.....	59	781	8.13	110	2,191	22.82	43	441	4.59
Tennessee.....	42	581	5.25	107	2,298	20.76	85	1,233	11.14
Alabama.....	35	464	7.51	66	1,526	24.68	31	486	7.86
Mississippi.....	34	272	4.51	97	2,251	37.34	25	322	5.34
Louisiana.....	30	541	15.47	54	1,473	42.12	19	149	4.26
Texas.....	95	1,546	7.79	272	7,622	38.42	59	1,195	6.02
Arkansas.....	13	146	3.18	52	1,392	30.28	10	197	4.29
Oklahoma.....	3	46	12.92	6	157	44.10	1	6	1.69
Indian Territory.....	2	36	6.69	8	104	19.33	1	8	1.49
North Central Division:									
Ohio.....	165	3,079	6.37	616	12,874	26.63	117	1,453	3.07
Indiana.....	112	2,282	7.97	329	7,146	24.96	44	582	2.63
Illinois.....	181	3,156	7.70	535	10,690	26.11	69	1,139	2.78
Michigan.....	186	3,632	10.11	261	6,091	20.31	65	805	2.68
Wisconsin.....	45	784	3.55	242	7,011	31.74	20	375	1.70
Minnesota.....	83	1,433	10.12	51	7,939	6.63	12	265	1.45
Iowa.....	76	1,351	4.33	327	7,467	23.92	92	1,429	4.58
Missouri.....	108	1,923	7.66	245	5,390	21.34	70	851	3.39
North Dakota.....	3	43	3.49	19	239	19.38	5	37	3.00
South Dakota.....	13	131	4.48	59	1,028	35.16	13	132	4.51
Nebraska.....	80	1,537	9.80	223	5,258	32.96	21	352	2.21
Kansas.....	61	1,054	6.66	183	4,690	29.25	54	691	4.33
Western Division:									
Montana.....	9	129	7.58	21	457	26.87	7	109	6.41
Wyoming.....	3	43	12.04	7	90	25.21	—	—	—
Colorado.....	38	918	15.03	35	1,027	16.82	23	542	8.88
New Mexico.....	2	10	2.89	10	169	48.84	4	33	9.54
Arizona.....	2	17	7.91	4	71	33.02	1	2	0.93
Utah.....	8	108	3.95	15	453	16.59	7	175	6.41
Nevada.....	8	158	33.66	6	176	40.84	1	13	3.02
Idaho.....	3	37	5.58	10	250	37.71	4	56	5.43
Washington.....	12	297	7.45	55	1,450	36.35	11	198	4.96
Oregon.....	16	308	11.36	31	918	33.85	12	133	5.09
California.....	119	1,951	12.75	77	2,082	13.61	21	298	1.95

TABLE 37.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1899-1900.*

State or Territory.	Physiology.			Psychology.			Rhetoric.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States.....	5,835	139,844	23.96	1,548	20,126	3.19	6,911	237,502	37.70
North Atlantic Division:									
Maine.....	118	1,867	13.76	25	284	2.55	159	3,359	30.16
New Hampshire.....	49	635	10.67	11	86	1.36	83	2,197	34.55
Vermont.....	45	960	20.79	23	253	5.21	71	1,459	32.62
Massachusetts.....	197	6,192	14.79	42	730	1.74	297	20,005	47.80
Rhode Island.....	17	286	7.00	7	110	2.69	28	2,149	52.62
Connecticut.....	71	1,296	11.87	20	188	1.72	116	4,281	39.22
New York.....	504	22,584	30.74	71	746	1.02	590	22,591	30.75
New Jersey.....	169	3,123	22.77	24	248	1.64	149	6,062	39.99
Pennsylvania.....	378	13,216	30.89	82	1,397	3.27	437	17,290	40.41
South Atlantic Division:									
Delaware.....	14	553	40.81	3	26	1.92	17	460	33.95
Maryland.....	72	2,186	34.55	16	239	3.81	74	2,004	31.66
District of Columbia.....	13	157	3.70	8	67	1.58	21	1,654	39.02
Virginia.....	167	2,867	29.84	27	325	4.10	135	2,997	37.73
West Virginia.....	32	758	25.06	14	165	5.65	41	829	28.73
North Carolina.....	103	2,444	22.89	24	324	4.36	123	1,871	25.18
South Carolina.....	91	1,839	32.06	13	209	3.64	110	1,665	29.02
Georgia.....	120	2,731	23.50	36	400	4.17	161	3,979	41.53
Florida.....	36	1,022	58.37	17	187	11.25	86	699	39.22
North Central Division:									
Kentucky.....	129	3,042	31.68	66	911	9.49	150	4,394	45.76
Tennessee.....	154	3,714	33.55	49	513	4.63	169	3,871	34.97
Alabama.....	91	2,897	46.83	26	289	4.53	99	2,503	40.49
Mississippi.....	126	3,004	49.78	23	218	3.62	129	1,951	32.36
Louisiana.....	53	1,541	44.07	24	243	6.95	58	1,802	51.53
Texas.....	258	9,124	45.99	149	2,222	11.20	273	8,319	41.93
Arkansas.....	73	2,117	46.05	15	276	6.00	75	1,562	33.93
Oklahoma.....	5	78	21.91	3	31	8.71	7	226	66.29
Indian Territory.....	12	209	38.85	5	29	5.99	19	138	25.65
North Central Division:									
Ohio.....	635	16,015	33.12	104	1,592	2.88	591	15,182	31.40
Indiana.....	197	4,889	15.33	68	1,199	4.19	366	14,079	40.18
Illinois.....	354	13,205	32.23	50	552	1.35	368	15,858	38.71
Michigan.....	273	6,665	22.23	57	849	2.83	288	9,516	31.73
Wisconsin.....	239	5,439	24.76	135	1,696	7.08	194	5,215	23.61
Minnesota.....	80	2,150	15.19	17	282	1.99	125	6,431	45.43
Iowa.....	307	8,593	27.43	35	588	1.27	350	10,590	33.32
Missouri.....	230	6,868	27.35	101	1,290	5.14	278	9,939	39.55
North Dakota.....	24	335	27.17	2	14	1.14	29	495	40.15
South Dakota.....	50	1,031	35.26	6	60	2.05	57	947	32.39
Nebraska.....	186	5,477	31.46	12	124	0.78	215	7,153	45.01
Kansas.....	165	4,741	23.65	57	738	4.66	299	6,596	41.67
Western Division:									
Montana.....	11	251	14.76	1	7	0.41	21	671	39.45
Wyoming.....	3	90	25.21	---	---	---	4	93	26.06
Colorado.....	22	612	10.02	10	204	4.32	45	2,747	44.78
New Mexico.....	9	127	36.71	2	4	1.16	9	94	27.17
Arizona.....	3	68	31.63	---	---	---	4	51	23.72
Utah.....	15	457	16.73	9	245	8.97	14	699	22.80
Nevada.....	5	77	17.87	1	3	0.70	9	192	44.55
Idaho.....	8	179	27.00	1	8	1.21	9	155	23.58
Washington.....	22	644	16.14	12	114	2.86	46	933	23.39
Oregon.....	29	830	30.60	10	55	2.03	31	931	34.33
California.....	51	1,383	9.04	19	135	0.88	139	8,688	56.78

TABLE 38.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1899-1900.*

State or Territory.	English literature.			History.			Civics.		
	Schools reporting.	Num-ber.	Per cent.	Schools reporting.	Num-ber.	Per cent.	Schools reporting.	Num-ber.	Per cent.
United States.....	6,700	259,493	41.19	6,886	238,134	37.80	6,058	132,863	21.09
North Atlantic Division.	1,848	95,011	45.20	1,854	81,738	38.89	1,557	34,532	16.46
South Atlantic Division.	637	19,559	41.32	701	21,615	45.73	438	8,064	17.08
South Central Division.	804	20,182	32.76	869	24,586	39.86	755	17,614	28.54
North Central Division.	3,049	103,742	37.53	3,129	93,191	33.72	3,008	65,485	23.69
Western Division.....	362	21,049	60.92	353	16,994	49.18	300	7,108	20.57
North Atlantic Division:									
Maine.....	159	4,411	39.60	159	4,109	36.89	143	1,992	17.88
New Hampshire.....	78	2,545	40.37	79	2,268	35.98	51	591	9.38
Vermont.....	65	1,269	28.37	66	1,537	34.96	62	1,040	23.25
Massachusetts.....	320	29,871	71.37	311	21,329	50.96	225	4,859	11.61
Rhode Island.....	32	2,740	67.09	32	1,792	43.88	22	408	9.99
Connecticut.....	119	6,911	63.31	128	4,913	45.61	75	1,276	11.69
New York.....	473	20,924	28.48	508	23,164	31.53	470	11,498	15.65
New Jersey.....	150	7,808	51.51	156	6,845	45.16	105	2,534	16.72
Pennsylvania.....	452	18,532	43.32	414	15,781	36.89	404	10,394	24.30
South Atlantic Division:									
Delaware.....	15	379	27.97	15	465	35.79	12	279	20.59
Maryland.....	88	3,898	62.17	82	3,902	62.23	62	1,578	25.17
District of Columbia.	23	3,576	84.38	24	2,333	55.05	12	150	3.54
Virginia.....	120	2,640	33.28	125	3,817	48.12	68	1,205	15.19
West Virginia.....	38	929	31.82	44	1,160	40.75	41	897	30.72
North Carolina.....	91	1,878	25.28	113	2,297	39.92	80	1,473	19.83
South Carolina.....	102	2,133	37.23	119	2,745	47.85	61	865	15.08
Georgia.....	132	3,550	37.05	145	4,195	43.78	69	1,202	12.54
Florida.....	28	523	29.87	34	651	37.18	33	415	23.70
South Central Division:									
Kentucky.....	134	3,206	34.33	130	4,025	41.93	126	2,562	26.68
Tennessee.....	133	2,831	25.57	132	3,307	29.87	115	2,216	10.02
Alabama.....	80	2,445	39.55	84	1,988	32.16	48	1,170	18.93
Mississippi.....	106	1,965	32.59	107	2,267	37.60	111	2,464	40.87
Louisiana.....	57	1,632	46.67	62	2,171	62.08	35	852	24.36
Texas.....	220	6,194	31.22	273	9,128	46.01	251	6,632	33.43
Arkansas.....	62	1,716	37.33	63	1,394	30.32	53	1,409	30.65
Oklahoma.....	4	35	9.83	6	89	25.60	7	182	51.12
Indian Territory.....	8	68	12.64	12	226	42.01	9	127	23.61
North Central Division:									
Ohio.....	577	17,800	36.82	589	14,242	29.46	641	11,861	24.53
Indiana.....	371	14,581	50.93	369	11,126	38.86	299	6,273	21.91
Illinois.....	386	22,094	53.78	381	13,751	33.56	330	7,335	17.90
Michigan.....	280	6,720	22.41	302	11,091	36.99	286	6,007	20.03
Wisconsin.....	226	6,257	28.33	240	6,750	30.56	226	5,006	22.06
Minnesota.....	121	3,766	26.60	133	5,924	41.85	88	1,999	14.12
Iowa.....	333	9,876	31.63	352	9,645	30.89	350	8,455	27.08
Missouri.....	279	8,153	32.46	281	9,076	36.14	252	6,208	24.72
North Dakota.....	28	675	54.74	23	365	29.60	24	334	27.09
South Dakota.....	55	878	30.03	55	959	32.80	64	1,149	39.30
Nebraska.....	201	7,886	46.48	211	5,878	36.99	241	5,223	32.87
Kansas.....	192	5,616	35.47	193	4,384	27.69	207	5,635	35.99
Western Division:									
Montana.....	22	642	37.80	15	453	26.63	20	531	31.22
Wyoming.....	5	211	59.10	5	136	38.10	4	65	18.21
Colorado.....	49	4,137	67.74	43	4,012	65.70	35	1,009	16.52
New Mexico.....	6	97	28.03	8	108	31.21	5	75	21.68
Arizona.....	4	110	51.16	4	81	37.67	4	75	34.83
Utah.....	15	636	23.29	11	857	31.38	12	300	10.98
Nevada.....	9	322	74.71	7	308	71.46	8	150	34.80
Idaho.....	11	239	35.05	10	182	27.45	8	284	42.84
Washington.....	49	1,310	32.84	33	1,199	30.03	38	896	22.46
Oregon.....	28	849	31.31	33	1,249	46.05	29	929	34.26
California.....	164	12,495	81.67	161	8,409	54.96	137	2,794	18.26

TABLE 39.—Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1899-1900. (See also Table 40.)

State or Territory.	Total public and private secondary students.			In public institutions.						Total public secondary students.		
				In public high schools.			In preparatory departments of public universities and colleges.			Secondary students in public normal schools.		
				Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	317,200	402,602	719,241	216,207	303,044	519,251	6,132	2,087	8,219	1,049	1,906	2,955
North Atlantic Division	104,423	121,800	226,283	73,333	94,072	169,405	869	14	883	330	842	1,172
South Atlantic Division	25,541	31,494	57,035	10,533	16,460	27,013	1,905	236	1,141	245	309	554
South Central Division	34,685	43,943	78,628	16,080	23,589	39,669	1,193	199	1,393	85	193	281
North Central Division	134,508	180,237	314,745	104,930	149,828	254,816	1,734	658	2,392	271	527	798
Western Division	18,032	24,498	42,530	11,261	17,087	28,348	1,430	980	2,410	118	147	265
North Atlantic Division:												
Maine	4,803	6,535	11,431	3,828	4,921	8,749	---	---	---	26	29	55
New Hampshire	3,378	3,109	6,447	1,692	2,102	3,794	---	---	---	38	49	87
Vermont	1,978	2,405	4,473	1,482	1,950	3,438	---	---	---	---	---	---
Massachusetts	19,502	26,189	42,691	15,718	20,220	35,934	---	---	---	---	---	---
Rhode Island	2,403	2,557	4,960	1,478	1,973	3,450	20	11	31	---	32	32
Connecticut	4,941	5,990	10,931	3,519	4,588	8,107	72	3	75	---	---	---
New York	46,012	42,635	82,627	29,019	32,947	62,303	776	13	770	170	311	520
New Jersey	6,709	9,045	15,754	4,252	5,947	10,199	---	---	---	47	171	218
Pennsylvania	20,582	26,255	46,837	12,457	19,450	32,387	46	46	46	20	280	300
South Atlantic Division:												
Delaware	610	811	1,421	402	650	1,052	16	15	31	---	---	---
Maryland	3,364	3,858	7,222	1,730	2,296	3,996	30	---	30	---	---	---
District of Columbia	2,941	2,680	4,430	1,313	2,118	3,431	145	26	171	---	---	---
Virginia	4,127	5,680	9,807	1,596	2,754	4,350	18	---	31	67	31	98
West Virginia	1,063	2,739	3,802	534	1,230	1,765	298	34	332	130	146	276
North Carolina	3,312	4,078	7,370	1,695	538	943	136	62	150	---	---	---
South Carolina	3,316	4,045	7,361	1,693	2,305	2,998	136	---	136	---	---	---
Georgia	4,355	6,045	11,250	2,202	3,543	5,745	134	12	246	---	---	---
Florida	385	1,685	2,568	557	946	1,465	80	74	154	48	62	110
South Central Division:												
Kentucky	5,532	7,426	12,958	2,312	3,205	5,517	95	7	102	15	20	35
Tennessee	3,189	4,508	7,697	1,669	3,253	5,422	---	---	---	---	---	---
Alabama	3,107	4,171	7,278	1,478	2,334	3,817	38	---	38	16	9	25
Mississippi	3,301	4,304	7,605	1,618	2,434	4,052	442	1	443	18	30	48
Louisiana	1,976	2,834	4,810	814	1,401	2,215	137	---	137	---	---	---
Texas	9,420	12,613	22,423	6,078	8,553	14,629	---	---	---	31	20	54
Arkansas	3,710	3,245	5,973	1,371	1,853	3,224	200	101	361	---	---	---
Oklahoma	577	489	1,066	317	219	538	222	87	309	2	2	4
Indian Territory	420	393	813	123	34	157	---	---	---	---	---	---

TABLE 59.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1899-1900—Continued.*

State or Territory.	Total public and private secondary students.				In public high schools.				In preparatory departments of public universities and colleges.				Secondary students in public normal schools.				Total public secondary students.			
	Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.		Male.		Female.	
	Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.		Total.	
North Central Division:																				
Ohio.....	25,443	30,847	56,290		19,733	25,959	45,712		247	115	362		43	50	93		20,043	26,124	46,167	
Indiana.....	13,595	17,695	31,291		11,181	15,231	26,415		163	61	227		91	85	176		11,184	15,231	26,415	
Illinois.....	19,084	28,141	47,225		14,670	22,776	37,446										14,624	22,925	37,549	
Michigan.....	13,067	17,594	30,661		12,146	16,635	28,811										12,146	16,635	28,811	
Wisconsin.....	10,367	13,123	23,490		8,753	11,876	20,629						12	42	54		8,762	11,918	20,680	
Minnesota.....	6,931	8,734	15,665		5,020	7,240	12,260		100	80	180		85	82	167		5,420	7,327	12,747	
Iowa.....	14,774	20,491	35,265		11,753	17,249	29,022										12,008	17,377	29,385	
Missouri.....	12,555	17,130	29,685		8,208	12,308	20,516										8,208	12,308	20,516	
Nebraska.....	7,750	10,705	18,455		5,412	7,506	12,918		135	68	203						1,357	1,687	3,044	
North Dakota.....	1,230	2,201	3,431		1,111	1,936	3,047		244	163	407		2	18	20		6,365	9,238	15,603	
South Dakota.....	7,286	10,705	17,991		6,053	9,155	15,208		232	93	325						6,053	9,238	15,291	
Kansas.....	8,331	11,945	20,276		5,870	9,045	14,915		123	59	162		38	50	88		6,031	9,332	15,363	
Western Division:																				
Montana.....	757	1,224	1,981		612	933	1,545		61	84	145		17	21	38		720	1,038	1,758	
Wyoming.....	223	249	472		155	202	357		68	47	115						223	249	472	
Colorado.....	2,922	4,107	7,029		2,357	3,573	5,930		228	225	453						2,565	3,808	6,373	
New Mexico.....	339	419	758		100	143	243		145	167	312		50	50	100		280	360	640	
Arizona.....	356	352	708		57	115	172		71	33	104		15	16	31		143	164	307	
Utah.....	2,453	2,367	4,820		401	624	1,025		389	153	542						880	777	1,657	
Nevada.....	271	337	608		207	257	464		67	70	137						231	237	468	
Idaho.....	387	286	673		216	270	486		83	37	120						290	307	597	
Washington.....	2,468	2,885	5,353		1,326	2,137	3,463		129	120	249		4	7	11		1,565	2,264	3,829	
Oregon.....	1,574	2,170	3,744		743	1,173	1,916		83	34	117		25	20	45		851	1,227	2,078	
California.....	7,192	9,981	17,173		5,630	7,563	12,630						7	33	40		5,037	7,623	12,660	

TABLE 40.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1899-1900.*

State or Territory.	In private institutions.										Total private second- ary students.				
	In private high schools.			In preparatory departments of colleges for women.			Secondary students in private normal schools.			Secondary students in manual-training schools.					
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	55,734	55,063	110,797	23,682	19,384	43,066	13,817	3,817	6,615	5,588	3,933	9,521	93,821	94,995	188,816
North Atlantic Division.....	21,433	19,349	40,776	5,272	2,263	7,535	1,163	94	221	3,062	2,036	5,128	29,891	24,432	54,323
South Atlantic Division.....	10,171	10,091	20,262	3,088	2,549	5,637	1,315	286	593	223	233	539	13,898	14,899	28,797
South Central Division.....	11,238	10,743	22,041	5,148	3,880	9,028	3,415	608	1,021	433	272	191	17,326	20,074	37,400
North Central Division.....	10,015	11,539	21,574	13,221	7,880	21,101	6,705	2,826	4,773	1,452	1,125	2,577	27,523	29,216	56,739
Western Division.....	2,817	3,387	6,204	1,914	1,369	3,313	1,189	3	7	479	335	814	5,243	6,284	11,527
North Atlantic Division:															
Maine.....	1,042	1,317	2,359	---	228	228	---	---	---	---	---	---	1,042	1,585	2,627
New Hampshire.....	1,642	1,688	3,330	41	---	41	---	---	---	---	---	---	1,683	1,641	3,324
Vermont.....	496	539	1,035	---	---	---	---	---	---	---	---	---	496	539	1,035
Massachusetts.....	3,634	2,877	6,511	447	34	481	22	22	22	303	8	311	3,784	2,963	6,747
Rhode Island.....	355	269	624	---	---	---	---	---	---	---	---	---	355	269	624
Connecticut.....	1,410	1,369	2,809	---	---	---	---	---	---	---	---	---	1,410	1,369	2,809
New York.....	5,550	5,855	11,405	2,826	929	3,755	470	---	---	1,962	1,763	3,665	10,468	8,957	19,465
New Jersey.....	2,109	1,789	3,898	313	78	391	45	---	---	28	54	82	2,450	1,906	4,356
Pennsylvania.....	6,085	4,310	10,395	1,645	984	2,629	626	94	105	255	255	255	8,079	6,025	14,104
South Atlantic Division:															
Delaware.....	157	146	303	---	---	---	---	---	---	35	---	35	192	146	338
Maryland.....	1,638	1,276	2,914	576	258	834	88	---	---	---	---	---	1,614	1,222	2,836
District of Columbia.....	1,362	555	807	421	---	421	---	---	---	---	---	---	683	545	1,228
Virginia.....	1,949	1,633	3,582	284	392	676	97	98	109	207	65	180	2,446	2,316	4,762
West Virginia.....	435	510	945	35	79	114	20	10	10	20	---	---	360	619	1,119
North Carolina.....	3,690	2,797	6,487	656	642	1,298	338	45	70	115	118	249	4,569	3,978	8,547
South Carolina.....	935	804	1,739	552	537	1,089	399	---	---	---	---	---	1,487	1,710	3,197
Georgia.....	1,621	2,116	3,737	497	502	999	253	76	49	125	35	75	2,159	2,970	5,129
Florida.....	64	184	248	127	156	277	150	57	69	126	---	---	248	553	801
South Central Division:															
Kentucky.....	2,025	2,690	4,715	1,011	1,234	2,245	834	74	66	140	---	---	3,110	4,194	7,304
Tennessee.....	2,973	2,676	5,649	1,645	1,346	2,991	981	382	222	604	20	80	5,020	5,265	10,285
Alabama.....	1,229	1,135	2,365	323	301	624	255	11	41	48	16	16	1,575	1,823	3,398
Mississippi.....	988	989	1,977	195	702	897	134	40	14	54	---	---	1,223	1,889	3,112
Louisiana.....	646	636	1,282	379	419	798	378	---	---	---	---	---	1,453	1,453	2,906
Texas.....	2,494	2,415	4,909	1,169	814	1,983	487	35	26	61	---	---	3,698	3,742	7,440
Arkansas.....	751	622	1,373	321	321	642	261	70	44	114	---	---	1,142	1,248	2,390

TABLE 40.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1899-1900—Continued.*

State or Territory.	In private high schools.			In preparatory departments of private universities and colleges.			In preparatory departments of colleges for women.			In private normal schools.			Secondary students in manual-training schools.			Total private secondary students.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
South Central Division—																		
Continued.																		
Oklahoma.....	192	20	212	105	85	190			85				236	161	397	236	181	417
Indian Territory.....		189	381													237	359	596
North Central Division:																		
Ohio.....	1,107	1,537	2,644	2,424	1,250	3,674	1,445	440	1,885	1,894	396	820	424	396	820	5,400	4,723	10,123
Indiana.....	1,400	1,153	2,553	2,737	1,234	3,971	614	844	1,458	1,458			27	411	487	2,405	2,405	4,810
Illinois.....	1,430	2,075	3,505	2,432	1,287	3,719	225	155	380	380	304	937	633	304	937	4,730	5,216	9,946
Michigan.....	336	773	1,109	545	220	765	10	10	20	20						1,451	1,229	2,680
Wisconsin.....	840	622	1,462	705	379	1,084	2	1	3	3						1,451	1,205	2,656
Minnesota.....	922	925	1,847	536	232	768	4	1	5	5						1,451	1,205	2,656
Iowa.....	1,013	1,185	2,198	1,337	1,034	2,371	216	181	397	397						2,466	3,434	5,900
Nebraska.....	2,277	2,231	4,508	2,069	1,443	3,512	31	82	113	113						4,317	4,768	9,085
Missouri.....	70	33	103	43	43	86							65	105	170	178	228	406
North Dakota.....	135	172	307	238	171	409										373	514	887
South Dakota.....	279	405	684	702	525	1,227										381	1,437	2,438
Kansas.....	468	432	900	1,285	840	2,125	279	225	504	504	329	650	380	329	650	2,360	2,613	4,973
Western Division:																		
Montana.....		66	66	37	30	67			30							37	123	163
Wyoming.....		121	121	278	87	365			87							357	299	656
Colorado.....	76	59	135				3	4	7							44	59	103
New Mexico.....	44	33	77										295	165	368	213	168	411
Arizona.....	10	43	53	233	417	650										1,153	1,590	2,743
Utah.....	800	755	1,555															
Nevada.....																		
Idaho.....	88	89	177													88	89	177
Washington.....	150	375	525	323	123	446										473	622	1,095
Oregon.....	367	429	796	556	237	793							276	170	446	723	943	1,666
California.....	1,222	1,438	2,660	657	455	1,112										2,155	2,358	4,513

TABLE 41.—*Number of secondary students to each 1,000 inhabitants in each State in 1900; also number of students in higher education to each 1,000 of population.*

State or Territory.	Population, census of 1900.	Total number secondary students in 1900.	Number secondary students to each 1,000 inhabitants.	Total number students in higher education in 1900.	Number students in higher education to each 1,000 inhabitants.
United States	75,997,687	719,241	9.46	155,667	2.05
North Atlantic Division.....	21,045,748	223,283	10.75	48,083	2.28
South Atlantic Division.....	10,445,486	57,035	5.46	20,678	1.98
South Central Division.....	14,079,861	78,628	5.58	20,265	1.43
North Central Division.....	26,335,243	314,745	11.95	57,292	2.18
Western Division.....	4,091,349	42,550	10.40	9,349	2.29
North Atlantic Division:					
Maine.....	694,466	11,431	16.46	1,323	1.91
New Hampshire.....	411,588	6,447	15.66	897	2.18
Vermont.....	343,641	4,473	13.02	676	1.97
Massachusetts.....	2,865,343	42,691	15.22	11,786	4.20
Rhode Island.....	428,556	4,962	11.58	970	2.26
Connecticut.....	968,355	10,931	12.03	3,026	3.33
New York.....	7,268,012	82,657	11.37	15,022	2.07
New Jersey.....	1,883,669	15,854	8.42	2,448	1.30
Pennsylvania.....	6,302,115	46,837	7.43	11,935	1.89
South Atlantic Division:					
Delaware.....	184,735	1,421	7.69	106	0.57
Maryland.....	1,199,050	7,222	6.07	4,288	3.60
District of Columbia.....	278,718	4,820	17.33	2,209	7.93
Virginia.....	1,854,184	9,231	4.97	3,901	2.10
West Virginia.....	958,809	3,592	3.75	806	0.63
North Carolina.....	1,893,810	9,570	5.05	3,191	1.68
South Carolina.....	1,340,316	7,361	5.49	2,566	1.91
Georgia.....	2,216,331	11,250	5.08	3,576	1.61
Florida.....	528,542	2,568	4.86	235	0.44
South Central Division:					
Kentucky.....	2,147,174	12,958	6.03	3,665	1.71
Tennessee.....	2,020,616	15,697	7.77	6,127	3.03
Alabama.....	1,828,697	7,278	3.98	2,396	1.31
Mississippi.....	1,551,270	7,605	4.90	2,164	1.39
Louisiana.....	1,381,625	4,810	3.48	1,638	1.19
Texas.....	3,048,710	22,423	7.35	3,001	0.98
Arkansas.....	1,311,564	5,978	4.56	970	0.74
Oklahoma.....	398,245	1,066	2.68	271	0.68
Indian Territory.....	391,960	813	2.07	33	0.08
North Central Division:					
Ohio.....	4,157,545	56,290	13.54	8,603	2.07
Indiana.....	2,516,462	31,291	12.43	4,736	1.88
Illinois.....	4,821,550	47,825	9.92	13,069	2.70
Michigan.....	2,420,982	30,991	12.80	5,397	2.23
Wisconsin.....	2,069,042	23,430	11.32	3,542	1.71
Minnesota.....	1,751,394	15,635	8.93	3,579	2.04
Iowa.....	2,231,853	35,575	15.94	4,884	2.19
Missouri.....	3,106,665	29,691	9.56	7,038	2.27
North Dakota.....	319,146	1,759	5.51	314	0.98
South Dakota.....	401,570	3,931	9.79	572	1.42
Nebraska.....	1,068,539	17,991	16.84	2,273	2.13
Kansas.....	1,470,495	20,336	13.83	3,345	2.27
Western Division:					
Montana.....	243,329	1,981	8.14	133	0.55
Wyoming.....	92,531	472	5.10	72	0.78
Colorado.....	539,700	7,029	13.02	1,706	3.16
New Mexico.....	195,310	758	3.83	70	0.36
Arizona.....	122,931	718	5.84	57	0.46
Utah.....	276,749	4,400	15.90	205	0.74
Nevada.....	42,335	568	13.42	187	4.42
Idaho.....	161,772	783	4.84	106	0.66
Washington.....	518,103	4,924	9.50	738	1.42
Oregon.....	413,536	3,744	9.05	925	2.24
California.....	1,485,053	17,173	11.56	5,150	3.47

Heber.....	do.....	Jesse Bird.....	2	0	28	45	0	0	0	0	3	11	2	9	3	1,000	2,000
Helena.....	Jefferson High School.....	W. W. Rivers.....	1	23	40										3	190	40,000
Het Springs.....	Central High School.....	R. E. Jarratt.....	2	5	107	115	0	0	0	17	13	18	15	7	12	6	2,000
Huntsville.....	High School.....	R. H. Davis.....	2	1	10	13	0	0	0	5	7						4,000
Jonesboro.....	do.....	W. J. Rogers.....	1	1	6	35	0	0	0			1	2				250
Judsonia.....	do.....	W. J. Courday, L. I.....	1	1	5	20	0	0	0			2	3	1	2		3,300
Lagrange.....	Lee High School.....	A. S. Rogers.....	1	1	15	30	25	30	0	3							1,300
Leadhill.....	High School.....	W. D. Jeter.....	1	1	43	37	0	0	0	2	2	5	1	2	3	60	1,300
Little Rock.....	Peabody High School.....	R. C. Hall.....	2	4	87	176	0	0	0			2	20				2,000
do.....	Union High School (colored).....	Prof. J. G. Ish.....	2	1	49	39	0	0	0			7	11				250
Lonoke.....	High School.....	W. N. Hamlet.....	1	0	11	26	0	0	0			1	9	1	9	3	1,025
Magazine.....	do.....	R. D. H. Montgomery.....	1	2	1	29	21	0	0								2,300
Magnolia.....	Southwestern Academy.....	J. W. Canwell.....	2	0	43	47	0	0	0			6					190
Malvern.....	High School.....	W. D. Leiper, A. M.....	2	0	2	5	0	0	0	2	1	2	1				600
Marianna.....	Male and Female Institute.....	C. A. Futrall.....	1	1	14	35	0	0	4	10	6	8					895
Melbourne.....	High School *.....	T. J. Baker.....	2	0	11	9	54	67	0								1,000
New Lewisville.....	do.....	W. E. Dickson.....	1	2	15	10	40	60	3	7							750
Newport.....	do.....	J. P. W. Brouse.....	1	0	20	15	0	0	0	0	2	2					6,000
Newport.....	High School (colored).....	Edward Craigen.....	1	0	8	32	0	0	2	0							3,000
Ozark.....	Graded and High School *.....	A. M. Parsons.....	1	0	12	12	0	0	0	0							8,000
Paris.....	Academy.....	G. S. Minnier.....	2	0	43	41	0	0	6	2	1	0	1	0			12,000
Perryville.....	High School.....	do.....	1	0	0	6	50	54	0								500
Pine Bluff.....	do.....	Jas. H. Witherspoon.....	2	2	75	105	0	0	0			5	15	3	10	4	600
do.....	Merrill High School (colored).....	T. C. McKain.....	1	0	1	14	0	0	1	4	1	4	1	8			120
Prescott.....	High School.....	P. L. Burrow.....	1	0	12	20	0	0	0			3	6	1	4	3	120
Princeton.....	do.....	W. P. Adams.....	1	0	6	10	12	17									400
Rogers.....	do.....	S. D. Wood.....	1	0	16	24	0	0									12,000
Russellville.....	do.....	D. A. Richardson.....	1	1	15	27	0	0	2	5	0	2	0	2			130
Salem.....	do.....	J. W. Butler.....	1	0	25	10	0	0	10	6							3,500
Sidney.....	College Institute.....	A. B. Brewster.....	1	0	10	10	0	0			6	4					20
Springdale.....	High School *.....	A. V. Smith.....	1	0	18	18	0	0	3	2							24
Springfield.....	do.....	Will A. Berry.....	1	0	13	8	43	46									1,000
Stephens.....	do.....	J. L. Dickson.....	2	0	12	20	44	56	3	2							250
Stephens.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....	2	0	12	20	44	56	3	2							3,000
Texas.....	do.....	do.....															

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Ele-men-tary stu-dents.		Preparing for college.						Grad-u-ates in 1900.		College prepar-atory stu-dents in the class that gradu-ated in 1900.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
CALIFORNIA—con-tinued.																							
131 Bakersfield	Kern County High School	Clay C. Childress	Ind.	1	2	19	43	0	0	0	1	0	1	1	4	0	2	4	---	---	---		
132 Benicia	High School	Allyn O. Taylor, M. A., Ph. D.	Dept.	2	0	13	29	0	0	1	11	3	0	3	8	1	2	4	---	---	---		
133 Berkeley	do.	Morris C. James.	Dept.	4	7	113	184	0	0	12	20	20	8	25	59	23	54	3	---	---	---		
134 Bostonia	El Cajon Valley Union High School.	Allen B. Martin	Ind.	1	1	12	14	0	0	4	3	2	0	---	---	---	---	---	---	---	---		
135 Centerville	Alameda County Union High School, No. 2	Frederick Liddeke	Dept.	2	2	22	25	0	0	5	5	5	0	5	2	4	0	4	---	---	---		
136 Cloverdale	Union High School.	F. R. Couch	Dept.	1	1	1	23	0	0	---	---	---	---	---	---	---	---	---	---	---	---		
137 Colton	High School	Albert M. Webster	Dept.	2	1	19	17	0	0	---	---	---	---	---	---	---	---	---	---	---	---		
138 Colusa	District High School.	Jno. E. Hayman	Dept.	1	1	25	25	0	0	---	---	---	---	---	---	---	---	---	---	---	---		
139 Compton	Union High School.	L. B. Scranton	Dept.	1	1	18	15	0	0	---	---	---	---	---	---	---	---	---	---	---	---		
140 Corona	High School	J. N. Kean	Dept.	2	2	20	25	0	0	6	14	8	0	1	1	0	1	3	---	---	---		
141 Coronado	do.	Henry G. Crocker	Dept.	1	0	10	10	0	0	---	---	---	---	---	---	---	---	---	---	---	---		
142 Crescent City	Del Norte County High School.	C. Y. Loop	Ind.	1	0	16	19	0	0	---	---	---	---	---	---	---	---	---	---	---	---		
143 Dinuba	Union High School.	Ray P. Safford	Dept.	2	0	16	14	0	0	---	---	---	---	---	---	---	---	---	---	---	---		
144 Dixon	do.	J. E. Grinstead	Ind.	1	1	15	17	0	0	---	---	---	---	---	---	---	---	---	---	---	---		
145 Easton	Washington Union High School.	A. Sorenson	Ind.	1	1	22	25	0	0	---	---	---	---	---	---	---	---	---	---	---	---		
146 Elk Grove	Union High School.	E. B. Williams	Dept.	1	1	17	18	0	0	---	---	---	---	---	---	---	---	---	---	---	---		
147 Elsmore	do.	F. L. Osenburg	Dept.	1	1	9	7	0	0	---	---	---	---	---	---	---	---	---	---	---	---		
148 Escondido	High School	J. T. Anderson	Dept.	2	1	3	50	58	0	0	19	12	15	13	5	3	6	4	---	---	---		

149	Esposito	Union High School	Miss Mertie R. Thompson	Ind	0	2	11	23	0	0	4	2	3	5	2	4	3	501	7,000	
150	Etna Mills	do	C. D. Perry	Ind	2	2	12	21	0	0	5	1	8	13	2	5	4	630	4,000	
151	Eureka	High School	A. C. Barker	Dept.	2	3	32	37	0	0	5	1	8	13	2	5	4	104	900	
152	Fallbrook	Union High School	Arthur O. Burke	Dept.	5	1	16	16	0	0	5	1	8	13	2	5	4	175	92,000	
153	Fresno	High School	Osmer Abbott, Ph. D.	Dept.	2	5	3	28	0	0	4	13	3	6	4	4	3	1,017	10,000	
154	Fulton	Union High School	W. K. Carpenter	Ind	2	2	23	27	0	0	10	15	3	1	2	1	4	330	20,000	
155	Gilroy	High School	Albert L. Jones	Dept.	1	2	11	33	0	0	3	12	3	11	1	4	3	330	50,000	
156	Grass Valley	do	M. W. Smith	Dept.	1	0	0	54	74	0	0	2	0	5	8	2	3	150	15,000	
157	Gridley	Union High School	Barlan C. Smith	Ind	3	2	5	8	0	0	2	0	10	15	10	15	3	600	9,000	
158	Hanford	do	E. H. Walker	Dept.	3	4	17	40	0	0	3	7	5	12	2	0	3	700	5,000	
159	Haywards	do	J. H. Gamble	Ind	4	0	27	36	0	0	3	7	5	12	2	0	3	335	6,000	
160	Healdsburg	High School	H. E. Bull	Dept.	3	0	1	36	0	0	2	2	0	1	6	1	2	600	5,000	
161	Hemet	Union High School	Charles L. Williams	Ind	1	1	14	12	0	0	10	5	6	1	2	3	4	335	6,000	
162	Hollister	High School	James Davis	Dept.	2	0	28	24	0	0	10	5	6	1	2	3	3	190	4,500	
163	Jullian	Cuyamaca Union High School	U. S. Bailey	Dept.	1	0	10	10	0	0	3	2	3	4	1	2	4	575	4,500	
164	Livermore	Alameda County Union High School No. 1	W. J. Connell	Ind	1	3	23	20	0	0	2	2	3	7	3	4	4	400	15,000	
165	Lodi	High School	Frank B. Wootten	Dept.	1	1	13	20	0	0	3	2	1	0	2	4	1	275	5,000	
166	Lompoc	Union High School	Horace N. Caldwell	Dept.	2	2	33	27	0	0	5	2	5	2	5	2	4	130	10,000	
167	Long Beach	High School	F. S. Harford	Dept.	2	3	33	27	0	0	5	2	5	2	5	2	4	320	15,000	
168	Los Angeles	do	W. H. Housh	Dept.	8	11	355	535	0	0	8	49	57	40	83	15	21	1,200	111,000	
169	Los Banos	West Side Union High School	J. T. McManis	Dept.	2	0	11	10	0	0	5	8	49	57	40	83	15	21	1,200	111,000
170	Los Gatos	High School	Geo. C. Russell	Dept.	1	2	27	23	0	0	1	0	10	20	1	5	1	200	6,000	
171	Madera	do	L. Glenn Boyard	Dept.	1	1	9	6	0	0	1	0	10	20	1	5	1	137	7,500	
172	Marysville	do	G. H. Stokes	Ind	1	1	33	47	0	0	1	0	10	20	1	5	1	300	8,000	
173	Mendocino	do	R. Y. Ghidde	Dept.	1	2	21	44	0	0	3	1	0	3	12	1	2	300	23,000	
174	Merced	do	Frederick W. Koch	Ind	4	1	43	49	0	0	3	0	4	4	3	1	2	807	10,000	
175	Monrovia	do	T. H. Kirk	Dept.	2	2	19	14	0	0	3	0	4	4	3	1	2	900	15,000	
176	Napa	do	P. O. Mower	Ind	2	1	30	51	0	0	1	0	10	20	1	5	1	900	15,000	
177	National City	do	Mrs. G. H. Wilson	Dept.	2	1	23	45	0	0	4	4	2	2	2	2	4	500	36,000	
178	Nevada City	do	E. H. Barker	Dept.	2	1	21	22	0	0	8	8	4	2	2	2	4	350	36,000	
179	Oakdale	Union High School	J. E. McChesney	Dept.	6	13	139	384	0	0	10	12	7	2	14	25	4	503	225,000	
180	Oakland	High School	L. M. Reager	Ind	1	0	6	12	0	0	1	0	10	20	1	5	1	40	20,000	
181	Oakland	Union High School	J. B. Hughes	Ind	2	0	20	23	0	0	10	7	5	0	1	3	4	150	20,000	
182	Oroville	do	James D. Graham	Dept.	5	6	104	263	0	0	25	49	10	0	8	20	7	300	300	
183	Pasadena	Wilson High School	David S. Snedden	Dept.	1	2	51	30	0	0	1	0	1	0	2	2	0	400	800	
184	Paso Robles	High School	U. Homer Nicholson	Dept.	1	1	7	14	0	0	1	0	1	0	1	0	4	100	20,000	
185	Perris	Union High School	W. Scott Thomas	Dept.	2	2	23	55	0	0	3	12	1	2	0	1	4	450	20,000	
186	Petaluma	High School	W. Scott Thomas	Dept.	2	2	23	55	0	0	3	12	1	2	0	1	4	450	20,000	
187	Placerville	Union High School (dist. No. 1)	S. B. Wilson	Dept.	1	0	4	23	0	0	3	12	1	2	0	1	4	22	500	
188	Pomona	High School	Frank H. Hyatt	Dept.	2	5	70	85	0	0	4	8	40	50	10	17	10	400	30,000	
189	Ranoma	do	W. Olin Lowe	Dept.	1	0	11	8	0	0	1	1	1	1	1	1	4	32	1,200	
190	Red Bluff	Union High School	O. E. Graves	Dept.	2	3	0	33	0	0	5	10	1	6	0	5	4	130	---	
191	Redding	Shasta County High School	U. G. Durfee	Ind	2	3	1	23	49	0	0	5	10	1	6	0	5	4	---	---
192	Redlands	Union High School	Lewis B. Avery	Ind	5	3	78	117	0	0	3	8	3	8	3	6	4	800	38,300	

* Statistics of 1938-39.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department in independent.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.				Second-ary stu-dents.				Prepar-ing for college.				Gradu-ates in 1900.					
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
CALIFORNIA—con-tinued.																					
183 Redwood City	Sequoia Union High School	F. S. Rosseter	Ind	2	2	46	42	0	0			26	18	1	1	1	1	4		500	\$40,000
184 Riverside	High School	Miss Eugenie Fuller	Dept	3	4	86	139	0	0	1	1	11	5	11	13	11	5	4		568	
185 Sacramento	do	James H. Pond	Dept	4	6	118	186	0	0	2	1	6	2	7	8	4	12	4		723	
186 Salinas	do	Charles C. Hill	Dept	2	2	53	71	0	0									4		500	
187 San Bernardino	do	D. B. Sturges	Dept	5	4	9	136	0	0	14	45	20	3	13	23	8	10	4		700	
188 San Diego	do	Harry Holliday	Dept	4	9	174	223	0	0	0	24			28	36	21	35	3			
189 San Francisco	Girls' High School	Elisha Brooks	Dept	12	0	486	0	0	0	0	55	31	107	60	33	7	23	3		1,474	
190 do	Lowell High School	Frank Morton	Dept	9	3	329	179	0	0	6	10	15	33	7	23	3	5	3		800	
191 do	Mission High School	Joseph O'Connor	Dept	5	7	70	160	0	0	0	6	10	15	33	7	23	3	5		390	
200 do	Polytechnic High School	Walter N. Bush	Dept	12	16	300	353	0	0	0	5	82	166	10	20	8	17	4		1,000	
202 do	High School	Edward B. Oakley	Dept	1	1	15	24	0	0	2	5	1	0	4	7	0	3	4		400	
203 San Jacinto	do	A. E. Shumate	Dept	4	6	156	204	0	0	0	3	6	7	1	1	0	0	4		200	
204 San José Obispo	do	R. C. Buchanan	Dept	1	4	34	59	0	0	1	1	2	1	3	7			4		900	
205 Santa Ana	do	F. J. Bentley	Dept	2	2	37	52	0	0	0	0							4		650	
206 Santa Barbara	do	Joseph C. Templeton	Dept	6	3	87	162	0	0									4		250	
207 Santa Clara	do	William A. Wilson	Dept	5	4	55	118	0	0					12	21	5	9	4		750	
208 Santa Cruz	do	Leigh R. Smith	Dept	2	5	92	98	0	0			15	25	8	17	5	8	4		9,800	
209 Santa Maria	do	D. C. Clark	Dept	4	1	30	45	0	0					2	10	2	5	4		250	
210 Santa Monica	Union High School	L. L. Evans	Ind	1	2	28	20	0	0			4	3	1	2	3	3	2		787	
211 Santa Paula	High School	Nathan F. Smith	Dept	3	2	31	34	0	0	2	6	2	4	4	8	10		4		575	
212 Santa Rosa	Union High School	J. B. Newell	Dept	3	1	31	34	0	0									4			
213 Santa Rosa	High School	E. M. Cox	Dept	4	4	122	185	0	0									4			
214 Selma	Union High School	C. S. Taylor, Jr.	Dept	2	1	30	55	0	0									4			

216	Sonoma	Sonoma Valley Union High School.	Benjamin Weed	Ind	1	1	12	11	0	0	---	---	---	3	3	3	3	---	1,000	
217	Stockton	High School.	F. E. Perham	Dept.	7	4	100	100	0	0	---	10	18	---	---	---	4	---	1,100	
218	Suisun	Arnold Union High School.	Chester Wetmore	Dept.	1	2	15	23	0	0	---	11	0	4	6	2	0	---	---	
219	Sutler	Union High School.	W. A. Wright	Dept.	1	1	17	13	0	0	---	3	0	4	2	0	3	251		
220	Tulare	High School	C. J. Walker	Dept.	2	3	51	50	0	0	---	19	14	6	11	4	3	4	1,480	
221	Ukiah	do.	L. W. Babcock	Dept.	1	1	52	56	0	0	---	2	0	3	14	8	5	0	330	
222	Vacaville	do.	Carl H. Nielsen	Ind	2	2	40	41	0	0	---	12	8	2	5	2	2	4	300	
223	Valejo	do.	J. J. Rippetoe	Dept.	1	2	34	42	0	0	---	---	---	1	0	1	4	575		
224	Ventura	do.	P. W. Kaufman	Dept.	3	2	40	92	0	0	---	---	---	5	8	---	---	520		
225	Visalia	do.	P. S. Woodsey	Dept.	1	1	60	68	0	0	---	12	2	2	10	2	5	4	530	
226	Watsonville	do.	Irving Townsend	Dept.	3	2	48	56	0	0	---	14	12	4	10	6	8	3	500	
227	Willow	Union High School.	G. W. Wright	Dept.	1	1	15	16	0	0	---	3	1	2	3	2	1	4	175	
228	Winters	do.	N. A. Connean	Ind	1	1	10	18	0	0	---	0	2	0	2	2	0	4	132	
229	Woodland	High School	F. A. Swanger	Dept.	2	2	35	57	0	0	---	12	17	2	3	1	0	4	323	
230	Yreka	Siskiyou County High School.	Burt O. Kinney	Ind	3	1	34	22	0	0	---	2	1	10	4	5	2	4	840	
COLORADO.																				
231	Akron	High School	J. S. Howe	Dept.	1	0	10	14	30	40	---	---	---	1	5	1	0	3	150	
232	Alamosa	do.	Royal W. Bullock	Dept.	1	1	8	12	0	0	---	---	0	3	---	---	3	---	8,000	
233	Arvada	do.	J. L. Donahue	Dept.	1	0	2	8	0	0	---	2	8	---	---	---	3	---	600	
234	Aspen	do.	F. J. Dollinger	Dept.	2	1	35	90	0	0	---	1	2	2	1	3	8	2	1,200	
235	Boulder	State Preparatory School.	Henry W. Callahan, Ph. D.	Dept.	9	3	164	191	0	0	---	---	---	11	14	11	14	4	59	1,500
236	Canyon City	High School	Miss M. Belle Minor	Dept.	3	3	60	65	0	0	---	2	13	35	30	6	7	6	850	
237	do.	South Canyon High School.	H. E. Smith	Dept.	1	2	28	30	0	0	---	5	8	10	15	2	3	2	60,000	
238	Castle Rock	Douglas County High School.	Ind	1	1	8	12	0	0	2	4	1	0	---	---	---	---	50	---	
239	Central City	High School	Miss Ethelwyn M. Price	Dept.	2	2	16	44	0	0	---	1	5	5	3	3	2	1	1,500	
240	Colorado Springs	do.	Ernest R. Clark	Dept.	1	3	173	242	0	0	---	50	75	13	22	8	13	4	125,000	
241	Cripple Creek	do.	E. C. Hickey	Dept.	2	2	60	80	0	0	---	---	---	1	7	1	4	3	30,000	
242	Del Norte	High School (dist. No. 2)	Clay Tallman	Dept.	1	1	11	24	0	0	---	---	---	0	1	0	1	4	400	
243	Delta	High School	U. W. Keplinger	Dept.	1	1	25	40	0	0	---	3	3	0	2	0	4	3	325	
244	Denver	High School (dist. No. 1)	Wm. H. Smiley	Dept.	15	13	378	489	0	0	---	40	39	37	83	37	28	4	338	
245	do.	High School (dist. No. 2)	Edward F. Hermanns	Dept.	8	8	197	311	0	0	---	7	92	84	18	40	15	14	700,000	
246	do.	High School (dist. No. 7)	Miss Cora M. Corson	Dept.	1	2	23	45	0	0	---	10	22	5	1	0	1	0	110,000	
247	do.	Manual Training High School.	Charles A. Bradley	Dept.	9	10	195	185	0	0	---	6	17	23	7	21	27	4	45,000	
248	Denver (Highlands)	North Side High School	James H. Van Sickle, supt.	Dept.	6	10	169	304	0	0	---	---	---	15	27	4	14	---	1,900	
249	Durango	High School	James R. Meek	Dept.	3	2	54	115	0	0	---	0	2	---	---	0	6	---	500,000	
250	Florence	do.	Thos. Matthews	Dept.	3	1	15	40	0	0	---	6	10	1	2	1	2	4	300	
251	Georgetown	do.	D. R. Hatch	Dept.	2	2	23	28	0	0	---	4	1	0	2	6	2	1	150	
252	Golden	Fremont High School	F. M. Smith	Ind	1	0	5	0	30	25	---	---	---	---	---	---	---	---	450	
253	do.	High School	William Triplett	Dept.	3	1	37	57	0	0	---	23	36	---	3	4	3	4	100	
254	Grand Junction	do.	Clynn Smith	Dept.	3	4	1	39	94	0	0	---	---	---	4	6	4	3	700	
255	Greeley	do.	A. B. Copeland	Dept.	3	4	63	140	0	0	---	---	---	17	25	---	---	48,000		
256	Gunnison	do.	J. B. Kenagy	Dept.	1	1	19	12	0	0	---	5	6	0	3	---	---	1,200		
257	do.	do.	do.	Dept.	3	1	10	12	0	0	---	---	---	---	---	---	---	50,000		

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.										Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Ele-men-tary stu-dents.		Classi-fic course.		Grad-uates in the class that gradu-ated in 1900.		College prepar-atory.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
COLORADO—cont'd																					
237	Holyoke.....	O. E. Jackson.....	Dept.....	1	0	9	0	0	0	0	0	2	1	1	4	1	2	2	40	\$10,000	
238	Idaho Springs.....	Miss Ida E. Reynolds.....	Dept.....	1	2	19	22	0	0	0	8	0	0	1	4	1	2	4	1,100	30,000	
239	Lafayette.....	W. M. Shafer.....	Dept.....	3	3	54	70	0	0	0	17	18	4	11	4	11	4	4	500	500	
240	Leadville.....	Charles T. Conger.....	Dept.....	4	2	55	100	0	0	0	0	0	0	5	6	1	3	4	500	600	
241	Longmont.....	Miss May Fuller.....	Dept.....	1	1	35	35	0	0	0	0	0	0	6	6	1	3	4	300	15,000	
242	Loveland.....	R. E. Keating.....	Dept.....	1	1	0	0	5	17	0	0	0	0	0	0	0	1	1	150	9,000	
243	Mancos.....	G. A. Benjamin.....	Dept.....	2	1	36	39	0	0	0	2	4	14	3	3	3	3	4	350	25,000	
244	Monte Vista.....	Miss Myrtle B. Porter.....	Dept.....	1	1	22	33	0	0	0	0	0	0	0	0	0	0	0	1,000	0	
245	Montrose.....	W. P. Rhodes.....	Dept.....	1	1	12	24	0	0	0	0	0	0	0	0	0	0	0	0	0	
246	Ouray.....	R. M. Rolfe.....	Dept.....	3	3	70	155	0	0	0	4	3	1	6	13	5	6	4	40	1,573	
247	Pueblo.....	Miss Izora Scott.....	Dept.....	5	6	73	149	0	0	0	7	25	11	5	1	6	1	0	3	600	
248	Pueblo.....	Henry M. Hart.....	Dept.....	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
249	Rocky Ford.....	C. L. Emphank.....	Dept.....	4	0	15	14	0	0	0	5	4	0	3	4	1	2	4	100	4,000	
250	Seguache.....	John I. Palmer.....	Dept.....	2	0	27	32	0	0	0	1	6	2	0	3	4	1	2	500	500	
251	Salida.....	Edgar Kesner.....	Dept.....	3	0	29	43	0	0	0	0	1	6	2	1	3	2	1	188	9,000	
252	Sterling.....	F. H. Merten.....	Dept.....	1	1	4	0	0	0	0	1	0	1	0	0	0	0	4	900	45,000	
253	Telluride.....	W. G. Harris.....	Dept.....	2	3	47	65	0	0	0	5	10	3	4	1	3	1	2	200	20,000	
254	Trinidad.....	Edward G. Bauman.....	Dept.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
CONNECTICUT.																					
255	Ansonia.....	M. E. Richmond.....	Dept.....	0	4	34	38	0	0	4	3	5	0	3	12	2	0	4	2,500	12,000	
256	Bethel.....	Ebenezer M. Crofoot.....	Dept.....	1	1	23	48	0	0	1	1	0	1	10	1	0	3	380	12,000		
257	Brantford.....	George F. Murdock.....	Dept.....	1	3	19	30	0	0	0	4	0	0	3	3	3	0	4	500	27,000	
258	Bridgeport.....	H. D. Simonds.....	Dept.....	5	11	206	287	0	0	27	11	1	1	27	42	5	13	4	1,150	90,501	
259	Bristol.....	Elmer S. Hosmer.....	Dept.....	1	4	53	72	0	0	8	5	5	1	9	8	6	4	4	1,200	35,000	

[illegible]

*Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.										Number of volumes in the library.	21	22					
				Second-ary in-struct-ors.	Preparing for college.						College prepar-atory stud-ents in the class that graduated in 1900.	Length of course in years.	Number in military drill.								
					Gradu-ates in 1900.	Classi- cal course.		Scien- tific course.		Male.							Female.				
						Male.	Female.	Male.	Female.									Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
CONNECTICUT—continued.																					
326	Southington.....	Lewis High School.....	Dept.	1	4	45	67	0	0	2	7	1	0	4	15	0	3	4	---	750	\$27,000
327	South Manchester.....	High School.....	Dept.	2	4	52	52	0	0	15	7	---	---	8	5	4	2	4	---	500	---
328	South Norwalk.....	do.....	Dept.	1	3	36	40	0	0	---	---	---	---	1	12	---	---	3	---	200	---
329	South Windsor.....	do.....	Dept.	1	2	9	13	0	0	---	---	---	---	---	---	---	---	4	---	80	1,000
330	Stafford Springs.....	do.....	Dept.	1	2	12	36	0	0	0	2	1	0	2	9	0	1	4	---	650	30,000
331	Stamford.....	do.....	Dept.	7	6	84	151	0	0	13	18	6	2	13	18	9	5	4	---	1,022	125,000
332	Stonington.....	High School (dist. No. 9).....	Dept.	1	1	18	32	0	0	1	1	---	---	3	7	1	1	4	---	200	31,000
333	do.....	Pawcatuck High School (dist. No. 18).....	Dept.	1	1	15	25	10	0	---	---	---	---	1	5	---	---	3	---	1,432	15,000
334	Stratford.....	High School.....	Dept.	0	2	9	20	0	0	---	---	---	---	---	---	---	---	3	---	---	---
335	Terryville.....	do.....	Dept.	1	3	13	19	0	0	---	---	---	---	3	2	---	---	3	---	150	---
336	Thomaston.....	do.....	Dept.	1	2	23	28	0	0	1	0	1	0	0	5	---	---	3	---	300	20,000
337	Thompsonville.....	Enfield High School.....	Dept.	1	3	59	70	0	0	10	4	8	0	3	10	2	1	4	---	1,800	40,000
338	Torrington.....	High School.....	Dept.	2	5	6	102	112	0	1	4	15	0	5	13	1	2	4	---	3,000	---
339	Wallingford.....	do.....	Dept.	2	3	47	74	0	0	4	5	1	0	2	14	1	1	4	---	---	---
340	Wapping.....	do.*.....	Dept.	0	1	8	14	5	4	---	---	---	---	2	3	---	---	4	---	200	100,000
341	Waterbury.....	do.....	Dept.	7	9	225	275	0	0	32	8	15	0	23	57	8	0	4	---	600	15,000
342	Watertown.....	Center High School.....	Dept.	1	1	21	15	0	0	---	---	---	---	6	5	---	---	3	---	750	---
343	Westchester.....	Day High School.....	Dept.	1	0	15	2	0	0	---	---	---	---	---	---	---	---	4	---	180	---
344	West Hartford.....	High School.....	Dept.	2	1	17	28	0	0	5	8	1	0	7	10	4	0	4	---	1,000	---
345	Westville.....	do.....	Dept.	2	1	7	10	0	0	---	---	---	---	---	---	---	---	4	---	---	---
346	Willimantic.....	Windham High School.....	Dept.	2	1	90	85	0	0	4	0	---	---	---	---	---	---	4	---	---	---
347	Windsor.....	High School.....	Dept.	1	1	25	17	0	0	---	---	---	---	4	4	---	---	4	---	220	25,000
348	Woodbury.....	do.....	Dept.	1	2	16	32	0	0	1	0	---	---	---	---	---	---	4	---	100	10,000

Value of grounds, buildings, furniture, and scientific apparatus.

DELAWARE.		High School	Dept.	1	0	4	17	0	0	1	0	5	7	3	3	2	60	6,000
349	Delaware City	do	Dept.	1	0	4	17	0	0	1	0	5	7	3	3	2	60	3,000
350	Felton	do	Dept.	1	0	7	10	57	47	1	0	2	3	3	1	0	60	3,000
351	Georgetown	do	Dept.	1	0	10	12	0	0	2	1	0	3	5	1	0	4	10,000
352	Laurel	do	Dept.	1	1	13	22	0	0	1	0	2	10	1	3	3	40	10,000
353	Lewes	do	Dept.	1	0	5	21	0	0	0	1	0	2	0	2	3	40	10,000
354	Middletown	Academy and High School	Dept.	1	1	15	17	0	0	0	0	2	0	2	4	2	10,000	10,000
355	Milford	High School	Dept.	1	3	20	27	0	0	1	0	1	0	0	0	4	350	10,000
356	Milton	do	Dept.	1	0	4	15	0	0	1	0	0	0	0	0	0	100	40,000
357	Newark	do	Dept.	1	2	30	40	10	10	0	5	0	4	9	3	0	100	40,000
358	New Castle	do	Dept.	1	2	30	32	0	0	10	15	15	5	5	7	3	4	45,000
359	Seaford	do	Dept.	1	1	29	35	0	0	10	15	15	5	5	7	3	4	45,000
360	Smyrna	do	Dept.	1	0	11	26	0	0	2	6	0	2	6	2	6	500	16,000
361	Wilmington	do	Dept.	5	13	224	356	0	0	0	0	25	44	0	0	3	320	85,000
DISTRICT OF COLUMBIA.																		
362	Washington	Business High School	Dept.	6	14	267	397	0	0	0	0	39	58	2	65	700	---	---
363	do	Central High School	Dept.	15	30	493	633	0	0	61	32	65	15	22	4	190	6,000	---
364	do	Eastern High School	Dept.	11	11	182	340	0	0	21	4	0	0	20	41	8	87	2,100
365	do	High School (colored)	Dept.	19	11	198	566	0	0	0	0	0	0	35	64	6	128	1,400
366	do	Western High School	Dept.	4	16	163	242	0	0	9	9	20	0	10	15	8	1	1,100
FLORIDA.																		
367	Aucilla	High School	Dept.	1	0	5	7	27	31	1	1	0	1	4	0	1	4	20,000
368	Barrow	Summerlin Institute	Dept.	3	1	23	44	0	0	0	0	1	1	7	0	3	60	3,000
369	Bronson	High School	Dept.	1	0	1	7	33	33	0	3	0	1	3	2	4	600	5,000
370	Brooksville	Hernando High School	Dept.	2	0	18	17	0	0	1	3	3	2	3	2	4	2,000	2,000
371	Crawfordville	Wakulla Graded School	Dept.	1	0	9	15	43	34	1	3	0	4	7	0	4	5,000	5,000
372	Crystal River	High School	Dept.	0	1	0	4	30	24	0	1	1	1	0	0	0	200	3,000
373	Dade City	do	Dept.	1	0	12	15	43	40	0	1	1	0	3	0	0	4	5,000
374	Daytona	Graded School (colored)	Dept.	1	1	0	6	24	0	1	1	0	6	24	0	0	4	6,400
375	De Land	High School (colored)	Dept.	1	0	4	8	0	0	0	0	0	0	0	0	0	200	3,000
376	Eustis	District School, No 1 (colored)*	Dept.	1	0	2	8	0	0	0	0	1	1	0	0	0	3	3,000
377	Fernandina	High School	Dept.	1	0	2	3	40	38	0	0	1	1	0	0	0	1,000	1,000
378	Fort Meade	High School	Dept.	1	0	2	3	40	38	0	0	1	1	0	0	0	500	25,000
379	Gainesville	East Florida Seminary	Dept.	5	3	95	53	27	5	5	5	1	5	1	3	87	250	6,000
380	do	Union Academy (colored)	Dept.	3	0	15	35	0	0	5	5	1	14	5	3	3	250	6,000
381	Green Cove Springs	High School	Dept.	0	3	10	25	35	40	0	0	0	0	0	0	3	---	---
382	Inverness	do	Dept.	0	0	7	12	0	0	2	5	2	0	0	0	2	---	---
383	Jacksonville	Duval High School	Ind.	3	3	55	152	0	0	9	8	5	2	3	21	0	300	15,000
384	Key West	Sears School	Dept.	1	2	19	27	0	0	0	0	0	0	0	0	3	100	---
385	Kissimmee	Osceola High School	Dept.	2	0	25	19	0	0	0	0	1	3	0	0	4	200	6,000

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stud-ents.		Preparing for college.						Gradu-ates in the class that graduated in 1900.		College prepar-atory stud-ents in the class that graduated in 1900.							
								Classi- Sci-entific course.															
								Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
FLORIDA—cont'd.																							
386 Lake City.....	High School.....	Henry Rickards.....	Dept.....	1	1	8	19	0	0												\$10,000		
387 Lakeland.....	do.....	Thomas Kirk.....	Dept.....	1	1	16	23	0	0			1	0	0	6					100	2,000		
388 Leesburg.....	do.....	O. J. Moore.....	Dept.....	1	1	15	25	0	0					0	6			2			6,000		
389 Marianna.....	Jackson County High School.....	W. J. Wynn.....	Dept.....	2	0	8	12	50	50			1	0	0	3			3			1,500		
390 Monticello.....	Jefferson Collegiate Institute.....	J. H. Fulkis.....	Dept.....	1	1	10	23	50	48					0	4			4			4,000		
391 Ocala.....	High School.....	Prof. W. E. Griffin.....	Dept.....	2	1	15	43	0	0					2	5	1	1	4		250	6,000		
392 Orlando.....	do.....	J. L. Boone.....	Dept.....	1	3	20	30	0	0					0	2			4			3,000		
393 Palatka.....	Putnam High School.....	J. L. Hines.....	Dept.....	1	2	10	40	0	0												7,000		
394 Pensacola.....	High School.....	C. H. Dye.....	Dept.....	1	2	10	40	0	0	2	4			5	13			2		450	200		
395 Plant City.....	do.....	J. H. Selden.....	Dept.....	1	1	22	30	0	0									4			15,000		
396 St. Augustine.....	do.....	J. William McClung.....	Dept.....	2	1	15	25	0	0					3	4			4			1,200		
397 Spring Lake.....	do.....	A. B. O'Berry.....	Dept.....	1	0	1	4	74	31	0	1		8	0	7	0	2	4		100	3,935		
398 Starke.....	Bradford County High School.....	A. Hercules.....	Dept.....	2	0	40	64	0	0									4			15,000		
399 Tampa.....	Hillsboro County High School.....	B. C. Graham.....	Dept.....	1	3	44	72	0	0					6	8			4					
GEORGIA.																							
400 Adairsville.....	High School.....	W. A. Thompson.....	Dept.....	1	1	21	19	0	0									4			5,000		
401 Adel.....	Institute.....	Rufus L. Dodd.....	Ind.....	1	0	20	8	30	7			3						3		20	1,000		
402 Albany.....	Academy.....	S. R. de Jarnette.....	Ind.....	2	0	30	33	0	0	8	20							4			7,000		
403 Algonon.....	Co. Line Academy.....	H. T. Flanigan.....	Dept.....	1	0	4	6	79	59	1	2							3			350		

[illegible]

* Statistics of 1898-99.

Montezuma	472	Institute.	Roland B. Daniel	Dept.	1	1	20	30	0	0	7	13	1	0	18	20	2	4	3	850	10,000
Nashville	473	McPherson Academy *	Prof. W. E. White	Dept.	1	1	0	4	29	0	36	3	2	---	---	---	---	---	---	---	---
Newnan	474	High School	H. J. Goertner	Dept.	2	2	23	33	0	0	---	---	---	---	1	6	---	---	3	600	25,000
Note	475	Central Academy	Ervin Perry	Dept.	1	1	21	34	21	14	---	---	---	---	---	---	---	---	---	---	---
Palmetto	476	High School	J. A. Richardson	Dept.	1	1	12	19	24	28	4	8	1	0	0	4	0	3	3	---	2,000
Perry	477	do	E. H. Holland	Dept.	1	1	1	6	0	0	---	---	---	---	---	---	---	---	---	---	2,500
Phenix	478	Academy	J. M. Worley	Dept.	0	1	1	8	0	0	---	---	---	---	---	---	---	---	---	---	300
Powder Springs	479	High School	W. A. Farham	Dept.	1	1	2	5	40	0	---	---	---	---	2	6	---	---	3	---	1,000
Quitman	480	Graded School	E. F. Robeson	Dept.	1	0	8	32	0	28	0	2	1	0	5	16	5	12	3	---	6,000
Rockville	481	Academy	F. G. Branch	Ind.	1	2	32	61	0	0	6	12	0	6	0	0	1	2	---	---	---
Rome	482	High School	E. M. Gannon	Dept.	2	0	32	61	0	0	---	---	---	---	---	---	---	---	---	---	---
do	483	High School (colored)	L. S. Ingraham	Dept.	1	0	2	7	0	0	---	---	---	---	---	---	---	---	---	---	---
do	484	High School	M. B. Smith	Dept.	2	2	30	40	0	0	---	---	---	---	---	---	---	---	---	---	---
Roswell	485	do	C. Whitehurst	Dept.	1	1	1	15	47	0	0	2	6	---	---	---	---	---	---	---	300
Sandersville	486	do	T. J. Elder	Dept.	1	0	5	12	0	0	---	---	---	---	0	12	---	---	3	---	50
do	487	High School (colored)	W. T. W. Morris	Dept.	1	0	13	15	25	0	---	---	---	---	---	---	---	---	---	---	---
Sargent	488	Farmers' High School	H. F. Train	Dept.	1	0	3	96	309	0	0	6	18	2	0	17	39	6	18	3	---
Savannah	489	High School	W. F. McKemie	Dept.	6	3	9	16	42	53	2	3	8	---	---	---	---	---	---	---	50
Seneca	490	Institute.	G. W. St. John	Dept.	1	1	9	9	15	28	24	3	6	8	---	---	---	---	---	---	---
Sharpsburg	491	High School *	Chas. R. Jenkins	Dept.	1	1	15	15	16	30	35	13	14	---	---	---	---	---	---	---	200
Shelburne	492	Institute.	Talford R. Smith	Dept.	1	0	10	12	34	34	---	---	---	---	---	---	---	---	---	---	---
Siloam	493	High School	do	Ind.	1	0	10	12	34	34	---	---	---	---	---	---	---	---	---	---	---
Smithville	494	do	J. H. Parks	Dept.	1	0	9	6	38	45	1	2	0	3	0	---	---	---	---	---	100
Social Circle	495	Male and Female Institute.	Robt. L. Paine	Dept.	1	2	9	40	0	0	14	10	3	8	---	---	---	---	---	---	56
Sparta	496	High School	William T. Dumas	Dept.	2	0	15	25	0	0	---	---	---	---	5	8	---	---	---	---	345
Stone Mountain	497	Academy	Chesnut and Hotchelt.	Dept.	1	0	6	12	82	57	1	4	1	0	---	---	---	---	---	---	---
Summerville	498	do	T. C. Hoyl	Dept.	1	0	5	12	37	23	0	3	1	0	---	---	---	---	---	---	---
Sylvania	499	High School	Ronald Johnson	Dept.	1	1	10	10	40	30	---	---	---	---	---	---	---	---	---	---	---
Thomaston	500	R. E. Lee Institute	R. G. Smith	Dept.	2	0	20	30	0	0	---	---	---	---	0	7	---	---	---	---	1,000
Tifton	501	Institute *	W. M. McMan	Dept.	1	2	15	21	0	0	---	---	---	---	1	1	---	---	---	---	75
Tunnelhill	502	High School	J. M. McClure	Dept.	1	0	12	15	21	34	---	---	---	---	---	---	---	---	---	---	---
Turin	503	do	P. F. Hought	Dept.	1	1	20	30	42	10	3	8	5	4	---	---	---	---	---	---	300
Union Point	504	do	P. F. Merritt	Dept.	1	1	20	15	32	48	2	3	---	---	---	---	---	---	---	---	800
Valdosta	505	Institute.	W. B. Merritt	Dept.	2	1	36	57	0	0	5	4	2	5	1	6	1	4	1	---	750
Villa Rica	506	High School *	Eugene T. Steed	Dept.	1	1	56	27	0	0	---	---	---	---	---	---	---	---	---	---	500
Waco	507	do	E. Z. Powell	Dept.	1	0	6	4	8	27	20	---	---	---	---	---	---	---	---	---	---
Walden	508	do	C. W. Kilpatrick	Dept.	1	0	9	8	8	27	23	---	---	---	---	---	---	---	---	---	---
Walnut Grove	509	Academy *	Prof. D. J. Blackock	Dept.	1	0	10	5	30	30	10	0	---	---	---	---	---	---	---	---	---
Washington	510	High School	A. M. Duggan	Ind.	2	0	20	10	50	48	---	---	---	---	---	---	---	---	---	---	---
Waycross	511	do	T. E. Hollingsworth	Dept.	1	1	28	23	0	0	---	---	---	---	---	---	---	---	---	---	---
Westpoint	512	do	J. E. Parks	Dept.	2	0	12	23	0	0	3	18	---	---	---	---	---	---	---	---	---
Whigham	513	Connell Academy	C. E. Dugan	Dept.	1	0	4	6	25	20	4	7	2	3	---	---	---	---	---	---	500
White Plains	514	Dawson Institute *	A. G. Overton	Dept.	1	0	13	17	49	33	2	2	1	0	0	---	---	---	---	---	300
Willard	515	Salem Academy	A. J. Little	Dept.	1	0	6	12	12	2	2	2	2	1	0	---	---	---	---	---	12
Winder	516	High School	Henry E. Hunt	Dept.	2	0	18	20	0	0	0	4	3	0	---	---	---	---	---	---	250
Winterville	517	Academy *	W. D. Candler	Dept.	0	1	16	18	31	23	0	2	0	---	---	---	---	---	---	---	---
Woodbury	518	High School	L. T. F. Arnall	Dept.	1	1	19	39	41	32	0	2	8	0	---	---	---	---	---	---	40
Woodville	519	do	Prof. J. C. Caldwell	Ind.	1	1	25	20	35	20	10	6	5	0	3	4	2	2	3	---	150

* Statistics of 1888-89.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.										Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				College prepar-atory students in the class that graduated in 1900.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
IDAHO.																					
520	Boise.....	O. O. Haga.....	Dept.....	1	0	65	78	0	0	—	—	4	8	11	12	—	—	4	—	400	\$50,000
521	Caldwell.....	Professor Maybouch.....	Dept.....	2	0	3	29	0	0	—	—	—	—	—	—	—	—	3	—	100	7,100
522	Genesee.....	Hartzell Cobbs.....	Dept.....	2	1	21	19	0	0	1	2	5	4	1	3	—	1	4	—	100	6,500
523	Hailey.....	A. P. West.....	Dept.....	1	0	15	18	0	0	—	—	—	—	—	—	—	—	3	—	1,600	4,000
524	Hendrick.....	A. B. Twyne.....	Dept.....	1	0	12	11	0	0	—	—	—	—	—	—	—	—	3	—	—	4,000
525	Lewiston.....	R. N. Wright.....	Dept.....	2	0	22	27	0	0	4	6	—	—	2	1	—	2	3	—	400	30,000
526	Moscow.....	J. C. Muerman.....	Dept.....	1	2	40	60	0	0	—	—	0	1	4	8	—	1,000	3	—	1,000	—
527	Pocatello.....	Miss Kate Porter.....	Dept.....	1	2	38	37	0	0	3	2	1	0	3	6	1	2	3	—	500	—
ILLINOIS.																					
528	Abingdon.....	George Bloomer.....	Dept.....	1	1	19	35	0	0	—	—	—	—	3	6	2	0	3	—	295	20,000
529	Albion.....	J. G. Eimers.....	Dept.....	2	0	16	28	0	0	—	—	—	—	2	5	—	—	3	—	300	8,000
530	Aledo.....	J. W. Collins.....	Dept.....	2	3	15	85	0	0	27	34	12	20	9	16	8	11	4	—	1,100	30,000
531	Alexis.....	W. W. Hardin.....	Dept.....	1	1	19	20	0	0	—	—	—	—	—	—	—	—	3	—	218	4,000
532	Altamont.....	J. A. Reed.....	Dept.....	1	0	22	27	0	0	—	—	—	—	4	3	—	—	3	—	130	6,000
533	Alton.....	J. E. Turner.....	Dept.....	3	2	67	135	0	0	12	19	6	0	9	20	4	2	4	—	600	50,000
534	Altona.....	Clas C. Miller.....	Dept.....	1	0	8	15	0	0	—	—	—	—	—	—	—	—	3	—	350	4,000
535	Amboy.....	F. W. Dunlap.....	Dept.....	2	0	29	37	0	0	—	—	5	10	4	5	2	2	4	—	250	15,000
536	Apple River.....	O. L. Lindsey.....	Dept.....	1	2	9	21	49	46	—	—	10	18	3	4	—	—	4	—	40	6,000
537	Arcola.....	Miss Anna E. Rogers.....	Dept.....	1	2	35	53	0	0	—	—	—	—	—	—	—	—	3	—	800	15,000
538	Arenzville.....	Richard Linder.....	Dept.....	1	0	17	14	48	42	—	—	—	—	—	—	—	—	3	—	100	7,000
539	Arthur.....	Joseph O' Neal.....	Dept.....	1	0	15	14	0	0	—	—	—	—	—	—	—	—	3	—	350	2,500
540	Ashtand.....	Morgan Le Masters.....	Dept.....	1	1	15	25	0	0	—	—	—	—	—	—	—	—	3	—	350	16,000
541	Ashton.....	M. L. Lyon.....	Dept.....	1	0	16	17	0	0	2	1	—	—	—	—	—	2	4	—	60	25,000

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.				Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in the class of 1900.				Length of course in years.	Number in military drill.		
				Male.	Female.	7	8	Male.	Female.	Male.	Female.	Classi-cal course.	Scien-tific course.	Male.	Female.	Male.	Female.					Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ILLINOIS—cont'd.																					
584	Chenoo	High School	Dept.	1	1	12	18	0	0	1	1	3	2	3	1	2	0	4	400	\$15,000	
585	Cherry Valley	do.	Dept.	1	0	6	13	82	29	1	1	1	1	7	5	1	1	3	153	153	
586	Chester	do.	Dept.	1	1	30	40	0	0	1	1	1	1	1	1	1	1	3	330	20,000	
587	Chicago	Caumont High School	Dept.	6	10	133	221	0	0	5	20	9	18	9	18	6	2	4	1,000	1,000	
588	do.	Englewood High School	Dept.	14	19	302	729	0	0	15	0	15	0	76	0	15	0	3	3,076	3,076	
589	do.	English High and Manual Training School.	Dept.	21	0	578	0	0	0	15	0	15	0	76	0	15	0	3	880	35,000	
590	do.	Hyde Park High School.	Dept.	23	27	440	1,033	0	0	100	309	25	0	56	151	20	35	4	2,500	150,000	
591	Chicago (Mayfair)	Jefferson High School.	Dept.	8	4	93	184	0	0	15	37	20	24	9	37	4	5	4	700	40,000	
592	Chicago	John Marshall High School.	Dept.	7	14	138	458	0	0	5	7	5	5	13	37	2	4	4	1,500	1,500	
593	do.	Joseph Medill High School.	Dept.	7	10	138	412	0	0	1	2	2	5	13	48	1	1	4	1,200	250,000	
594	do.	Lake High School	Dept.	9	8	100	255	0	0	4	1	1	1	1	1	1	1	4	1,050	1,050	
595	Chicago (Ravenswood).	Lake View High School.	Dept.	14	21	293	770	0	0	10	10	10	10	32	92	16	22	4	3,185	3,185	
596	Chicago	North Division High School.	Dept.	10	10	148	390	0	0	1	1	1	1	13	63	1	1	4	1,200	250,000	
597	do.	South Division High School.	Dept.	9	17	284	660	0	0	1	1	1	1	31	74	10	9	4	1,200	250,000	
598	do.	West Division High School.	Dept.	15	16	283	918	0	0	17	29	20	25	31	103	1	0	4	1,200	250,000	
599	Chicago Heights.	do.	Dept.	2	2	34	47	0	0	3	3	3	3	5	6	3	3	4	100	4,600	
600	Chillicothe	do.	Dept.	2	2	26	46	0	0	2	2	2	2	4	10	2	2	4	300	30,000	
601	Chrisman	do.	Dept.	1	1	14	20	0	0	0	0	0	0	4	4	0	0	4	50	12,000	

602	Clayton	do	S. H. Trego	Dept.	1	1	27	29	0	0	0	0	5	8	6	9	4	1	2	4	400
603	Clinton	do	Miss Jennie N. Good	Dept.	1	1	33	43	0	0	0	0	0	0	0	0	0	0	0	400	
604	Clyde	do	Harry V. Church	Dept.	1	1	3	31	0	0	0	0	2	3	7	8	2	4	3	0	400
605	Coffeen	do	H. H. Bailey	Dept.	1	1	0	18	0	0	0	0	0	0	0	0	0	0	0	0	20
606	Coffester	do	W. E. Downey	Dept.	1	1	0	14	0	0	0	0	0	0	0	0	0	0	0	0	200
607	Coffax	do	F. C. Prowley	Dept.	1	1	1	20	0	0	0	0	2	1	1	0	3	2	1	0	400
608	Collinsville	do	Miss Carolyn Greer	Dept.	1	1	1	20	0	0	0	0	0	0	0	0	0	0	0	0	500
609	Coulterville	do	E. V. Elack	Dept.	1	1	0	7	12	43	23	0	0	0	0	0	0	0	0	0	2,500
610	Creston	do	E. C. Thomas	Dept.	1	1	0	2	12	43	23	0	0	0	0	0	0	0	0	0	8,000
611	Cuba	do	W. D. Peck	Dept.	1	1	0	20	5	0	0	0	3	5	0	0	0	1	0	1	200
612	Dauvers	do	Jacob Brown	Dept.	1	1	1	20	5	0	0	0	0	0	0	0	0	0	0	0	5,000
613	Daville	do	B. D. Billingshurst	Dept.	3	5	122	179	0	0	0	0	0	0	0	0	0	0	0	0	2,800
614	Davis	do	Francis Thompson	Dept.	2	0	16	13	52	43	0	0	0	0	0	0	0	0	0	0	1,300
615	Decatur	do	Frank Hamsher	Dept.	6	13	270	452	0	0	0	0	0	0	0	0	0	0	0	0	2,350
616	Dekalb	do	Chas. Everett Skinner	Dept.	3	2	43	64	0	0	0	0	0	0	0	0	0	0	0	0	1,000
617	Deland	do	Arthur Verner	Dept.	3	0	13	12	0	0	0	0	1	1	1	0	1	2	1	0	550
618	Delavan	do	Miss Stella I. Hoghton	Dept.	1	1	3	45	0	0	0	0	0	0	0	0	0	0	0	0	130
619	Dixon	do	E. M. Bullard	Dept.	1	1	3	50	0	0	0	0	0	0	0	0	0	0	0	0	1,000
620	Downers Grove	do	O. M. Searles	Dept.	1	1	3	45	0	0	0	0	0	0	0	0	0	0	0	0	30,000
621	Dundee	do	Clarence H. Watt	Dept.	2	2	24	42	0	0	0	0	0	2	13	8	4	5	2	4	685
622	Duquoin	do	Charles E. Knapp	Dept.	1	0	18	28	0	0	0	0	0	0	0	0	0	0	0	0	475
623	Durand	do	H. L. Dyar	Dept.	1	0	23	23	0	0	0	0	0	0	0	0	0	0	0	0	200
624	Dwight	do	Miss Leila Britt	Dept.	1	2	34	40	0	0	0	0	0	0	0	0	0	0	0	0	8,000
625	Earlville	do	G. V. Clum	Dept.	2	0	23	23	0	0	0	0	2	2	1	0	0	0	0	0	2,500
626	East Dubuque	do	O. E. Taylor	Dept.	1	1	6	17	0	0	0	0	1	1	0	0	0	0	0	0	100
627	East St. Louis	do	Jno. Richeson	Dept.	3	1	35	107	0	0	0	0	0	0	0	0	0	0	0	0	150
628	do	Lincoln High School (colored)	Dept.	3	1	1	5	0	0	0	0	0	0	0	1	4	1	1	1	1	20,000
629	do	Monroe High School	Dept.	1	2	16	34	0	0	0	0	0	0	0	0	0	0	0	0	0	35
630	Edinburg	do	C. D. Coley	Dept.	1	2	0	18	0	0	0	0	0	0	0	0	0	0	0	0	103
631	Elfingham	do	S. W. Kincaid	Dept.	2	0	20	40	0	0	0	0	6	12	3	2	1	0	2	7	288
632	Elgin	do	Earl J. Kelsey	Dept.	6	9	178	293	0	0	0	0	0	0	0	0	0	0	0	0	2,000
633	Elizabeth	do	Fred H. Coombs	Dept.	1	0	15	20	0	0	0	0	1	0	0	0	0	0	0	0	103
634	Elkhart	do	Uriah Kissingner	Dept.	1	0	8	4	57	42	0	0	0	0	0	0	0	0	0	0	1,000
635	Elmwood	do	L. E. Flanagan	Dept.	1	2	34	42	0	0	0	0	0	0	0	0	0	0	0	0	35,000
636	Elpaso	do	J. L. Prier	Ind.	1	1	28	24	0	0	0	0	3	2	2	0	0	0	0	0	423
637	do	Jefferson Park High School	Ind.	1	1	1	38	0	0	0	0	0	0	0	0	0	0	0	0	0	350
638	Eureka	do	Carl Johann	Dept.	1	1	26	26	0	0	0	0	0	0	0	0	0	0	0	0	300
639	Evansburg	do	Henry L. Bolkwood	Dept.	6	13	162	270	0	0	0	0	0	0	0	0	0	0	0	0	15,000
640	Fairbury	do	W. J. Trayer	Dept.	2	1	35	45	0	0	0	0	0	0	0	0	0	0	0	0	1,200
641	Fairfield	do	A. E. Gipe	Dept.	3	2	50	65	0	0	0	0	0	0	0	0	0	0	0	0	20,000
642	Farmont	do	A. L. Starr	Dept.	1	0	10	10	0	0	0	0	0	0	0	0	0	0	0	0	1,000
643	Farmington	do	C. C. Cover	Dept.	2	49	53	0	0	0	0	0	0	0	0	0	0	0	0	0	200
644	Flora	do	P. S. Stevenson	Dept.	1	2	41	34	0	0	0	0	0	0	0	0	0	0	0	0	15,000
645	Forest	do	E. H. Miller	Dept.	1	1	25	28	0	0	0	0	0	0	0	0	0	0	0	0	25,000
646	Foreston	do	L. D. Phillips	Dept.	1	1	23	23	0	0	0	0	0	0	0	0	0	0	0	0	500
647	Freeport	do	S. E. Raines	Dept.	3	5	83	163	0	0	0	0	0	0	0	0	0	0	0	0	10,000
648	Fulton	do	Miss Mary O. Conrath	Dept.	1	2	18	30	0	0	0	0	0	0	0	0	0	0	0	0	900
649	Galena	do	J. W. Cumples	Dept.	4	1	43	57	0	0	0	0	0	0	0	0	0	0	0	0	26,500
650	Galesburg	do	F. D. Thomson	Dept.	7	8	243	305	0	0	0	0	0	0	0	0	0	0	0	0	300
																					931
																					73,000

* Statistics of 1893-94.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.										Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture and scientific apparatus.				
				Second-ary in-struct-ors.		Second-ary stud-ents.		Preparing for college.				Gradu-ates in 1900.						College prepar-atory stud-ents in the class that gradu-ated in 1900.			
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ILLINOIS—cont'd.																					
651	Galva.....	Miss Hedwig M. Maul.	Dept.	2	0	39	59	0	0	2	1	2	2	2	5	2	1	4	1,406	\$49,000	
652	Gardner.....	T. M. Burgess	Dept.	3	0	25	25	0	0	0	0	0	0	0	0	0	0	4	200	5,000	
653	Geneseo.....	G. A. Ketcham	Dept.	3	0	18	63	0	0	0	0	0	0	0	0	0	0	4	413	---	
654	Geneva.....	John E. Nelson	Dept.	1	0	18	24	0	0	0	0	0	0	0	0	0	0	4	---	---	
655	Genoa.....	S. Gabriel	Dept.	1	0	20	30	0	0	2	3	3	3	3	3	0	0	4	300	6,000	
656	Georgetown.....	G. W. Sutton	Dept.	2	0	25	30	0	0	0	0	0	0	0	0	0	0	4	105	7,775	
657	Gibson City.....	R. G. Jones	Dept.	1	0	52	60	0	0	4	5	8	10	10	8	0	0	4	400	15,500	
658	Gilman.....	J. W. Haviland	Dept.	1	0	3	7	0	0	2	7	3	2	3	3	2	2	4	130	14,000	
659	Glen Ellyn.....	W. S. Pierce	Dept.	1	0	0	24	0	0	0	0	0	0	0	0	0	0	3	300	7,000	
660	Glenview.....	J. H. Winton	Dept.	1	0	10	20	0	0	1	2	2	2	2	2	1	2	4	270	---	
661	Good Hope.....	Geo. R. Fendern	Dept.	2	0	19	31	0	0	2	1	2	0	1	0	1	1	3	475	10,000	
662	Grayville.....	Geo. C. Butler	Dept.	1	0	44	39	0	0	0	0	0	0	0	0	0	0	4	500	10,000	
663	Greenfield.....	H. C. Russell	Dept.	1	0	12	30	0	0	0	2	2	2	2	2	2	2	4	320	13,000	
664	Greenup.....	Theodore H. Hancy	Dept.	1	0	30	30	0	0	0	0	0	0	0	0	0	0	4	200	20,500	
665	Greenville.....	R. E. Holmes	Dept.	1	0	34	34	0	0	0	0	0	0	0	0	0	0	4	165	10,000	
666	Griggsville.....	H. C. McCarroll	Dept.	2	1	23	52	0	0	0	0	0	0	0	0	0	0	3	230	12,000	
667	Hamilton.....	Geo. C. Baker	Dept.	1	0	24	35	0	0	0	2	2	2	2	2	2	2	4	1,000	50,000	
668	Hampshire.....	M. M. Alden	Dept.	1	0	29	53	0	0	0	0	0	0	0	0	0	0	4	494	75,000	
669	Harvard.....	Miss Jennie McCampbell.	Dept.	2	3	52	78	0	0	5	6	18	12	7	6	7	3	4	500	30,000	
671	Harvey.....	J. Elmer Cable	Dept.	2	1	23	34	0	0	0	1	2	2	2	2	2	2	4	460	5,000	
672	High School.....	Mrs. S. E. Pierce	Dept.	2	1	0	30	0	0	0	0	0	0	0	0	0	0	4	---	---	
673	Hebron.....	C. E. Cross	Dept.	2	1	0	30	0	0	1	2	2	2	2	2	2	2	4	---	---	

674	Heyworth	do	O. J. Condon	Dept.	1	0	17	18	0	0	0	1	0	0	0	0	1	2	0	3	0	3	130
675	Highland	do	C. L. Dietz	Dept.	1	1	2	28	43	0	0	0	0	0	0	0	0	3	0	3	0	3	600
676	Highland Park	Township High School	W. A. Wilson	Dept.	1	1	2	28	47	0	0	0	0	0	0	0	0	6	7	5	2	100	
677	Hillsboro	High School	W. S. Harris	Dept.	2	1	23	50	0	0	0	4	1	0	0	0	0	6	5	2	2	500	
678	Hinsdale	do	Miss Mary Macmur	Dept.	1	4	31	42	0	0	0	6	8	1	4	1	1	4	1	1	4	30,000	
679	Hoopston	do	Chas. F. Briscoe	Dept.	2	2	30	52	3	5	5	5	5	5	5	5	5	3	3	3	3	450	
680	Huntley	do	J. A. Sheldon	Dept.	1	0	5	10	0	0	0	1	4	2	5	1	9	0	0	0	0	200	
681	Huron	do	G. E. Clendenin	Dept.	1	1	0	5	14	0	0	0	0	0	0	0	0	2	2	0	0	2,500	
682	Irava	do	W. H. D. Meier	Dept.	1	1	0	33	10	0	0	0	0	0	0	0	0	7	2	0	0	500	
683	Jacksonville	do	Hugh S. Weston	Dept.	3	4	45	175	0	0	0	2	0	4	4	4	4	14	16	5	4	15,000	
684	Jacksonville	do	Edward B. Shafer	Dept.	3	4	1	81	87	0	0	0	0	0	0	0	0	12	13	5	4	500	
685	Joliet	Township High School	J. Stanley Brown	Ind.	7	1	200	285	0	0	0	8	4	7	2	20	28	7	4	4	4	35,575	
686	Jonesboro	do	Wm. L. Toler	Dept.	1	1	8	24	0	0	0	0	2	0	0	0	0	2	0	2	4	172	
687	Kankakee	do	L. E. Neff	Dept.	1	2	3	62	110	0	0	0	0	0	0	0	8	14	3	4	4	800	
688	Kansas	do	J. C. Arnold	Dept.	1	3	5	68	82	0	0	0	0	0	0	0	5	3	6	1	3	1,300	
689	Kewanee	do	A. C. Reaick	Dept.	1	3	5	68	82	0	0	0	0	0	0	0	5	3	6	1	3	15,000	
690	Kingston	do	A. L. Thorp	Dept.	1	0	5	15	0	0	0	0	0	0	0	0	0	0	5	1	3	50	
691	Kimondy	do	J. S. Kniseley	Dept.	2	0	0	20	20	0	0	0	0	0	0	0	0	2	7	1	1	5,000	
692	Kirkwood	do	H. P. Wetengel	Dept.	1	1	0	15	8	0	0	0	0	0	0	0	0	9	11	1	3	12,000	
693	Knoxville	do	W. Franklin Jones	Dept.	1	1	1	32	23	0	0	0	0	0	0	0	0	9	11	1	3	10,000	
694	Lacon	Union High School	Miss Elsie O. Ewing	Dept.	1	2	2	21	41	0	0	0	0	0	0	0	1	0	4	4	0	800	
695	Lagrange	Lyons Township High School	E. G. Cooley	Dept.	5	4	82	100	0	0	0	0	0	0	0	0	0	1	0	4	4	1,500	
696	Lake Forest	High School	Edward M. Greene	Dept.	1	1	4	13	0	0	0	0	0	0	0	0	0	1	7	1	2	100	
697	Lanark	do	E. S. Hardy	Dept.	1	2	22	43	0	0	0	0	0	0	0	0	0	3	18	1	11	500	
698	Lasalle	do	Chas. A. Farnam	Dept.	5	5	90	135	0	0	0	0	0	0	0	0	0	3	18	1	11	852	
699	Leaf River	High School	W. T. Tuttle	Dept.	1	1	6	54	69	0	0	0	0	0	0	0	0	2	9	0	1	500	
700	Lena	do	Geo. N. Snapp	Dept.	1	1	26	28	0	0	0	0	0	0	0	0	0	1	9	0	1	10,000	
701	Leroy	do	B. C. Moore	Dept.	1	1	30	37	0	0	0	3	7	3	5	0	0	3	4	3	2	250	
702	Lewistown	do	B. E. Nelson	Dept.	2	1	2	42	51	0	0	0	3	8	10	12	5	6	3	0	4	15,000	
703	Lexington	do	Miss Olive L. Barton	Dept.	1	1	2	35	42	0	0	0	0	2	1	2	4	2	1	2	4	200	
704	Lincoln	do	Miss Marian Lyon	Dept.	1	1	2	34	64	0	0	0	0	0	0	0	0	6	5	1	2	400	
705	Litchfield	do	O. W. Hoffman	Dept.	1	3	31	79	0	0	0	0	0	0	0	0	0	5	13	2	4	35,000	
706	Lockport	do	J. E. Hooton	Dept.	2	1	32	89	0	0	0	1	3	2	1	3	9	4	2	4	4	40,000	
707	McLean	Leroy High School	R. C. Pennick	Dept.	2	3	30	80	0	0	0	0	0	0	0	0	0	3	11	3	4	17,685	
708	Macomb	High School	C. C. Faust	Dept.	2	3	70	88	0	0	0	0	0	0	0	0	0	2	11	2	5	300	
709	Mansfield	do	M. A. Kline	Dept.	1	0	1	11	19	0	0	0	0	0	0	0	0	1	6	2	4	80,000	
710	Marengo	do	William Fry	Dept.	1	1	35	41	0	0	0	3	4	0	0	0	0	6	2	4	3	500	
711	Maroa	do	F. M. Kline	Dept.	2	1	22	47	0	0	0	0	0	0	0	0	0	2	3	2	4	12,069	
712	Marselles	do	L. A. Wallace	Dept.	1	2	29	61	0	0	0	13	3	0	0	0	0	4	8	2	4	400	
713	Marshall	do	J. H. Brewer	Dept.	1	2	30	61	0	0	0	0	0	0	0	0	0	4	7	3	3	250	
714	Martinsville	do	Orto P. Klopsch	Dept.	2	0	18	25	0	0	0	0	0	0	0	0	1	0	3	0	3	20	
715	Mascoutah	do	Mrs. E. A. Naylor	Dept.	2	1	37	39	0	0	0	3	1	4	2	0	0	0	5	0	2	700	
716	Mason City	do	Selden F. Smyser	Dept.	2	2	1	37	39	0	0	4	2	1	1	0	0	0	8	5	3	22,280	
717	Mattoon	do	Joseph E. Swink	Dept.	2	4	77	123	0	0	0	0	0	0	0	0	0	2	3	1	0	200	
718	Mazon	do	W. J. Chapman	Dept.	1	1	1	10	27	0	0	0	0	0	0	0	0	1	0	2	4	1,200	
719	Medora	do	H. W. Collins	Dept.	1	1	0	3	8	0	0	70	65	0	0	0	0	0	3	1	0	5,000	
720	Mendon	do	Miss Myra J. Howes	Dept.	1	1	1	3	8	0	0	0	0	0	0	0	0	0	1	3	4	200	
721	Mendota	do	W. R. Foster	Dept.	1	2	3	24	26	0	0	0	0	0	0	0	0	2	5	8	4	25,000	
722	do	do	do	Dept.	2	2	23	37	0	0	0	0	0	0	0	0	0	5	7	1	3	300	

747	do.	Graded School	R. F. Ennelt	Dept.	1	0	11	22	0	0	0	1	1	3	2	3	1	3	1,100	8,000
748	Nashville	High School	Albert G. Owen	Dept.	3	0	45	10	7	6	2	1	6	4	8	4	2	4	475	30,000
749	Nauvoo	do.	S. D. Weiser	Dept.	1	0	23	23	0	0	0	0	0	1	4	1	4	30	---	
750	Neoga	do.	E. C. Cavins	Dept.	1	1	23	24	0	0	0	0	0	1	4	1	4	---	---	
751	Newman	do.	W. H. H. Miller	Dept.	1	2	30	42	0	0	0	0	0	3	4	3	4	350	700	
752	Newton	do.	E. B. Brooks	Dept.	2	1	22	35	0	0	0	0	0	3	4	4	4	---	---	
753	Nokomis	do.	Geo. O. Welster	Dept.	2	1	38	35	0	0	0	0	0	8	9	4	8	1,575	35,000	
754	Normal	do.	T. M. Birney	Dept.	3	1	69	78	0	0	0	1	1	0	1	4	1	1,000	30,000	
755	Nunda	Nunda and Crystal Lake Union High School.	Miss Carrie B. Hemenger.	Dept.	1	1	13	16	0	0	0	0	0	1	6	1	2	450	6,000	
756	Oakland	High School	O. L. Minter	Dept.	1	1	15	20	0	0	0	1	2	1	5	1	2	60	1,898	
757	Oak Park	do.	John C. Hanna	Dept.	1	5	8	122	167	0	0	0	0	19	41	8	15	400	90,000	
758	Odell	do.	L. T. Barnhart	Dept.	1	2	21	27	0	0	0	0	0	0	0	0	0	600	20,000	
759	Omaha	do.	A. M. Reedy	Dept.	2	0	21	22	0	0	2	0	3	3	7	4	3	150	10,000	
760	Omaha	do.	G. E. Marker	Dept.	4	1	40	47	0	0	0	0	0	6	7	0	4	100	---	
761	Oneida	do.	R. V. Field	Dept.	2	1	21	24	0	0	0	6	4	7	0	3	4	300	5,000	
762	Oregon	do.	W. J. Sutherland	Dept.	1	2	41	43	0	0	0	0	0	4	5	0	3	300	2,500	
763	Oregon	do.	J. A. Warwick	Dept.	1	0	23	18	0	0	0	0	0	5	5	0	3	200	5,000	
764	Oswego	do.	C. H. Newman	Ind.	0	0	16	16	0	0	0	0	0	0	0	0	0	135	---	
765	Ottawa	Township High School.	J. O. Leslie	Dept.	1	5	49	172	0	0	0	0	0	19	23	8	5	4	1,100	
766	Palmira	High School	R. C. Moore	Dept.	1	3	18	24	0	0	0	10	15	6	10	2	5	400	2,000	
767	Paris	do.	J. D. Shoop	Dept.	3	3	68	123	0	0	0	0	0	8	19	2	5	35	400	
768	Patterson	do.	Lucian K. Jones	Dept.	1	0	5	6	49	50	0	0	0	6	8	0	2	50	200	
769	Pawpaw	do.	Miss Nannie Wilkins	Dept.	2	2	20	24	0	0	0	0	0	6	8	4	3	1,300	10,000	
770	Paxton	do.	Wm. E. McKowen	Dept.	2	2	34	46	14	21	10	12	9	7	4	3	5	500	5,000	
771	Payson	do.	George Gabriel	Dept.	1	1	36	48	51	52	0	1	0	2	7	4	0	300	5,000	
772	Pecatonea	do.	C. H. Ferguson	Dept.	1	1	23	27	0	0	0	0	0	1	0	4	2	250	2,500	
773	Pekin	do.	Miss Elizabeth K. Chapman.	Dept.	2	1	56	96	0	0	0	10	12	10	17	5	3	700	---	
774	Peoria	do.	A. W. Beasley	Dept.	7	12	182	389	0	0	0	12	14	41	87	16	44	2,500	75,000	
775	Perry	do.	S. Douglas Paris	Dept.	1	0	32	25	0	0	0	0	0	3	1	5	1	450	5,000	
776	Petersburg	do.	L. A. Fulwider	Dept.	2	1	0	37	0	0	2	3	0	7	2	3	3	---	---	
777	Pickensville	do.	Miss Laura M. Truscatt	Dept.	1	1	23	34	0	0	0	5	3	5	3	1	2	1,000	18,000	
778	Piper City	do.	Miss Marie Hotsenpiller.	Dept.	1	1	15	25	0	0	1	0	2	1	4	5	3	150	15,000	
779	Pittsfield	do.	Miss Angie F. Wood	Dept.	1	3	40	49	0	0	0	2	3	1	0	4	10	3	100	---
780	Plainfield	do.	J. P. Browne	Dept.	1	1	20	26	0	0	0	4	11	4	4	11	3	300	12,000	
781	Plain	do.	J. R. Freeborn	Dept.	1	2	21	40	0	0	0	4	5	4	5	4	4	200	4,000	
782	Pleasant Plains	do.	A. M. Shelton	Dept.	1	0	8	21	0	0	2	8	0	4	0	4	3	250	5,000	
783	Polo	do.	Miss Julia M. Gay	Dept.	2	2	44	46	0	0	0	7	5	7	5	2	4	400	45,300	
784	Prarie City	do.	J. R. Kenneday	Dept.	1	0	16	22	0	0	2	1	2	8	2	1	3	330	---	
785	Princeton	Township High School.	D. O. Barto	Ind.	5	5	65	121	29	32	0	13	15	1	1	4	3	2,350	50,000	
786	Prophetstown	do.	W. S. Ellison	Dept.	1	1	12	25	0	0	0	5	1	11	1	4	3	250	---	
787	Quincy	High School	Wm. F. Geiger	Dept.	2	5	92	128	0	0	7	8	30	4	8	20	6	10	700	40,000
788	Ramsey	do.	Edward D. Hart	Dept.	1	2	20	0	0	0	0	0	0	0	0	0	0	23	2,500	
789	Rankin	do.	W. E. Davis	Dept.	1	0	16	20	0	0	2	3	1	4	2	1	2	0	500	185
790	Rantoul	do.	A. P. Johnson	Dept.	1	0	6	16	20	0	0	10	15	7	10	4	5	3	365	20,000
791	Raymond	do.	W. R. Duncan	Dept.	2	0	23	27	0	0	0	0	0	1	3	0	3	150	25,000	
792	Reed	do.	D. M. Mills	Dept.	1	3	39	29	30	53	0	0	0	7	1	3	0	---	---	
793	Ridgefarm	do.	John Scragham	Dept.	2	0	29	35	0	0	2	1	0	0	0	0	2	150	15,000	

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stud-ents.		Ele-men-tary stud-ents.		Preparing for college.				Grad-uates in 1900.		College prepar-atory.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
ILLINOIS—cont'd.																							
794	Riverside.....	Joel A. Harley.....	Dept.	2	2	10	24	0	0	1	0	4	8	1	3	0	1	4	10	2,000	\$10,000		
795	Robinson.....	O. R. Hedden.....	Dept.	1	1	37	51	0	0	1	0	2	0	8	2	4	0	3	36	300	30,000		
796	Rochelle.....	C. F. Philbrook.....	Dept.	1	1	33	38	0	0	5	10	9	10	2	4	4	4	4	36	750	40,000		
797	Rockfalls.....	B. F. Hendricks.....	Dept.	1	1	19	30	0	0	6	7	6	7	0	0	0	0	3	409	1,523	53,250		
798	Rockford.....	B. D. Parker.....	Dept.	6	6	13	212	0	0	4	5	2	0	1	2	15	15	4	4	1,000	91,200		
799	Rock Island.....	J. F. Darby.....	Dept.	5	5	108	262	0	0	1	2	8	0	13	21	4	4	4	4	85	7,000		
800	Rockton.....	D. Frank Fawcett.....	Dept.	1	0	10	17	0	0	1	1	0	1	4	1	1	1	4	4	130	20,000		
801	Roodhouse.....	Harvey T. White.....	Dept.	2	1	32	18	0	0	1	0	1	4	1	3	1	1	4	4	700	42,000		
802	Rossville.....	Clarence N. Board.....	Dept.	2	3	30	62	0	0	3	6	0	0	2	11	0	2	4	4	250	45,000		
803	Rushville.....	Nathan T. Yeatch.....	Dept.	3	3	27	35	0	0	0	0	0	0	0	4	0	4	4	4	350	35,000		
804	St. Charles.....	Miss Gertrude Webb.....	Dept.	1	2	27	35	0	0	0	0	0	0	3	9	2	3	4	4	200	5,000		
805	Salem.....	Miss Laura E. Myers.....	Dept.	1	1	27	35	0	0	2	5	0	0	3	9	2	3	4	4	200	5,000		
806	Sandoval.....	W. P. Thacker.....	Dept.	2	2	0	14	0	0	0	0	0	0	1	2	2	3	3	3	700	10,000		
807	Sandwich.....	Miss Emma B. Campbell.....	Dept.	1	2	47	0	0	0	6	2	2	2	5	0	0	0	4	4	200	5,000		
808	San Jose.....	J. S. Baker.....	Dept.	1	0	18	12	0	0	0	0	5	3	0	3	0	3	3	3	200	6,000		
809	Savanna.....	Chas. N. Jenks.....	Dept.	2	2	51	80	0	0	3	5	4	9	6	10	0	3	4	4	300	30,000		
810	Saybrook.....	J. E. Simer.....	Dept.	2	2	15	28	0	0	0	0	2	2	2	8	0	3	3	3	20	20,000		
811	Scales Mound.....	Miss Marguerite Lawler.....	Dept.	0	1	4	5	25	65	4	5	4	5	4	5	4	5	2	2	200	20,000		
812	Seneca.....	J. H. Grigg.....	Dept.	1	0	12	13	0	0	0	0	2	0	2	0	0	0	3	3	187	8,000		
813	Shabbona.....	L. J. Haley.....	Dept.	1	0	15	22	57	42	2	4	2	4	2	4	1	3	3	3	876	4,065		
814	Shannon.....	W. J. Cook.....	Dept.	1	0	21	20	0	0	0	0	1	30	0	0	0	0	3	3	520	4,877		
815	Shawneetown.....	M. F. Van Cleave.....	Dept.	1	1	5	24	0	0	1	1	1	1	0	4	0	0	3	3	150	15,025		

816	Shelbyville	do	Richard J. Roberts	Dept.	2	3	48	76	0	0	0	0	5	9	---	4	780	
817	Sheldon	do	R. A. Bain	Dept.	2	1	42	36	0	0	0	0	6	5	---	3	6,000	
818	Sibley	do	W. D. Edmunds	Dept.	1	0	10	11	15	13	2	1	2	---	3	526		
819	Sidell	do	C. F. Ganner	Dept.	1	0	6	14	0	0	0	0	0	---	3	5,500		
820	Sorento	do	T. E. Savage	Dept.	1	0	8	5	0	0	0	0	0	---	2	133		
821	Spartan	do	J. B. Bouton	Dept.	1	0	14	12	0	0	0	0	0	---	2	200		
822	Sparta	do	T. J. Sexton	Dept.	2	8	68	85	15	18	3	1	0	2	4	1,125		
823	Springfield	do	Lucius M. Castle	Dept.	7	8	218	287	0	0	0	0	16	51	---	500		
824	Spring Valley	do	R. V. De Groff	Dept.	1	6	14	0	0	0	0	1	2	0	4	206		
825	Sterling	Sterling and Coloma Township High School	O. L. Miller	Ind.	4	6	85	144	0	0	0	10	9	5	18	4	314	
826	Stockton	do	Jno. Grossman	Dept.	1	0	12	15	0	0	0	0	0	---	3	47,000		
827	Streator	do	S. B. Hursch	Ind.	3	7	97	182	0	0	0	8	10	0	---	2	6,000	
828	Sugar Grove	do	E. M. Harris	Dept.	1	2	36	26	10	13	0	4	5	2	4	20	1,469	
829	Sullivan	do	Miss Gertrude Neal	Dept.	2	2	66	49	0	0	4	2	5	2	4	3	450	
830	Sumner	do	F. H. Atwood	Dept.	3	0	16	25	0	0	0	0	---	---	3	130		
831	Sycamore	do	Miss S. E. Robinson	Dept.	2	1	31	47	0	0	0	6	4	10	8	---	16,000	
832	Tabernash	do	C. W. Chapman	Dept.	1	0	27	20	0	0	1	1	---	---	1	1,012		
833	Tallula	do	William E. Ryan	Dept.	0	1	7	12	0	0	0	0	---	---	3	250		
834	Taylorville	Township High School	A. M. Ph. D.	Ind.	3	2	75	56	0	0	0	8	9	---	4	185		
835	Thomson	do	W. H. Plymire	Dept.	1	0	16	14	48	55	0	2	2	1	2	---	500	
836	Toledo	do	N. B. Bonham	Dept.	2	0	19	33	0	0	0	8	12	---	3	168		
837	Tonoloway	do	L. H. Darling	Dept.	1	0	25	40	0	0	0	1	0	6	0	1	100	
838	Trenton	do	A. E. Hiett	Dept.	1	0	17	12	0	0	0	2	0	0	0	---	550	
839	Tuscola	Union District High School	Miss Jessie Ellars	Dept.	3	3	34	51	0	0	0	5	12	5	1	---	812	
840	Union	do	R. P. Andrus	Dept.	1	0	10	9	42	38	0	3	2	1	1	---	120	
841	Upper Alton	do	Miss Elizabeth Conlter	Dept.	1	2	21	39	0	0	0	1	7	---	3	200		
842	Urbana	Thornburn High School	J. W. Hays	Dept.	4	6	84	126	0	0	0	2	7	4	9	---	200	
843	Utica	High School	Dalton McDonald	Dept.	1	0	10	15	50	57	0	1	1	1	---	4	600	
844	Vandalia	do	J. G. Burnside	Dept.	3	0	30	38	0	0	0	5	3	3	---	200		
845	Vermilion	do	E. M. Hollingsworth	Dept.	1	0	2	8	8	8	0	1	1	0	2	---	1,600	
846	Vernont	do	W. T. Hum	Dept.	1	0	8	16	4	9	0	0	6	---	3	150		
847	Virden	North High School	Guy W. Bohman	Dept.	2	1	45	47	0	0	3	4	2	3	6	---	200	
848	Virginia	do	Miss E. L. Byers	Dept.	2	1	35	45	0	0	0	7	10	7	10	---	500	
849	Warren	do	B. F. Baker	Dept.	1	2	20	31	0	0	8	10	4	5	3	6	---	12,550
850	Warsaw	do	Miss Gertrude Brew-	Dept.	1	2	20	31	0	0	0	1	3	0	1	---	200	
851	Washington	do	Miss Abby L. Ross	Dept.	2	1	16	44	0	0	0	1	13	---	4	600		
852	Waterloo	do	J. W. Jackson	Dept.	1	1	29	6	0	0	0	4	1	---	3	10,000		
853	Watseka	do	S. P. White	Dept.	2	5	45	50	0	0	0	6	10	2	3	---	200	
854	Waukegan	do	Miss Miriam Besley	Dept.	2	0	13	0	0	0	0	2	0	---	4	400		
855	Waverly	do	S. S. Simpson	Dept.	1	1	35	48	0	0	0	6	10	2	1	---	1,600	
856	Wellington	do	John J. Eckman	Dept.	1	0	10	15	40	60	0	1	2	---	3	150		
857	Wenona	do	Geo. W. Reid	Dept.	1	1	9	31	0	0	0	0	2	---	4	400		
858	West Chicago	do	Marcellus Madison	Dept.	1	0	10	11	0	0	0	1	---	---	2	20,000		
859	Westfield	do	Norman Bennett	Dept.	1	0	13	17	0	0	0	0	5	0	4	---	500	
860	West Salem	do	G. H. Yeich	Ind.	2	0	12	10	0	0	0	7	8	5	3	---	6,050	
861	Wheaton	do	W. J. Stebbins	Dept.	2	2	34	51	0	0	0	0	---	---	4	40,000		
862	Whitchall	do	C. E. Joiner	Dept.	3	0	57	43	0	0	0	7	8	1	---	1,030	26,500	

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Ele-mentary stu-dents.		Preparing for college.						Gradu-ates in 1900.						College prepar-atory stu-dents in the class that gradu-ated in 1900.	
				Male.	Female.	Male.	Female.	Classi-fical course.		Sci-entific course.		Male.	Female.	Male.	Female.					Male.	Female.
								Male.	Female.	Male.	Female.											Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ILLINOIS—cont'd.																					
863	Wilmetton	F. M. Crosby	Dept.	1	2	42	37	0	0	0	0	0	0	4	6	4	6	4	4	606	\$40,000
864	Winchester	T. M. Jeffords	Dept.	1	2	50	51	0	0	0	0	0	0	2	7	4	7	4	4	350	9,000
865	Windsor	E. C. Graybill	Dept.	1	0	8	17	0	0	0	0	2	2	1	4	0	2	2	4	15	2,500
866	Winnebago	Geo. M. Chassey	Dept.	1	1	17	17	43	43	0	0	1	2	1	4	1	0	2	4	200	8,000
867	Winnetka	Miss Mary Gillespie	Dept.	0	1	13	17	0	0	0	0	0	0	0	0	0	0	0	0	250	20,000
868	Woodhull	W. S. Bowers	Dept.	1	1	23	25	0	0	0	0	3	2	0	7	5	5	1	4	400	45,000
869	Woodstock	C. W. Hart	Dept.	1	3	20	20	0	0	0	0	0	0	4	8	4	8	4	4	525	12,000
870	Wynning	W. R. Sandham	Dept.	2	1	19	34	0	0	0	0	0	0	11	1	10	1	4	4	215	12,000
871	Yorkville	Herbert Bassett	Dept.	1	1	39	34	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INDIANA.																					
872	Abington	W. D. Cook	Dept.	1	0	4	3	23	40	0	0	0	0	0	0	0	0	0	0	45	1,200
873	Albany	W. S. Cory	Dept.	2	1	21	24	0	0	0	0	0	0	0	2	5	4	4	4	261	15,000
874	Albion	W. T. Knox	Dept.	3	0	32	39	0	0	2	7	9	3	5	5	4	4	4	4	1,036	15,000
875	Alexandria	Joe T. Giles	Dept.	1	4	24	40	0	0	0	0	4	2	4	6	4	6	4	4	255	25,000
876	Alquana	Wm. I. Hill	Dept.	1	0	7	11	28	34	0	0	1	1	0	0	0	0	0	0	60	2,000
877	Alton	Emmett Taylor	Dept.	1	0	15	21	0	0	0	0	0	0	5	8	8	8	3	3	240	2,000
878	Ambia	W. F. Morgan	Dept.	1	0	5	5	0	0	0	0	0	0	1	0	1	0	3	3	20	9,600
879	Amboy	P. M. Hoke	Dept.	2	0	27	35	0	0	0	0	0	0	4	5	5	5	4	4	41	10,000
880	Anderson	J. B. Pearcey	Dept.	2	7	165	244	0	0	0	0	3	0	11	23	2	2	4	4	1,000	50,000
881	Andrews	C. E. Shimp	Dept.	7	1	9	11	0	0	0	0	0	0	2	2	2	2	4	4	400	8,000
882	Angola	Cecil J. Sharp	Dept.	3	1	26	54	0	0	5	8	0	0	4	3	3	0	4	4	40	4,000
883	Arcadia	N. C. Randall	Ind.	3	0	25	25	0	0	10	5	0	0	0	0	0	0	4	4	100	10,000

884	Argos.....	do	J. D. Knapp.....	Dept.	2	0	35	29	0	0	0	0	1	0	2	1	0	6	7	1	1	3	500
885	Ashley.....	do	J. Walter Johnson.....	Dept.	1	0	15	13	0	0	0	0	4	2	1	1	1	1	1	1	1	1	225
886	Atlanta.....	do	J. S. Hussey.....	Dept.	1	1	7	18	0	0	0	0	2	4	4	3	4	4	3	4	3	31	
887	Atlica.....	do	Wm. F. Mullinix.....	Dept.	3	3	44	52	0	0	0	0	2	4	2	1	7	8	1	3	4	1,000	
888	Auburn.....	do	H. G. Brown.....	Dept.	3	1	36	49	0	0	0	0	2	0	2	1	4	1	4	1	5	50,000	
889	Aurora.....	do	Miss Anna Suter.....	Dept.	2	3	25	31	0	0	0	0	2	3	3	4	5	8	1	3	4	31,200	
890	Avilla.....	do	W. E. Harsh.....	Dept.	1	0	15	10	0	0	0	0	2	5	3	4	6	3	3	3	275		
891	Bainbridge.....	do	Francis L. Moore.....	Dept.	1	0	7	9	0	0	0	0	1	3	3	1	1	3	3	3	75		
892	Battleground.....	Tipton Co. Township	F. L. Cowser.....	Dept.	2	0	16	22	0	0	0	0	1	3	3	3	3	3	3	3	3	45	
893	Bedford.....	High School.	A. B. Guthrie.....	Dept.	2	2	45	90	0	0	0	0	1	2	1	2	5	7	1	2	4	200	
894	Ben Davis.....	Wayne Township High School.	Elmer E. Tyner.....	Dept.	2	0	25	25	0	0	0	0	2	2	2	2	2	2	2	2	1	570	
895	Bentonville.....	Perry Township High School.	James M. Bailey.....	Ind.	1	1	14	9	27	40	0	0	4	6	4	6	4	6	4	6	3	250	
896	Bern.....	High School	F. G. Haacker.....	Dept.	1	0	3	8	0	0	0	0	18	8	18	8	18	8	18	8	516		
897	Bicknell.....	do	Chas. A. Phillippe.....	Dept.	1	1	25	20	0	0	0	0	4	4	4	4	4	4	4	4	150		
898	Bippus.....	do	J. H. Shock.....	Dept.	1	0	8	5	0	0	0	0	2	8	2	4	4	4	4	4	650		
899	Bloomfield.....	do	E. R. Mason.....	Dept.	3	0	36	44	0	0	0	0	14	18	14	18	14	18	14	18	2,000		
900	Bloomington.....	do	James K. Beck.....	Dept.	4	3	98	119	0	0	0	0	7	0	1	4	4	4	4	4	2,000		
901	Bluffton.....	do	William H. Kelly.....	Dept.	3	3	46	84	0	0	0	0	2	0	3	7	0	3	7	0	50		
902	Boonville.....	do	Martin W. Rother.....	Dept.	3	0	28	41	0	0	0	0	0	7	4	4	4	4	4	4	200		
903	Boswell.....	do	C. H. Kellogg.....	Dept.	1	0	20	20	0	0	0	0	0	7	4	4	4	4	4	4	370		
904	Bourbon.....	do	Louis E. Steinebach.....	Dept.	2	0	16	25	0	0	0	0	5	4	4	4	4	4	4	4	350		
905	Boxley.....	Adams Township High School.	S. A. Hinsaw, supt.....	Dept.	1	1	35	31	0	0	0	0	6	21	6	21	6	21	6	21	550		
906	Brazil.....	High School	T. N. James.....	Dept.	3	1	46	85	0	0	0	0	4	3	4	3	4	3	4	3	350		
907	Bremen.....	do, *	Milo F. Hale.....	Dept.	2	0	21	18	7	12	0	0	4	2	4	2	4	2	4	2	700		
908	Bristol.....	do	Chas. F. Blue.....	Dept.	2	0	21	26	0	0	0	0	20	9	8	7	4	4	4	4	67		
909	Brook.....	do	Miss Katharina Pfriemer.....	Dept.	1	1	13	14	0	0	0	0	2	3	0	5	4	3	0	5	2		
910	Brookston.....	do	Wm. Smith.....	Dept.	1	1	25	30	0	0	0	0	1	2	3	0	5	4	3	0	250		
911	Brownstown.....	do	Miss Esther Shirley.....	Dept.	1	2	15	33	0	0	0	0	4	3	4	3	2	1	2	0	3,000		
912	Bunkerhill.....	do	Mrs. C. L. Strubbs.....	Dept.	1	1	10	16	0	0	0	0	4	3	4	3	2	1	2	0	275		
913	Burnetts Creek.....	do	C. M. Plank.....	Dept.	2	0	16	12	12	10	4	0	0	1	2	0	6	6	2	4	40		
914	Butler.....	do	C. W. Kimmel, supt.....	Dept.	2	1	27	30	0	0	0	0	0	1	1	2	0	7	1	2	136		
915	Buttville.....	do	Elmer M. Hughes.....	Dept.	1	0	8	21	37	40	1	0	4	1	1	1	1	1	1	0	200		
916	Cadiz.....	do	N. Guy Jones.....	Dept.	1	0	10	2	66	47	4	1	5	0	0	0	0	0	0	0	571		
917	Cambridge City.....	do	Jno. C. Dodson.....	Dept.	4	1	37	55	0	0	0	0	63	75	0	3	2	1	1	1	1,000		
918	Campbellsburg.....	do	W. C. Snyder.....	Dept.	1	0	4	8	0	0	0	0	0	1	5	0	3	2	1	1	390		
919	Cannelton.....	do	S. H. Bohn.....	Dept.	3	0	8	20	0	0	0	0	0	1	5	0	3	2	1	1	600		
920	Carlisle.....	do	Edward Conradi.....	Dept.	1	0	8	14	0	0	0	0	2	0	2	0	2	0	2	0	125		
921	Carmel.....	do, *	C. L. Mendenhall, Ph.B.	Dept.	2	1	20	31	0	0	0	0	5	3	1	2	4	1	3	3	8,000		
922	Carthage.....	do	J. F. Evans.....	Dept.	3	0	13	32	0	0	0	0	7	8	3	5	5	5	5	5	50		
923	Cayuga.....	do	Chas. P. Marley.....	Dept.	3	0	23	34	0	0	0	0	3	9	4	3	9	4	3	9	300		
924	Centerville.....	do	L. L. Beeman.....	Dept.	2	0	23	19	0	0	0	0	4	6	3	2	4	0	2	4	254		
925	Centerville.....	do	W. A. Oldfather.....	Dept.	1	1	10	19	0	0	0	0	1	8	0	1	8	0	1	8	27		
926	Charlestown.....	do	S. H. Roe.....	Dept.	2	0	9	18	0	0	0	0	2	0	2	0	2	0	2	0	353		
927	Chesterston.....	do	Miss Lillian Beyer.....	Dept.	1	1	15	8	0	0	0	0	1	0	0	3	2	1	0	4	100		
928	Cincinnati.....	do	Wm. McCoy.....	Dept.	2	1	18	34	0	0	0	0	4	1	3	12	4	3	3	2	600		
929	Clarksburg.....	do	H. C. Doles.....	Ind.	1	1	13	15	37	55	0	0	1	3	5	9	5	1	1	1	500		

* Statistics of 1898-99.

955	Dillsboro	do	C. B. Wilson	Dept.	1	0	5	14	51	54	2	3	1	2	1	4	3	90	7,000
956	Dublin	do	Paul Coughlin	Dept.	1	1	13	28	0	0	0	0	0	0	0	0	1,500	25,000	
957	Dunkirk	do	Frank C. Schofield	Dept.	2	1	16	34	0	0	4	3	1	1	2	1	104	8,500	
958	East Park	do	E. A. Turner	Dept.	1	0	8	18	0	0	0	0	0	0	0	0	550	30,000	
959	East Chicago	do	A. G. Slocomb	Dept.	1	3	20	34	14	18	2	6	2	1	6	2	250	15,000	
960	Eaton	do	S. D. Morris	Dept.	2	0	14	17	0	0	3	2	4	1	5	3	210	2,000	
961	Edinburg	do	Chas. P. Patterson	Dept.	2	1	25	35	0	0	15	20	2	5	2	3	130	40,000	
962	Edwardsport	do	Frank Carroon	Ind.	2	0	10	20	0	0	0	0	0	0	0	0	150	2,000	
963	Elizabethtown	do	Geo. W. Thompson	Dept.	1	0	7	15	0	0	0	0	16	12	16	12	400	40,000	
964	Elkhart	do	S. B. McCracken	Dept.	3	5	117	162	0	0	0	0	1	7	1	7	130	8,000	
965	Ellettsville	do	F. M. McConnell	Dept.	1	0	8	16	0	0	0	0	0	0	0	0	600	40,000	
966	Elmore	do	E. D. Winkleplock	Dept.	1	0	8	4	0	0	0	0	0	0	0	0	25	4,500	
967	Elwood	do	L. D. Owens	Dept.	3	8	72	120	0	0	0	0	1	7	1	7	25	4,500	
968	English	do	Guido Hammond	Dept.	1	0	7	12	0	0	0	0	0	0	0	0	25	4,500	
969	Evansville	do	Levi Erskine, Jr.	Dept.	1	0	7	10	0	0	0	0	0	0	0	0	25	4,500	
970	do	do	Jno. R. Blackburn, sr.	Dept.	3	1	37	43	0	0	0	0	4	4	4	4	0	0	
971	do	do	Robert Spear	Dept.	11	9	278	410	0	0	19	9	2	1	25	37	0	1	
972	Fairmount	do	Murray N. Hadley	Dept.	4	1	41	61	0	0	0	0	4	3	4	5	4	5	
973	Farmersburg	do	A. E. Bond	Dept.	1	0	16	17	0	0	0	0	1	3	0	1	0	1	
974	Farmington	do	Geo. C. Powers	Dept.	1	0	11	12	0	0	0	0	0	0	0	0	0	0	
975	Fishers Switch	do	E. J. Llewellyn	Ind.	1	0	12	12	0	0	0	0	5	3	3	2	2	2	
976	Flora	do	E. J. Todd	Dept.	3	0	28	28	0	0	4	3	0	0	0	0	0	0	
977	Fort Branch	do	Wm. Smith	Dept.	2	0	20	18	0	0	1	0	1	0	1	0	1	0	
978	Fortville	do	W. A. Bowman	Dept.	2	0	45	40	0	0	0	0	6	4	3	12	3	2	
979	Fort Wayne	do	Chester T. Lane	Dept.	6	8	153	221	0	0	1	2	2	0	13	20	3	2	
980	Fowler	do	John A. Linelarger	Dept.	3	0	40	50	0	0	6	6	6	2	31	42	2	1	
981	Fountain City	do	C. A. Thornburgh	Dept.	2	2	13	20	16	18	0	0	8	8	2	2	3	2	
982	Francisco	do	H. C. Heldt	Dept.	2	0	7	7	2	12	0	0	0	0	0	0	0	0	
983	Frankfort	do	Jno. J. Mitchell	Dept.	3	3	129	130	0	0	0	0	13	22	0	1	149	20,000	
984	Franklin	do	Alva Otis Neal	Dept.	1	4	52	104	0	0	10	15	2	0	7	18	5	8	
985	do	Hopewell High School	Charles M. Carson	Dept.	1	1	8	15	35	25	2	1	2	0	4	2	2	1	
986	Frankton	do	C. E. Greene	Dept.	2	1	15	24	0	0	0	0	0	0	0	0	0	0	
987	Freedom	do	F. B. Williams	Dept.	2	1	5	6	0	0	0	0	0	0	0	0	0	0	
988	Fremont	do	S. M. Dudley	Dept.	1	1	28	22	0	0	0	0	5	9	3	2	3	150	
989	Galena	do	Isaac Murphy	Dept.	1	0	10	6	0	0	0	0	2	2	2	2	3	12	
990	Galveston	do	H. M. Stout	Dept.	1	1	22	18	0	0	0	0	3	0	0	0	4	505	
991	Garrett	do	Ezra E. Lollar	Dept.	3	0	34	63	0	0	15	23	5	0	4	3	4	432	
992	Gas City	do	Mrs. Annabel Shaver	Dept.	1	2	20	25	0	0	0	0	0	0	0	0	0	500	
993	Geneva	do	Miss Nannie Drybread	Dept.	1	1	22	20	0	0	14	16	6	6	6	6	6	585	
994	Goodland	do	H. C. Deist	Dept.	2	1	26	38	0	0	0	0	1	8	1	8	0	500	
995	Goshen	do	Miss Lillian Michael	Dept.	2	2	105	134	0	0	40	45	6	15	6	12	4	2,000	
996	Gosport	do	R. C. Newland	Dept.	1	1	30	20	0	0	0	0	8	3	0	0	0	650	
997	Greencastle	do	Miss Martha J. Radpath.	Dept.	1	4	47	75	0	0	0	0	1	5	1	5	4	200	
998	Greenfield	do	Miss Bessie E. Herrick	Dept.	2	3	59	87	0	0	0	0	11	15	0	0	4	0	
999	Greensboro	do	Phiny H. Wolfard	Dept.	1	0	5	8	50	60	2	2	2	0	2	0	3	240	
1000	Greensburg	do	Edgar Mendenhall	Dept.	3	1	75	96	0	0	0	0	0	0	0	0	0	500	

* Statistics of 1898-99.

Manual Training High School	Charles E. Emmertich	Dept.	22	16	552	570	0	0	29	27	15	3	26	36	3	4	4	3,499	245,000
Irvington	Edgar T. Forsyth	Dept.	1	1	16	33	0	0											
Jamestown	Jesse C. Smith	Dept.	1	0	18	12	0	0											
Jasper	F. F. Sutherland	Dept.	2	1	18	12	0	0	2	1	1	0	2	9	2	1	0	3	5,000
Jeffersonville	C. M. Marble	Dept.	2	4	53	123	0	0	4	1	1	0	2	20	2	3	4	193	70,000
Jonesboro	Miss Abbie Monce	Dept.	2	2	40	130	0	0	0	0	12	0	2	10	2	2	4	250	30,000
Kendallville	F. E. Thomas	Dept.	2	1	13	37	0	0										1,530	25,000
Kennard	D. W. Tucker	Dept.	1	0	13	48	0	0										223	3,000
Kentland	Miss Minnie B. Ellis	Dept.	1	1	13	48	0	0	3	20								260	6,000
Kewanee	J. B. Miners	Dept.	2	0	29	25	0	0										100	10,000
Kirklin	John W. Nydy	Dept.	2	0	28	20	0	0										700	30,000
Knightstown	Thomas H. Cooper	Dept.	4	0	57	47	0	0	3	4	2	1	3	7	1	2	4	100	4,000
Knoxville	J. A. Kautley	Dept.	1	0	17	13	0	0										740	4,000
Knox	Walter Dunn, supt.	Dept.	1	2	18	32	0	0	5	10	3	4	1	2	1	1	4	300	15,000
Kokomo	J. Z. A. McCaughan	Dept.	4	1	42	187	0	0										250	45,000
Kouts	John A. Reising	Dept.	1	1	7	3	18											3,300	3,300
Ladoga	J. F. Warfel	Dept.	2	1	24	10	27	21	7	5	2	0	3	9	4	0	3	50	1,000
Lafayette	Russell K. Pedgood	Dept.	6	1	34	38	0	0										272	11,950
La Fayette	Geo. Moore	Dept.	4	120	251	0	0											200	20,000
La Fontaine	W. M. Hubbard	Dept.	2	0	24	15	0	0	3	0	1	0	7	2	4	0	4	192	10,000
La Grange	Miss Etta H. De Lay	Dept.	2	2	51	70	0	0										400	25,000
Lagro	Orval D. Tyner	Dept.	2	0	13	26	0	0	2	1	1	4	3	10	2	4	4	500	5,000
Laketon	C. O. Kerr	Dept.	3	0	18	22	0	0										500	9,000
Lapel	Clarence C. Bassett	Dept.	2	0	12	18	0	0										300	3,000
Laporte	A. M.	Dept.	6	3	89	115	0	0	11	25	23	10	11	23	5	10	4	2,000	40,000
Larwill	Isaac N. Warren	Dept.	2	0	9	10	15	0	0	2	3	1	2	1	0	1	0	800	2,500
Laurel	S. W. Eyal	Dept.	2	0	9	8	0	0										350	20,000
Lawrenceburg	N. V. Patterson	Dept.	3	1	17	45	0	0										1,500	20,000
Leavenworth	Geo. C. Cole	Dept.	1	0	4	2	0	0										100	2,000
Lebanon	Stewart A. Beals	Dept.	1	0	4	2	0	0	0	2	4	0	9	8	5	2	4	1,000	5,000
Leesburg	Charles A. Peterson	Dept.	3	2	86	100	0	0										100	15,000
Lewisville	J. H. Armington	Dept.	1	0	18	16	52	45										670	15,000
Liberty	Charles Julian	Dept.	2	0	9	6	33	19										525	3,000
Ligonier	P. B. Nye	Dept.	2	1	22	25	0	0	1	1	1	0	7	3	2	1	4	300	130
Lima	Miss Minnie C. Flinn	Dept.	2	2	25	23	0	0										448	25,000
Lincolnville	F. D. Smalzly	Dept.	1	0	18	13	29	25	3	1	1	0	7	3	2	1	4	50	2,000
Linden	J. C. Reynolds	Dept.	1	0	15	18	0	0										12	20,000
Linton	Curtis Merriman	Dept.	1	1	25	30	0	0	8	2	5	0	5	6	5	6	4	300	5,000
Livonia	Miss Laura M. Moore	Dept.	1	2	25	30	0	0										150	25,000
Logansport	Raymond B. Duff	Ind.	1	0	10	11	28	28	2	0								2,000	2,000
London	John M. Ashby	Dept.	4	5	110	268	0	0										12	20,000
Lowell	J. A. Swails	Dept.	1	0	12	7	0	0										300	5,000
Lynn	D. A. Norris	Dept.	2	1	18	34	0	0										150	8,000
McCordsville	F. E. Adleman	Dept.	1	0	16	5	0	0										20	
McCutchanville	B. W. Forkner	Ind.	2	0	17	21	0	0										20	
Center Township High School		Dept.	2	1	0	3	0	0											
Madison	Albert M. Arnold	Dept.	1	1	22	18	25	42	4	5	4	0	11	13				40	4,500
Macy	M. J. Bowman, jr.	Dept.	2	4	48	79	20	20	2	5								385	

* Statistics of 1898-99.

Moorestville	do.	Edwin E. Kling, B. A.	3	0	30	45	0	0	0	1	2	5	2	3	1	4	700	
Morrisburg	do.	V. E. Lewark	2	0	7	14	0	0	32	32	1	3	2	1	3	245		
Mount Etna	do.	James A. Moody	2	0	6	8	35	25	29	0	0	3	2	1	3	40		
Mount Sterling	do.	John M. Scott	1	0	8	5	0	0	0	0	0	3	2	0	3	60		
Mount Vernon	do.	L. P. Doern	2	0	40	60	0	0	2	3	3	3	2	0	4	200		
Mulberry	do.	Geo. E. Long	2	0	20	17	0	0	0	0	0	12	8	10	8	50		
Mundie	do.	Walter E. Erwin	2	5	130	168	0	0	15	40	30	12	15	9	10	4	55	
Naphtanee	do.	S. W. Baer	2	0	30	30	0	0	2	0	0	7	5	1	0	4	250	
New Albany	do.	Joseph P. Funk	2	4	73	142	0	0	0	0	0	11	27	0	4	527		
do.	Scribner High School	William O. Vance	1	1	10	22	20	30	0	0	0	0	0	0	4	29,000		
Newburg	High School	S. D. Purdine	1	0	1	7	0	0	0	0	0	3	1	2	0	1	125	
New Castle	do.	D. A. Sharp	1	1	22	29	0	0	0	0	0	1	5	0	3	100		
Newcastle	do.	Miss Rosa R. Mikels	3	4	32	50	0	0	0	0	0	2	1	4	0	1	800	
New Harmony	do.	Miss R. M. Wagh	2	1	31	28	0	0	0	0	0	2	0	2	1	4	150	
New Haven	do.	Flora M. Brockman	1	0	2	3	0	0	0	0	0	0	1	2	1	4	400	
New London	do.	V. E. Baldwin	1	1	28	34	0	0	0	0	0	5	4	2	4	200		
New Palestine	do.	Frank L. Wabee	1	1	14	14	48	55	0	0	0	0	1	3	1	4	300	
Newport	do.	Clyde L. Wagner	1	1	12	14	48	66	3	5	2	0	2	1	2	1	4	7,000
Nineveh	do.	M. J. Searle	1	1	16	1	2	8	0	0	0	0	3	1	3	3	50	
Noah	do.	Emor Bassett	2	2	107	103	0	0	2	3	2	0	2	2	3	4	200	
Noblesville	do.	Milton Gantz	1	0	95	31	0	0	0	0	0	1	2	0	1	4	300	
North Judson	do.	A. E. Murphy	2	0	13	18	0	0	0	0	0	1	1	2	2	2	2,000	
North Liberty	do.	O. Odell W. Hitenack	2	0	32	60	0	0	0	0	0	1	1	0	8	0	300	
North Manchester	do.	J. Howard Wagner	3	1	28	48	0	0	1	5	1	1	6	0	2	4	7,204	
North Vernon	do.	C. B. Newson	2	0	25	17	0	0	0	0	0	4	5	4	3	0	35,000	
Oakland City	do.	J. A. Divine	2	1	0	4	0	0	2	2	0	8	1	0	2	2	80	
Oaktown	do.	J. L. Burlingmier	2	1	0	4	0	0	0	0	0	1	0	0	3	3	6,500	
Odon	do.	W. M. Abel	2	1	0	9	13	0	0	0	0	1	2	0	0	4	5,000	
Oran	do.	Percival Berry	1	0	4	13	49	0	0	0	0	1	6	0	3	4	59	
Orange	do.	C. W. Coffin	1	0	3	5	29	32	0	0	0	2	1	2	1	2	65	
Orestes	do.	Chas. F. Plackard	1	0	1	5	6	10	0	0	0	2	6	0	4	4	8,000	
Orland	do.	A. J. Collins	1	1	10	25	41	29	0	0	0	2	6	0	4	4	15,000	
Orleans	High School	C. E. Spaulding	3	0	25	39	0	0	4	6	0	6	5	2	3	4	50	
Osgood	do.	Rudolph Acher	2	1	0	6	4	0	0	1	1	5	9	0	2	2	150	
Ossian	do.	J. F. Myers	2	1	0	14	34	0	0	0	0	3	2	1	0	3	500	
Otis	do.	W. H. Hillman	2	1	0	7	13	14	16	0	0	5	9	2	0	200		
Owensville	do.	K. W. Harris	2	2	1	23	27	0	0	0	0	1	1	1	0	4	300	
Oxford	do.	Miss Elizabeth Hewson	2	0	1	39	34	0	0	0	0	5	8	2	0	4	300	
Paoli	do.	John J. Copeland	2	2	0	20	25	0	0	0	0	8	1	5	1	5	700	
Parker	do.	W. G. Monton	1	0	0	4	8	0	0	0	0	0	1	1	1	3	150	
Patoka	do.	R. N. Chappelle	1	0	12	18	0	0	0	0	0	4	6	1	1	3	5,000	
Patriot	do.	O. A. Rowe	1	1	9	9	59	53	0	0	0	2	1	8	4	200		
Pendleton	do.	H. F. Hunt	3	0	54	49	21	24	0	0	0	11	8	1	5	4	250	
Pennville	do.	Orville Morrow	3	0	19	21	0	0	0	0	0	0	1	4	1	4	650	
Perry	do.	Victor Hedgcock	3	2	100	130	0	0	5	10	12	3	14	3	2	4	500	
Petersburg	do.	James H. Risley	2	1	0	34	43	0	0	0	0	0	1	2	2	4	15,000	
Pierceton	do.	C. W. Egnor	1	0	8	17	33	34	1	3	3	0	1	0	3	200		
Pine Village	do.	Clinton G. Beckett	1	0	0	0	0	0	0	0	0	0	0	0	0	3	204	

* Statistics of 1928-29.

1164	Rochester	High School	D. T. Powers	2	2	25	29	11	14					2	5	1	0	4	300
1165	Rockport	do	Geo. P. Weedman	Dept.	1	3	34	57	0	0				15	4	9	3	4	3,000
1166	Rockville	do	Miss Georgia Bowman	Dept.	1	3	54	60	0	0	5	6							1,200
1167	Rolling Prairie	do	J. W. Rittinger	Dept.	1	2	20	20	33	40				2	2	6	2	2	600
1168	Rome City	Orange Township High School	Elton Broughton	Dept.	2	0	6	9	0	0				2	1	0	0	3	150
1169	Royal Center	Royal School	E. E. Rogers	Dept.	2	0	6	11	0	0									5,000
1170	Russell	do	W. C. Barnhart	Dept.	3	1	60	86	0	0					12	18			500
1171	Russellville	do	O. B. Fritz	Dept.	1	0	7	6	33	32									3,944
1172	Russellville	do	R. B. Scherer	Dept.	1	0	11	7	0						1	1			104
1173	St. Joe Station	do	J. H. Stall	Dept.	1	0	13	10	0	0					1	3			150
1174	St. Joe High School	St. Joe High School	John W. Rhodes	Dept.	1	0	6	12	0	0				5	0				109
1175	Scipio	do	John W. Rhodes	Ind.	1	0	20	17	0	0					3	0			330
1176	Scipio	do.	Perry Canfield	Dept.	1	0	9	14	33	35					1	4			2,000
1177	Scottsburg	do.*	S. W. Murphy	Ind.	2	1	11	8	0	0				1	1				2,500
1178	Sellersburg	do.	W. N. Parks	Dept.	1	0	6	13	0	0									14,000
1179	Servia	do	A. L. Urey	Dept.	1	0	6	39	43										169
1180	Seymour	Shields High School	J. E. Graham	Dept.	2	4	97	83	0	0	3	2		8	12	3	2	4	95
1181	Shelbyville	High School	D. O. Coore	Dept.	2	3	75	90	0	0				3	9	2	1		40,000
1182	Sheridan	do	C. L. Mendenhall, Ph. E. Supt.	Dept.	4	0	34	41	0	0				4	4	2	1	4	3,900
1183	Shipshewana	do	H. M. Appleman	Dept.	1	2	12	23	0	0				4	3	0	1	4	10,000
1184	Shoals	do	Miss Mabel Yenne	Dept.	1	2	11	14	0	0	2	4							575
1185	Silverlake	do	J. E. Eschbach	Dept.	1	0	14	9	0					2	2				500
1186	Smithland	do.*	J. H. Phillip	Dept.	1	0	4	7	26	28	0	2							130
1187	Somerset	do	John N. Myers	Dept.	2	0	9	14	41	58			1	2	0	0	1	4	194
1188	South Bend	do	Dumont Lotz	Dept.	3	8	149	270	0	0	2			9	18	5	3	4	75,000
1189	South Milford	do	John W. Hostettler	Dept.	1	0	10	25	55	45	2	3			2	3			130
1190	South Whitley	do	Orange H. Bowman, Supt.	Dept.	2	1	27	34	0	0	3	4			3	7	3	4	330
1191	Spencer	do	W. I. Early	Ind.	3	0	40	39	0	0	10	5		5	5	2	1	4	200
1192	Springport	do	Claud Brown	Dept.	1	0	8	2	40	45									163
1193	Star City	Vanburen Township High School	Frank Long	Ind.	2	1	0	16	0	0									270
1194	Stateline	do	Geo. S. Porter, Supt.	Dept.	1	0	3	4	0	0									
1195	Stillwell	do	John B. Gower	Dept.	1	0	12	14	16	17				6	4				300
1196	Stinesville	do	Frank L. Driskell	Dept.	1	1	0	12	14	38	45								70
1197	Stratburg	do	J. W. Tuckley	Dept.	1	0	13	10	62	35				4	2	7	1	0	200
1198	Sullivan	do	Ira H. Larr	Dept.	3	1	41	65	0	0	0	2	1	0	7	2	0	4	200
1199	Summitville	Oak Grove High School	A. C. Woolley	Dept.	3	0	21	21	0	0	0	6	4		2	3			400
1200	Swayzee	High School	O. D. Clawson	Dept.	1	0	14	10	0	0									1,500
1201	Sycamore	Jackson Township High School	Robert Woodmansee	Dept.	1	0	11	9	0	0									150
1202	Syracuse	do	A. A. Norris	Dept.	1	0	25	16	0	0									
1203	Terre Haute	do	Chas. S. Meek	Dept.	1	6	15	294	365	0	0				2	6			300
1204	Thornstown	do.*	Miss Laura J. Walker	Dept.	1	2	30	35	0	0	11	9	8	3	1	3	1	4	1,384
1205	Tipton	do	L. L. Conner	Dept.	4	2	49	52	17	21	7	3	6	3	7	3	5	4	25
1206	Topeka	do	R. F. Miller	Dept.	2	2	0	13	21	51	50	6	3	4	2	4	2	4	309
1207	Tralfalgar	do	George T. Ragsdale	Dept.	1	0	14	9	0	0									125
1208	Union Center	do	do	Ind.	2	0	14	5	3	5				3	2	0	0	4	3,500

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stud-ents.		Preparing for college.				Gradu-ates in the class of 1900.				College prepar-atory stud-ents in the class that gradu-ated in 1900.		Length of course in years.	Number in military drill.		
								Elementary stud-ents.		Classi-Sci-entific course.		Male.		Female.								Male.		Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
INDIANA—cont'd.																					
Union City	High School	Miss Eleanor F. Danc.	Dept.	1	2	25	66	0	0					6	16			4			\$40,000
do	Ohio Side High School	S. Willis Danc.	Dept.	1	0	20	45	0	0					8	6	2	0	4		400	10,000
Union Mills	High School	W. Bert Sig.	Dept.	1	0	13	17	0	0	0	3			1	5			4		800	10,000
Urbana	do	Howard Williams	Dept.	2	1	0	13	0	0									3		125	8,000
Utica	do	Zenor Scott	Dept.	2	4	63	69	0	0	1	0	2	0	12	13	8	8	3		2,000	
Valparaiso	do	C. H. Wood	Dept.	2	1	10	15	0	0					0				4			
Vanburen	do	A. E. Higley	Dept.	2	1	19	37	0	0	3	4	3	4	0	1			3		125	
Veedsburg	do	E. W. Kirk	Dept.	1	0	3	13	34	31			2	1					3		300	15,000
Vera Cruz	do	Will F. Ewing	Dept.	1	0	6	15	0	0	0	2			2	4	0	1	3		300	5,000
Vernon	do	J. C. Faris	Dept.	1	0	9	15	0	0	1	0			1	2	1	0	2		150	4,000
Versailles	do	Will E. Peters	Dept.	2	2	24	43	0	0			3	6	3	6			4		325	10,000
Vevay	do	Ernest Danglede	Dept.	3	2	69	92	9	0			4	9					4		300	40,000
Vincennes	do	A. C. Yoder	Dept.	3	2	69	92	9	0	3								4		300	3,500
do	High School (colored)	W. H. Langford	Dept.	1	1	0	3	7	49	0	3							4			45,000
Wabash	High School	Miss Adelaide S. Bay-ler	Dept.	2	6	95	169	0	0	10	18	17	15	2	15	2	6	4		4,000	
Walkerton	do	A. L. Whitmer	Dept.	2	0	15	18	0	0			1	4	3	3	1	1	3		200	10,000
Wanatah	do	C. Bunnell	Dept.	2	0	13	21	0	0					4	9			2		540	6,000
Warren	do	P. H. Beck	Dept.	2	0	23	40	0	0	3	0	1	0	5	2	1	1	2		580	12,000
Warsaw	do	Miss Tillie C. Felbaum	Dept.	2	2	42	65	0	0									4		450	20,000
Washington	do	Hamlet Allen	Dept.	2	1	74	107	0	0			5	3	12	15	12	15	4		388	15,000
Waterloo	do	H. H. Keep	Dept.	2	1	24	33	0	0			10	10	3	7	1	2	4		595	16,750
Waveland	do	Mark Moffett	Dept.	2	1	25	25	0	0	11	5	4	0	1	6	1	4	4			
Wawaka	do	J. W. Earle	Dept.	1	1	13	20	0	0			2		4	3	2		3		300	4,000

[illegible]

*Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	4	2		Students.												20	21	22	
				Department or independent.	Second-ary in-struct-ors.	Elementary students.		Preparing for college.				Graduates in the class of 1900.		College preparatory students in the class that graduated in 1900.	Length of course in years.	Number in military drill.	Number of volumes in the library.				Value of grounds, buildings, furniture, and scientific apparatus.
						Male.	Female.	Male.	Female.	Classi- cal course.	Scien- tific course.	Male.	Female.									Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
IOWA—continued.	High School																				
1272 Anamosa	do	A. Palmer	Dept.	1	2	44	27	0	0	3	5	1	0	5	13	4	5	4	—	150	\$10,000
1273 Andrew	do	A. H. Hoffman	Dept.	0	2	22	17	40	37	—	—	—	—	—	—	—	—	4	—	300	4,800
1274 Anita	do	W. J. Cattell	Dept.	1	0	9	39	0	0	5	9	1	0	3	7	2	4	4	—	136	9,530
1275 Arcadia	do	J. M. Dimeck	Dept.	1	0	9	—	—	—	—	—	—	—	—	—	—	—	3	—	120	—
1276 Atlantic	do	Miss Fannie R. Wilson	Dept.	2	4	68	127	0	0	—	—	—	—	16	23	10	12	4	—	300	30,000
1277 Audubon	do	F. P. Hodder	Dept.	1	2	4	—	—	—	—	—	—	—	—	6	12	2	5	4	800	2,200
1278 Aurelia	do	F. W. Perkins	Dept.	1	1	18	24	0	0	—	—	—	—	—	—	—	—	3	—	—	15,000
1279 Avoca	do	C. Ray Arner	Dept.	1	2	37	36	0	0	—	—	—	—	5	8	3	0	4	—	140	23,000
1280 Bancroft	do	E. G. Bailey	Dept.	1	2	33	35	0	0	1	2	1	2	3	1	0	1	3	—	700	10,000
1281 Battlecreek	do	Chas. H. King	Dept.	1	0	23	—	—	—	—	—	—	—	—	—	—	—	4	—	50	5,000
1282 Baxter	do	A. L. Fales	Dept.	1	1	14	22	0	0	1	0	1	0	2	1	2	0	3	—	160	4,000
1283 Bayard	do	I. M. Boggs	Dept.	1	0	23	—	—	—	—	—	—	—	—	—	—	—	2	—	2,700	2,700
1284 Beacon	do	J. P. McMurray	Dept.	1	0	6	14	0	0	—	—	—	—	—	—	—	—	2	—	340	8,000
1285 Bedford	do	Miss Evelyn Miller	Dept.	1	3	63	77	0	0	2	2	—	—	8	4	4	1	4	—	330	23,000
1286 Belle Plaine	do	F. B. Lawrence	Dept.	1	3	60	70	0	0	—	—	—	—	4	10	1	5	3	—	400	23,000
1287 Bellevue	do	M. Jaynes	Dept.	1	1	10	23	0	0	—	—	—	—	—	7	—	—	3	—	470	15,000
1288 Belmond	do	Angus MacDonald	Dept.	2	1	31	48	0	0	—	—	—	—	5	8	2	3	4	—	300	17,375
1289 Birmingham	do	Jas. E. Moore	Dept.	1	1	22	34	0	0	0	2	1	0	2	5	—	—	4	—	160	1,450
1290 Bloomfield	do	C. W. Ramseyer	Dept.	2	2	0	31	37	0	—	—	—	—	3	13	1	2	1	—	500	23,000
1291 Bonaparte	do	Albert G. Roberts	Dept.	2	2	0	32	36	0	0	2	3	0	1	10	1	1	2	—	75	—
1292 Boone	do	Miss Alice Bradrick	Dept.	1	6	91	100	0	0	9	21	7	15	8	20	2	6	3	—	2,100	3,000
1293 Breda	do	J. E. Callahan	Dept.	1	0	20	15	29	20	6	15	2	3	0	1	0	1	4	—	35	12,000
1294 Brighton	do	Samuel Quigley	Dept.	1	1	23	40	0	0	—	—	—	—	—	—	—	—	4	—	750	20,000
1295 Britt	do	A. M. Deyoe	Dept.	1	2	28	32	0	0	—	—	—	—	—	—	—	—	4	—	520	20,000
1296 Brooklyn	do	Eugene Henely	Dept.	2	5	43	35	0	0	1	0	—	—	8	5	4	1	4	—	723	15,000

[illegible]

* Statistics of 1998-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	4	2		Students.												Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
				1	3	Preparing for college.				Elementary students.		Graduates in the class that graduated in 1900.				College preparatory students in the class that graduated in 1900.	Length of course in years.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
						Department or independent.		Second-ary in-struct-ors.	Male.	Female.	Male.	Female.	Male.	Female.	Male.						Female.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
						5	6															7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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1368	Farragut	do	Chas. McMullen	Dept.	1	1	25	27	0	0	0	0	0	0	4	5	4	150
1369	Fayette	do	F. E. Finch	Dept.	1	1	43	57	0	0	0	0	0	0	0	12	275	
1370	Floyd	do	E. A. Sheldon	Dept.	1	1	36	15	28	0	0	0	0	0	0	0	300	
1371	Fonda	do	D. E. Barnes	Dept.	1	1	37	43	0	0	0	0	0	0	0	0	300	
1372	Fontanelle	do	C. Colfax Smith	Dept.	1	1	15	21	0	0	0	0	0	0	3	1	300	
1373	Forest City	do	Hiram O. Bateman	Dept.	1	1	3	26	0	0	0	0	0	0	3	4	550	
1374	Fort Dodge	do	H. L. Roberts	Dept.	1	1	3	36	93	0	0	0	0	0	3	1	30,000	
1375	Fort Madison	do	W. L. Barrett	Dept.	2	2	3	56	88	0	0	0	0	0	5	2	150	
1376	Fredericksburg	do	J. A. Eckard	Dept.	1	1	0	25	20	0	0	0	0	0	1	3	30,000	
1377	Fremont	do	John K. Williams	Ind.	1	1	0	25	20	0	0	0	0	0	1	2	275	
1378	Galva	do	Miss K. A. Hummer	Dept.	1	1	0	23	28	0	0	0	0	0	0	0	3,500	
1379	Garden Grove	do	J. H. Drake	Dept.	1	1	23	38	0	0	0	0	0	0	1	1	180	
1380	Garnaville	do	Edward O. Fiske	Dept.	1	1	3	30	17	30	0	0	0	0	3	7	70	
1381	Garner	do	M. F. Mohe	Dept.	2	2	3	30	17	0	0	0	0	0	2	2	75	
1382	George	do	M. R. Hassel	Dept.	1	1	0	15	17	0	0	0	0	0	3	4	230	
1383	Gilman	do	J. E. Holmes	Dept.	1	1	0	14	10	0	0	0	0	0	0	0	700	
1384	Glenwood	do	Miss Lila C. Harlebut	Dept.	0	0	6	39	72	0	0	0	0	0	20	30	340	
1385	Glidden	do	J. H. Beveridge	Dept.	2	2	0	34	46	0	0	0	0	0	4	1	200	
1386	Goldfield	do	G. T. Eldridge	Dept.	1	1	21	36	0	0	0	0	0	0	3	2	300	
1387	Gowrie	do	J. C. Harrington	Dept.	1	1	0	13	32	0	0	0	0	0	0	0	450	
1388	Grand Junction	do	A. J. Ohlinger	Dept.	1	1	2	36	56	0	0	0	0	0	3	6	300	
1389	Greene	do	J. R. Jamison	Dept.	1	1	2	39	50	0	0	0	0	0	2	3	1,000	
1390	Greenfield	do	W. H. Reener	Dept.	1	1	2	39	50	0	0	0	0	0	3	6	312	
1391	Griswold	do	Mrs. L. E. Wilson	Dept.	4	4	1	16	37	0	0	0	0	0	0	0	249	
1392	Hawarden	do	W. R. Andrews	Ind.	1	1	19	35	0	0	0	0	0	0	5	8	10,000	
1393	Hedrick	do	Adam Pickett	Dept.	2	2	1	19	35	0	0	0	0	0	4	4	219	
1394	Holstein	do	J. R. Bevis	Dept.	1	1	0	13	17	0	0	0	0	0	0	1	290	
1395	Hamburg	do	J. C. King	Dept.	2	2	4	41	67	0	0	0	0	0	2	5	1,110	
1396	Hampton	do	Miss Anna Praier	Dept.	1	1	4	62	78	0	0	0	0	0	15	15	33,630	
1397	Harlan	do	Miss Alice Sudlow	Dept.	3	3	3	62	86	0	0	0	0	0	0	0	359	
1398	Hawarden	do	C. H. Brake	Dept.	2	2	1	32	45	0	0	0	0	0	3	2	30,000	
1399	Hedrick	do	Geo. E. Mason	Dept.	1	1	1	32	45	0	0	0	0	0	0	0	25,000	
1400	Holstein	do	Everett P. Bettenga	Dept.	1	1	1	32	45	0	0	0	0	0	0	0	10,000	
1401	Hopkinton	do	T. V. Hunt	Dept.	0	0	1	32	45	0	0	0	0	0	0	6	6,000	
1402	Hubbard	do	W. O. Reed	Dept.	1	1	1	20	20	0	0	0	0	0	1	2	240	
1403	Hull	do	D. M. Odel	Dept.	1	1	1	14	20	0	0	0	0	0	3	6	8,000	
1404	Humboldt	do	Ralph E. Towle	Ind.	1	1	2	32	52	0	0	0	0	0	1	1	350	
1405	Humeston	do	G. A. Axline	Dept.	1	1	3	30	33	0	0	0	0	0	2	1	5,000	
1406	Ia Grove	do	E. T. Sheppard	Dept.	1	1	3	50	68	0	0	0	0	0	3	5	26,000	
1407	Independence	do	Miss Clara M. Travis	Dept.	1	1	5	43	93	0	0	0	0	0	1	6	1,085	
1408	Indiana	do	Florian Von Eschen	Dept.	1	1	1	46	72	0	0	0	0	0	6	12	18,000	
1409	Iowa City	do	F. C. Ensign	Dept.	4	4	6	116	137	0	0	0	0	0	13	4	350	
1410	Iowa Falls	do	Mrs. Anna L. Burdick	Dept.	2	2	3	78	32	0	0	0	0	0	8	13	375	
1411	Ireton	do	A. A. Storer	Dept.	1	1	0	17	15	0	0	0	0	0	3	1	60,000	
1412	Jefferson	do	L. B. Carlisle	Dept.	2	2	1	27	118	0	0	0	0	0	6	12	8,000	
1413	Kellogg	do	H. E. Pemberton	Dept.	1	1	1	23	20	0	0	0	0	0	3	4	15,000	
1414	Keokuk	do	Geo. Edw. Marshall	Dept.	2	2	5	48	150	0	0	0	0	0	5	0	1,000	
1415	Keosauqua	do	David Williams	Dept.	2	2	0	37	27	0	0	0	0	0	4	2	200	
1416	Keota	do	H. O. Douglass	Dept.	2	2	0	37	27	0	0	0	0	0	0	0	8,000	
1417	Kingsley	do	C. E. Hanchett	Dept.	1	1	1	30	36	0	0	0	0	0	3	2	5,000	
1418	Kirkville	do	J. F. Croft	Dept.	1	1	1	16	23	0	0	0	0	0	0	1	138	

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.										Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for college.		Grad-uates in 1900.		College prepar-atory stu-dents in the class that gradu-ated in 1900.	19 20	21	22
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
IOWA—continued.																	
1419	Knoxville.....	Howard F. Simpson..	Dept.	3	1	43	88	0	0	4	8	5	0	3	10	2	2
1420	Kossuth.....	Prof. C. E. Smith.....	Dept.	1	1	20	20	14	16	6	3	6	6	5	4	---	1,200
1421	Lake City.....	Miss Flora Hoyer.....	Dept.	1	2	34	48	0	0	---	---	20	24	2	3	---	3,000
1422	Lake Mills.....	O. V. V. Holaday.....	Dept.	1	1	17	18	0	0	---	---	---	---	5	4	---	4,000
1423	Lake View.....	J. M. Holaday.....	Dept.	1	1	10	21	0	0	0	1	---	---	1	6	0	325
1424	Lamoni.....	Geo. N. Briggs.....	Dept.	1	1	25	52	0	0	11	23	---	---	5	5	4	63
1425	Lansing.....	J. B. Knoepfner.....	Dept.	1	1	23	17	0	0	---	---	---	---	1	6	0	3,740
1426	La Porte City.....	E. L. Grout.....	Dept.	1	2	15	41	0	0	5	6	---	---	1	8	1	100
1427	Laurens.....	J. J. McFaul.....	Dept.	1	1	17	33	0	0	---	---	---	---	4	3	---	18,300
1428	Lawler.....	A. W. Tschantz.....	Dept.	1	0	8	19	63	47	2	5	2	2	1	3	1	9,300
1429	Le Claire.....	Harry Haas.....	Dept.	1	0	9	20	0	0	---	---	---	---	3	3	---	20,000
1430	Le Grand.....	E. N. Coleman (supt.)..	Dept.	1	0	4	7	54	42	---	---	---	---	1	3	1	8,000
1431	Le Mars.....	Sam L. Darrach.....	Dept.	1	6	47	61	0	0	---	---	---	---	3	3	---	2,000
1432	Leon.....	W. H. Mahaffey.....	Dept.	2	1	35	83	0	0	2	3	---	---	2	10	2	18,000
1433	Lewis.....	W. W. Fletcher.....	Dept.	1	0	4	10	48	51	2	3	---	---	3	9	---	3,000
1434	Lewis.....	D. L. Grannis.....	Dept.	1	1	33	40	0	0	---	---	---	---	4	5	---	20,000
1435	Lime Springs.....	W. H. Lancelot.....	Dept.	1	1	23	18	40	60	1	0	2	3	4	3	---	10,000
1436	Lisbon.....	B. W. Headley.....	Dept.	1	1	14	24	15	16	1	2	---	---	0	1	0	10,000
1437	Lohrville.....	J. B. Green.....	Dept.	2	0	33	35	0	0	2	11	7	2	2	4	4	225
1438	Lohrville.....	Chas. Meyerholz.....	Dept.	1	1	11	15	0	0	0	1	---	---	0	1	0	150
1439	Lorimer.....	H. H. Peterson.....	Dept.	1	1	17	23	0	0	2	2	2	3	6	6	4	500
1440	Lowden.....	F. M. Hayner.....	Dept.	1	0	20	19	0	0	0	0	1	1	2	2	2	50
1441	Lucas.....	E. A. Witmer.....	Dept.	1	1	16	30	0	0	---	---	---	---	4	4	---	4,050
1442	Lynnville.....	High School.....	Dept.	1	0	14	14	36	45	1	0	1	0	1	3	4	300
	Lynnville.....	High School.....	Dept.	1	0	14	14	36	45	1	0	1	0	1	3	4	5,000
	Lynnville.....	High School.....	Dept.	1	0	14	14	36	45	1	0	1	0	1	3	4	15,000
	Lynnville.....	High School.....	Dept.	1	0	14	14	36	45	1	0	1	0	1	3	4	175

Lyons	High School	J. R. Bowman	Dept.	4	2	24	70	0	0	7	6	3	0	4	12	3	4	4	350	65,000
1443	McGregor	Miss Josephine Harrison	Dept.	2	1	20	35	0	0	---	---	5	6	1	7	1	7	---	800	20,500
1444	do.*	do.*	Dept.	2	1	30	30	0	0	3	4	2	3	---	---	---	---	---	---	---
1445	Madrid	R. V. Veneman	Dept.	2	2	31	30	0	0	---	---	---	---	---	---	---	---	---	---	---
1446	Magnolia	K. G. Lancelot	Dept.	2	1	10	12	45	63	---	---	---	---	---	---	---	---	---	---	---
1447	Malcom	Otis Randall	Dept.	2	1	0	10	12	29	49	0	2	2	3	11	2	1	3	200	15,000
1448	Malvern	J. B. Morris	Dept.	2	1	29	45	0	0	0	2	20	30	3	4	3	6	4	184	3,000
1449	Manchester	A. E. Rigby	Dept.	2	3	30	70	0	0	---	---	---	---	12	15	---	---	---	200	25,000
1450	Manilla	P. M. Herson	Dept.	2	0	0	20	0	0	---	---	---	---	---	---	---	---	---	150	---
1451	Manning	J. J. McMahon	Dept.	2	0	36	46	0	0	---	---	---	---	---	---	---	---	---	250	20,000
1452	Manson	P. C. Holdoegel	Dept.	2	1	20	40	0	0	15	2	0	7	7	3	5	4	450	---	
1453	Mapleton	H. H. Hahn	Dept.	2	1	35	88	24	27	4	10	---	---	---	---	---	---	---	2,000	30,000
1454	Maquoketa	C. C. Dudley	Dept.	2	1	63	82	0	0	3	5	2	0	9	16	5	5	4	225	7,000
1455	Marble Rock	J. D. Lyon	Dept.	2	1	0	10	9	0	0	---	---	---	---	---	---	---	---	150	5,000
1456	Marcus	R. H. Minkel	Dept.	2	0	20	15	0	0	4	3	---	---	---	---	---	---	---	485	6,000
1457	Marango	C. H. Carson	Dept.	2	1	30	40	0	0	1	0	---	---	---	---	---	---	---	600	25,000
1458	Marion	Miss L. R. Marshall	Dept.	2	3	40	70	0	0	0	0	---	---	---	---	---	---	---	600	25,000
1459	Marshalltown	J. S. McCowan	Dept.	2	4	70	116	0	0	0	0	---	---	---	---	---	---	---	436	65,300
1460	Mason City	A. R. Sale	Dept.	2	7	100	241	0	0	---	---	22	72	6	17	4	12	3	6,000	30,000
1461	Maxwell	J. E. Barelay	Dept.	2	0	9	10	28	32	1	2	---	---	---	---	---	---	---	400	30,000
1462	Maynard	William Beal	Dept.	2	1	0	32	29	0	0	---	---	---	---	---	---	---	---	50	---
1463	Mechanicsville	Clarence McCracken	Dept.	2	1	18	37	0	0	0	1	2	7	3	7	0	2	3	351	5,000
1464	Menlo	M. P. Kenworthy	Dept.	2	1	0	11	20	49	59	1	2	---	---	---	---	---	---	500	8,000
1465	Miles	John F. Ogden	Dept.	2	0	15	13	55	37	---	---	---	---	---	---	---	---	---	240	6,300
1466	Milton	F. E. Buck	Dept.	2	0	24	38	0	0	---	---	---	---	---	---	---	---	---	---	---
1467	Missouri Valley	Miss Emma C. DeGroof	Dept.	2	2	38	68	0	0	---	---	---	---	---	---	---	---	---	115	9,000
1468	Mitchell	H. E. La Rue	Dept.	2	1	10	13	0	0	---	---	---	---	---	---	---	---	---	470	50,400
1469	Mitchellville	E. Bradner	Dept.	2	1	22	46	0	0	---	---	---	---	---	---	---	---	---	325	2,000
1470	Modale	M. L. Dakin	Dept.	2	1	20	30	0	0	4	6	3	4	5	4	4	4	50	2,000	
1471	Monroe	J. E. Witmer	Dept.	2	1	26	30	0	0	0	---	---	---	---	---	---	---	---	300	1,500
1472	Montezuma	Miss Ida J. KcKee	Dept.	2	1	37	49	0	0	0	2	5	10	2	5	4	4	600	20,000	
1473	Monticello	Miss Mary I. Jarman	Dept.	2	1	46	59	0	0	---	---	---	---	---	---	---	---	---	560	25,000
1474	Montour	H. B. Shoemaker	Dept.	2	1	11	19	41	38	---	---	1	2	1	4	4	4	100	---	
1475	Montrose	J. P. Kennedy	Dept.	2	1	6	14	0	0	---	---	---	---	---	---	---	---	---	300	---
1476	Morning Sun	A. M. M. Dornon	Dept.	2	1	25	46	0	0	---	---	---	---	---	---	---	---	---	301	20,000
1477	Moulton	E. B. Rossier	Dept.	2	0	30	39	0	0	---	---	---	---	---	---	---	---	---	800	25,000
1478	Mt. Ayr	L. M. Maus	Dept.	2	1	55	55	0	0	2	4	6	2	4	8	2	4	4	760	25,000
1479	Mt. Pleasant	Miss Lida A. Pittman	Dept.	2	1	38	60	0	0	---	---	10	15	3	19	2	6	2	---	40,000
1480	Mt. Vernon	Payson W. Peterson, Jr.	Dept.	2	0	21	34	0	0	---	---	---	---	---	---	---	---	---	225	12,000
1481	Murray	J. W. Robey	Dept.	2	1	24	45	0	0	3	6	---	---	---	---	---	---	---	50	12,000
1482	Muscatine	E. F. Schall	Dept.	2	1	5	62	118	0	0	---	---	---	---	---	---	---	---	300	45,000
1483	Mystic	Robert M. Tait	Dept.	2	1	11	11	0	0	---	---	---	---	---	---	---	---	---	214	---
1484	Nashua	C. J. Trumbauer	Dept.	2	1	3	17	30	31	5	---	---	---	---	---	---	---	---	370	10,000
1485	Neola	J. M. Kapp	Dept.	2	1	28	44	0	0	---	---	---	---	---	---	---	---	---	300	5,000
1486	Nevada	Miss Anna Batman	Dept.	2	1	2	46	73	0	0	---	---	---	---	---	---	---	---	240	30,000
1487	New London	N. E. Johnson	Dept.	2	2	0	14	25	0	0	1	8	10	7	11	1	1	4	---	---
1488	New Sharon	Joseph W. Graham	Dept.	2	0	29	43	0	0	1	1	2	3	3	4	1	4	4	300	18,000
1489	Newton	E. J. H. Beard	Dept.	2	2	49	66	0	0	5	5	5	10	4	6	4	4	4	1,249	7,500
1490	Nora Springs	Miss Gertrude Murray	Dept.	2	1	0	11	23	0	0	---	---	---	---	---	---	---	---	350	10,000
1491	North English	E. H. McMillan	Dept.	2	0	25	0	0	0	---	---	---	---	---	---	---	---	---	700	12,000

* Statistics of 1898-99.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Grad-uates in the class that gradu-ated in 1900.		College prepar-atory stu-dents in the class that gradu-ated in 1900.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
IOWA—continued.																					
1492 Northwood.....	High School.....	E. M. Mitchell.....	Dept.	1	1	9	30	0	0					4	12			4		200	
1493 Norway.....	do.....	C. O. Janneyson.....	Dept.	1	1	15	16	0	0									2		176	\$4,000
1494 Oakland.....	do.*.....	F. M. Allen.....	Dept.	1	2	40	35	25	25	2	0			3	1			0	22	300	
1495 Ochevedan.....	do.....	Miss Emma Young-quist, B. D.	Dept.	0	1	10	21	0	0	3	6	3	6	2	4			1	3	250	3,000
1496 Odobolt.....	do.....	C. H. Camphoefner.....	Dept.	1	1	27	41	0	0					4	5			4		231	30,000
1497 Oelwein.....	do.....	L. B. Moffett.....	Dept.	1	2	27	64	0	0			5	7	3	9			2		300	
1498 Ogden.....	do.*.....	Miss Clara E. Thompson.	Dept.	0	2	24	21	0	0	3	2			3	4			3		500	14,000
1499 Onawa.....	do.....	A. F. Styles.....	Dept.	1	2	53	61	0	0	11	14			2	6			4		1,200	25,000
1500 Orange City.....	do.....	Miss Sue H. Reece.....	Dept.	2	1	19	24	0	0					2	5			4		677	
1501 Osceola.....	do.....	I. N. Beard.....	Dept.	1	3	40	79	0	0	10	25			2	16			4		500	40,000
1502 Oskaobosa.....	do.....	O. E. Dixon.....	Dept.	3	7	117	191	0	0					18	32			4		677	42,784
1503 Ottumwa.....	do.....	Eugene C. Peirce.....	Dept.	2	13	117	277	0	0			15	50	13	30			4		1,100	
1504 Oxford.....	do.....	E. C. Meredith.....	Dept.	1	0	13	19	0	0					0	4			3		250	5,000
1505 Oxford Junction.....	do.....	Clarence J. Burrell.....	Dept.	1	1	21	26	0	0	1	2			0	4			4			9,000
1506 Pacific Junction.....	do.....	W. M. Moore.....	Dept.	1	0	13	27	0	0					0	5			3		50	7,000
1507 Panora.....	Guthrie County High School.	F. E. Lenoeker.....	Ind.	2	4	73	120	0	0	10	6	8	4	11	9			4		900	35,000
1508 Parkersburg.....	High School.....	Miss Ida F. Leydig.....	Dept.	2	1	39	48	0	0					4	5			4		650	
1509 Patterson.....	do.....	John Gentry.....	Dept.	1	0	6	5	39	44											14	
1510 Pella.....	do.....	Willard Lyon.....	Dept.	1	2	36	39	0	0					5	9			4		800	25,000
1511 Perry.....	do.....	Miss Edith McGee.....	Dept.	1	4	42	105	0	0					5	10					400	
1512 Peterson.....	do.....	F. C. Woods.....	Dept.	1	1	22	24	0	0									4		450	3,500
1513 Pleasantville.....	do.....	W. C. Kennedy.....	Dept.	1	1	9	20	0	0					2	1			4		120	5,000

[illegible]

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Gradu-ates in 1900.		College prepar-atory stu-dents in the class gradu-ated in 1900.							
								Classi-cal course.		Scien-tific course.		Male.		Female.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
IOWA—continued.																					
1563	Stuart.....	High School	Dept.	2	2	69	18	0	0					14	7	5	10	4	---	1,400	\$50,000
1564	Sumner.....	do.	Dept.	1	0	39	48	0	0					2	0	1	0	3	---	400	500
1565	Sutherland.....	do.*	Dept.	1	1	18	26	0	0	5	18	1	0	4	4	1	0	4	---	500	10,000
1566	Tabor.....	do.	Dept.	2	1	27	33	0	0	0	18	1	0	4	16	1	8	3	---	350	200
1567	Tama.....	do.	Dept.	2	1	21	42	0	0	0	2	1	6	4	16	1	8	3	---	200	15,000
1568	Thurman.....	do.*	Dept.	1	1	15	16	0	0			12	7					2	---	204	8,000
1569	Tingley.....	do.	Dept.	1	1	20	20	0	0					5	2			2	---	150	3,000
1570	Tipton.....	do.	Dept.	1	3	44	60	0	0	24	45			13	14	4	12	4	---	230	50,000
1571	Toledo.....	do.	Dept.	2	2	53	59	0	0	5	2	20	23	5	19	1	8	4	---	900	26,634
1572	Traer.....	do.	Dept.	1	0	43	66	0	0	3	2	20	23	5	19	1	8	4	---	703	15,000
1573	Union.....	do.	Dept.	1	1	0	12	0	0					2	3	2	0	3	---	189	2,650
1574	Vail.....	do.	Dept.	1	3	14	6	42	40					2	2	2	0	3	---	700	8,000
1575	Vanmeter.....	do.	Dept.	1	3	17	20	0	0					1	5			3	---	16	5,000
1576	Vanwert.....	do.	Dept.	1	0	2	4	58	63	1	1	0	1	2	3	2	1	4	---	23	1,500
1577	Victor.....	do.	Dept.	2	0	8	24	0	0			2	1	2	8	2	1	4	---	750	5,000
1578	Villisca.....	do.	Dept.	2	2	4	80	100	0	0	5	15	10	20	6	8	3	4	---	350	10,000
1579	Vinton.....	do.	Dept.	2	3	59	84	0	0					7	7	3	4	4	---	300	30,000
1580	Wall Lake.....	do.	Dept.	0	1	19	30	0	0			2	0	1	1	0	1	4	---	100	10,000
1581	Walnut.....	do.	Dept.	1	2	29	27	0	0					2	1	1	0	4	---	650	18,500
1582	Wapello.....	do.	Dept.	1	1	25	26	0	0	1	0			2	1	1	0	4	---	100	2,800
1583	Washita.....	do.	Dept.	1	1	25	23	0	0					1	2			3	---	500	55,000
1584	Watertown.....	do.	Dept.	2	2	48	125	0	0					11	22			4	---	500	55,000
1585	West Side High School	do.	Dept.	1	5	48	88	0	0	20	30			3	10	3	7	4	---	615	5,300
1586	West Side High School	do.	Dept.	1	1	34	35	0	0					2	4			3	---	558	28,400
1587	Waucoma.....	do.	Dept.	1	1	24	49	0	0	3	4	2	4	3	10		2	4	---	558	28,400
1587	Waukon.....	do.	Dept.	1	1	24	49	0	0	3	4	2	4	3	10		2	4	---	558	28,400

1655	Ellinwood	do	J. J. Caldwell	Dept.	1	0	10	20	0	0	1	1	1	1	3	29,350
1656	Ellis	do	C. A. Strong	Dept.	1	0	12	24	0	0	1	4	11	1	3	390
1657	Ellsworth	do	Miss Helen Morton	Dept.	1	0	15	35	0	0	1	8	8	1	3	12,000
1658	Emporia	do	James D. Barnett	Dept.	1	4	72	87	0	0	1	0	0	0	3	275
1659	Erie	do	Miss Tillie Swanson	Dept.	1	0	9	20	0	0	1	0	0	0	3	800
1660	Eureka	do	Miss Jessie Brookover	Dept.	1	2	27	56	0	0	1	0	0	0	3	290
1661	Everest	do	H. M. Means	Dept.	1	1	6	24	7	5	0	0	0	0	3	8,000
1662	Florence	do	E. L. Rosebush	Dept.	1	1	6	24	0	0	0	0	0	0	3	4,100
1663	Fort Scott	do	W. C. Lansdon	Dept.	1	3	95	125	0	0	10	6	18	6	3	500
1664	Frankfort	do	W. J. Hull	Dept.	1	3	20	30	25	0	2	3	4	1	3	2,658
1665	Fredonia	do	Hal. S. McFadden	Dept.	3	0	32	54	0	0	0	12	3	0	3	6,000
1666	Galeana	do	F. H. Barker	Dept.	2	0	26	38	0	0	0	3	4	0	3	350
1667	Galva	do	R. A. Greeson	Dept.	1	0	5	8	0	0	1	2	1	4	1	100
1668	Garden City	do	Miss Nettie M. Lawrence	Dept.	1	2	24	35	0	0	1	3	10	1	1	29,000
1669	Garnett	do	C. H. Oman	Dept.	2	1	41	75	0	0	5	21	5	4	3	350
1670	Gaylord	do	E. E. Colyer	Dept.	1	0	16	22	0	0	5	5	4	0	3	30,000
1671	Girard	do	H. W. Shideler	Dept.	2	0	22	70	0	0	4	3	18	4	3	271
1672	Glen Elder	do	Irvyn Stanley	Dept.	1	0	17	20	0	0	1	4	1	0	3	390
1673	Goffs	do	W. T. Anderson	Dept.	1	0	8	9	0	0	1	1	1	1	3	590
1674	Goodland	do	J. A. Gwin	Dept.	1	1	12	13	0	0	2	1	2	1	3	4,000
1675	Great Bend	do	Miss Alice Reynolds	Dept.	2	1	20	49	0	0	0	8	0	0	4	250
1676	Greeley	do	G. W. Brown	Dept.	1	0	4	13	56	53	0	1	0	0	4	600
1677	Greensburg	do	E. H. Jackson	Dept.	1	1	22	41	0	0	1	1	1	1	4	50
1678	Grenola	do	A. W. Horsberger	Dept.	1	0	10	5	30	30	0	1	1	1	3	8,000
1679	Gypsum	do	M. W. Harner	Dept.	3	0	40	65	0	0	0	1	4	1	4	390
1680	Haddam	do	D. E. Macree	Dept.	2	0	10	10	0	0	1	0	0	0	3	4,000
1681	Hallstead	do	Ed. T. Barber	Dept.	1	0	13	20	50	45	0	1	3	1	3	10
1682	Hamlin	do	A. B. Minshall	Dept.	1	0	10	23	0	0	2	3	1	1	3	390
1683	Hanover	do	L. L. Shore	Dept.	1	0	14	21	0	0	1	1	1	1	3	300
1684	Harper	do	A. Sveczy	Ind.	1	0	17	22	0	0	3	2	2	0	3	1,500
1685	Hartford	do	W. E. Johnson	Dept.	1	1	17	22	0	0	0	1	1	1	3	324
1686	Hays City	do	A. W. Hiner	Dept.	1	2	37	63	0	0	1	1	0	1	4	15,000
1687	Hawington	do	A. R. Williams	Dept.	1	2	37	63	0	0	15	8	4	4	3	2,000
1688	Hawthalla	do	F. O. Hall	Dept.	2	1	37	59	0	0	0	12	16	4	4	11,670
1689	Holton	do	E. L. Hammel	Dept.	2	1	37	59	0	0	0	12	16	4	4	25,000
1690	Horton	do	J. M. Pierati	Dept.	2	1	37	59	0	0	0	12	16	4	4	14,000
1691	Howard	do	D. F. Hancock	Dept.	1	0	33	46	0	0	5	12	1	5	4	3,450
1692	Hoxie	do	A. H. Newton (snr)	Dept.	1	0	3	9	50	48	0	1	2	0	2	21,200
1693	Humboldt	do	Mrs. E. H. Richardson	Dept.	2	1	27	38	0	0	0	0	3	6	3	200
1694	Hutchinson	do	S. M. Nees	Dept.	2	1	55	150	0	0	2	21	3	18	7	31,000
1695	Hutchinson	do	S. M. Nees	Ind.	2	2	92	140	0	0	7	15	5	9	3	24,000
1696	Hutchinson	do	S. M. Nees	Ind.	2	2	92	140	0	0	7	15	5	9	3	33,000
1697	Jewell	do	Clifford A. Mitchell	Dept.	1	4	88	127	0	0	6	14	2	12	4	55,000
1698	Jewell City	do	H. Gerardy	Dept.	1	1	13	23	0	0	0	0	0	0	4	4,000
1699	Junction City	do	C. W. Lough	Dept.	2	1	3	40	0	0	2	3	10	1	4	675
1700	Kanopolis	do	A. M. Woodmansee, B.S.	Dept.	1	1	19	20	36	65	2	2	2	1	3	13,000
1701	Kansas City	do	Geo. E. Rose	Dept.	10	5	230	449	0	0	13	31	9	23	4	615
1702	Kingman	do	Miss Mayme K. White	Dept.	1	0	38	44	0	0	4	0	0	0	4	100,400
1703	Kinsley	do	W. M. Seaman	Dept.	3	0	9	21	0	0	1	4	0	0	3	500
1704	Kinsley	do	W. M. Seaman	Dept.	3	0	9	21	0	0	1	4	0	0	3	25,500

* Statistics of 1908-99.

Marysville.	do	Dept.	C. B. Myers	2	1	0	30	22	0	0	0	5	20	12	3	1	4	1	2	4	1,000
Medicine Lodge.	do	Dept.	E. A. Shepardon	1	1	25	23	0	0	0	0	0	0	0	0	0	0	0	0	0	600
Minneapolis.	do	Dept.	Chas. Wagner	3	0	43	47	0	0	0	20	25	4	0	5	6	5	5	4	4	2,000
Moline.	do.*	Dept.	Richard Allen	1	0	6	8	0	0	0	0	0	0	0	0	0	0	0	0	0	300
Moran.	do	Dept.	C. W. Kline	1	1	15	16	0	0	0	0	0	0	0	0	0	0	0	0	0	250
Mound City.	do	Dept.	B. F. Ader	1	1	20	25	0	0	0	7	6	3	2	2	6	5	5	3	3	150
Mound Valley.	do	Dept.	A. J. Lovett	2	1	30	30	0	0	0	2	5	3	8	2	7	2	7	2	7	100
Mulvane.	do	Dept.	T. C. Conklin	1	1	17	20	0	0	0	0	0	0	0	0	0	0	0	0	0	300
Neodesha.	do	Dept.	Miss Louise Stoolzing	1	1	23	34	0	0	0	1	0	5	3	2	2	2	1	0	4	8,000
Neosho Falls.	do	Dept.	W. L. Cunningham	2	0	11	29	0	0	0	0	2	6	6	6	1	3	0	3	4	200
Neosho Rapids.	do	Dept.	H. J. Emerson	1	2	0	13	0	0	31	37	0	0	0	0	0	0	0	0	0	350
Ness City.	do	Dept.	Chas. B. Taylor	1	0	4	8	0	0	0	0	0	0	0	0	0	0	0	0	0	15,000
New Albany.	do	Dept.	M. E. Canty	1	1	0	6	7	49	35	0	0	0	0	0	0	0	0	0	0	180
Newton.	do	Dept.	D. B. Krehbiel	2	1	22	68	0	0	0	0	0	0	0	0	0	0	0	0	0	300
Norton.	Norton County High School.	Ind.	E. M. Culter.	1	1	24	40	0	0	0	0	0	0	0	4	3	3	3	4	50	
Nortonville.	do	Dept.	H. L. Miller	1	1	20	22	0	0	0	10	12	5	0	2	3	3	2	1	4	400
Oakley.	do	Dept.	G. M. Brown	1	0	14	18	0	0	0	0	4	3	0	0	0	0	0	0	0	5,000
Olathe.	do	Dept.	L. N. Flint	4	1	44	80	0	0	0	0	0	0	0	13	26	10	23	5	79	12,000
Osburg.	do	Dept.	G. E. Anderson	1	0	8	5	0	41	47	3	3	0	0	0	0	0	0	0	0	350
Osage City.	do	Dept.	W. G. Magaw	3	0	25	43	0	0	0	0	0	0	0	0	0	0	0	0	0	8,000
Osawatimie.	do	Dept.	Hugh H. Ewing	1	2	20	40	0	0	0	0	0	0	0	0	0	0	0	0	0	30,000
Osborne.	do	Dept.	J. N. Banks	1	1	41	38	0	0	0	3	4	2	0	9	6	9	6	4	4	300
Oskaloosa.	do	Dept.	D. L. Stanley	1	0	15	25	0	0	0	2	2	0	2	3	2	10	2	10	3	400
Oswego.	do	Dept.	Chas. H. Williams	2	2	45	45	0	0	0	0	0	0	0	0	0	0	0	0	0	25,000
Ottawa.	do	Dept.	W. A. Le Bar	2	4	53	138	0	0	0	31	72	0	0	6	19	5	13	3	500	
Ottawa.	do	Dept.	Alexander Nash	1	0	14	24	0	0	0	0	0	0	0	1	4	1	1	3	158	
Paola.	do	Dept.	Frank W. Allin	2	3	45	113	0	0	0	0	1	10	1	1	12	1	3	4	50	
Parkerville.	do	Dept.	William Hinton	1	0	5	3	0	44	37	0	0	0	0	5	3	1	1	1	1,000	
Parsons.	do	Dept.	N. McDonald	3	3	95	127	0	0	0	0	0	0	0	6	9	7	0	3	500	
Peabody.	do	Dept.	A. B. Boshey	1	2	25	38	0	0	0	0	0	0	0	7	9	1	9	3	100	
Phillipsburg.	do	Dept.	S. V. Mallory	2	0	15	96	0	0	0	13	12	6	4	2	3	6	15	3	300	
Pittsburg.	Central High School.*	Dept.	W. R. Blair	1	0	35	39	0	0	0	0	0	0	0	6	15	6	15	3	450	
Plainville.	do	Dept.	A. A. Ward	1	0	15	17	0	0	0	0	0	0	0	3	4	3	4	3	30	
Pleasanton.	do.*	Dept.	J. B. Cheadle	1	0	15	17	0	0	0	1	1	0	1	0	3	4	3	4	200	
Plevna.	do	Dept.	M. E. Hinman	2	1	44	15	0	23	30	2	1	3	2	14	6	5	3	4	500	
Pratt.	do	Dept.	J. H. Beach	1	1	15	22	0	0	45	52	0	0	5	3	2	3	3	3	125	
Prescott.	do	Dept.	L. E. Bush	1	0	10	17	0	0	0	0	0	0	0	2	3	2	3	3	65	
Quenemo.	do.*	Dept.	Miss I. Carney	1	1	8	15	0	0	0	0	0	0	0	0	0	0	0	0	8,000	
Russell.	do	Dept.	W. J. Kiefer	1	1	15	31	0	0	0	0	0	0	0	2	3	1	2	4	15	
Russell.	do	Dept.	C. J. Burkes	1	0	4	12	0	24	58	0	0	0	0	0	7	1	2	4	300	
Reading.	do	Dept.	Isaac B. Morgan (supt.)	1	0	8	20	0	0	0	0	0	0	0	0	0	0	0	0	2,000	
Sabetha.	do	Dept.	U. S. Gage	1	1	2	41	60	0	0	0	0	0	10	15	5	15	0	5	250	
St. John.	do	Dept.	Arch L. Bell, Ph. B.	1	0	5	29	0	0	0	0	0	0	0	0	1	0	5	4	400	
St. Marys.	do	Dept.	Mrs. Mary A. Ludlum	1	1	20	30	0	0	0	8	20	1	1	0	15	0	5	3	400	
Salina.	do	Dept.	W. C. Pearce	1	2	98	96	0	0	0	0	0	0	0	1	4	9	3	2	300	
Salina Fe.	do.*	Dept.	Chas. C. Pearce	1	1	13	8	0	0	0	0	0	0	0	4	2	3	3	4	1,000	
Scranton.	do	Dept.	Wm. H. Carney	1	1	10	12	31	0	0	6	21	0	0	1	4	1	3	4	1,800	
Sedan.	do	Dept.	J. A. Ferrell	2	0	17	40	0	0	0	0	0	0	0	2	4	2	1	4	57	
Sedgwick.	do	Dept.	E. A. Hampshire	1	1	15	20	0	0	0	0	0	0	0	4	2	1	1	4	350	
Selden.	do	Dept.	J. N. Mosher	1	0	5	4	29	16	0	0	0	0	0	0	0	0	0	0	1,500	
Selden.	do	Dept.	J. N. Mosher	1	0	5	4	29	16	0	0	0	0	0	0	0	0	0	0	3,000	

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.						
				Second-ary in-struct-ors.		Ele-ment-ary stu-dents.		Preparing for college.						Gradu-ates in 1900.		College prepar-atory students in the class that grad-uated in 1900.		Length of course in years.	Number in military drill.								
								Classi-cal course.														Sci-entific course.					
								Male.	Female.	Male.	Female.	Male.	Female.									Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22						
KENTUCKY—con-tinued.																											
1843	Lewisburg	High School *	Ind	1	0	3	7	9	15	9	17	3	2				9	17	4	100	\$30,000						
1844	Lexington	Dudley High School	Dept	1	8	100	193	0	0	0	9	17					8	7	4	300	32,433						
1845	do.	Johnson High School	Dept	1	6	90	116	0	0	0							4	12	3	700	10,000						
1846	Lexington	Russell High School	Dept	2	9	98	109	0	0																		
		(colored). *																									
1847	Louisville	High School *	Dept	1	0	6	14	0	0	0	2	2	1	0	2	0	1	3	4	250	10,069						
1848	Louisville	Central High School	Dept	9	1	75	229	0	0	0	0	2	1	6	35		6	35	400	2,500							
		(colored).																									
1849	do.	Girls' High School	Dept	1	19	0	752	0	0	0	56						0	44	4	2,138	121,375						
1850	do.	Male High School	Dept	13	0	378	0	0	0	30	0	40	0	44	0	20	0	4	1,500	75,000							
1851	do.	Manual Training High School.	Dept	14	0	244	0	0	0			33	0	32	0	30	0	4	800	135,000							
		do.																									
1852	Ludlow	High School	Dept	1	2	20	33	0	0	2	1						4	2	4	52	500						
1853	Marion	do. *	Dept	1	1	39	29	0	0								3	6	3	500	15,000						
1854	Maysville	do.	Dept	1	1	24	32	25									5	7	3	250	17,000						
		do.																									
		do.																									
855	Middlesboro	Male and Female College	Dept	1	0	10	14	15	22	1	3	2	4	1	3	1	3	4	200	3,000							
856	Mimwa	High School	Dept	1	0	5	9	34	29										2	2,000							
857	Mount Sterling	Bellevue High School	Dept	1	1	0	29	42	0	0		3	2	7	4	2	1	3	109	15,000							
858	Newport (Station B).	Dayton High School *	Dept	1	1	17	32	0	0	0	1			1	4			3	750	15,000							
859	Newport (Dayton Station).	Dayton High school *	Dept	1	2	23	43	0	0			4	6	8	4	6	4	3	500	35,000							

Year	Location	School	Principal	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900
1880	Newport (Fort Thomas)	Highlands High School	C. J. Hall	1	1	15	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1881	Nicholsville	High School	R. G. Lowrey	1	0	15	14	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1882	Owensboro	do. *	W. H. Stuart	3	5	67	80	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1883	do.	Western High School (colored)	C. C. Monroe	2	1	2	33	0	0	0	13	0	0	0	0	0	0	0	0	0	0	0	0	150
1884	Paducah	High School	C. A. Norvell	1	3	32	72	0	0	3	15	1	2	3	25	2	14	3	540					
1885	do.	Lincoln High School (colored)	Edward W. Benton	1	0	11	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1886	Paris	High School *	H. C. Wilson	1	1	44	48	0	0	2	1	14	16	5	9	4	4	4						
1887	do.	High School (colored)	J. C. Graves	2	1	35	43	0	0	0	2	3	0	1	7	1	7	4						
1888	Richmond	Cathwell High School	J. D. Clark	2	1	21	42	0	0	5	15	5	0	2	10	1	3	3						
1889	Scottsville	Sabinary	J. V. Chapman	1	0	5	3	65	88	0	0	0	0	0	0	0	0	0						
1890	Scottsville	High School	H. B. Landis	1	0	5	4	70	63	0	0	0	0	0	0	0	0	0						
1891	Shelbyville	do.	A. P. Livingston	1	2	14	35	0	0	8	6	0	0	1	6	5	4	3						
1892	Somerset	do. *	Geo. L. Simpson	1	2	20	30	0	0	0	0	0	0	0	0	0	0	0						
1893	do.	do.	J. F. Nall	1	2	14	35	0	0	0	0	0	0	0	0	0	0	0						
1894	Williamstown	Graded High School	Jno. R. Dickey	1	1	50	33	38	64	15	10	23	17	0	0	0	0	0						
1895	Winchester	High School (colored) *	J. H. Garvin	1	1	8	15	0	0	1	0	0	1	0	0	0	0	0						
LOUISIANA																								
1875	Alexandria	High School	A. M. Hendon	2	1	20	24	0	0	1	0	0	0	1	2	1	0	3						
1876	Amite	do.	Prof. A. F. Kyger	1	0	15	35	0	0	0	0	1	1	0	1	0	1	0						
1877	Bastrop	Morehouse High School	Thomas E. Sanders	2	0	20	30	0	0	0	0	0	0	10	11	2	2	4						
1878	Centerville	Central High School	L. J. Allen	2	0	15	35	0	0	0	0	0	0	0	0	0	0	0						
1879	Cheneyville	High School	H. B. Landis	1	1	0	5	4	70	63	0	0	0	0	3	2	2	4						
1880	Clinton	Female Institute	H. B. Landis	1	1	0	5	4	70	63	0	0	0	0	3	2	2	4						
1881	Colfax	High School and College	Mrs. S. E. E. Munday	0	1	8	12	23	21	0	0	0	0	0	2	0	0	0						
1882	Donaldsonville	Ascension Academy *	J. O. Taylor	1	1	0	6	10	47	42	2	3	0	0	0	0	0	0						
1883	Downtown	High School	O. B. Staples	1	1	0	5	27	0	0	0	0	0	0	0	0	0	0						
1884	Franklin	St. Mary Central High School	C. A. Ives	2	0	15	11	0	0	3	5	0	0	0	0	0	0	0						
1885	Grand Cane	High School	A. S. Dale	1	3	17	25	53	45	0	0	0	0	0	0	0	0	0						
1886	Hammond	High and Graded School	Benj. R. Crandall	1	1	20	35	0	0	0	0	0	0	0	0	0	0	0						
1887	Jena	Jena Seminary and Catholic High School	R. E. Bobbitt	1	1	9	10	50	36	0	0	0	3	0	3	0	3	0						
1888	Lafayette	High School	W. A. Le Rosen	1	0	12	9	32	42	0	0	0	0	0	0	0	0	0						
1889	Lake Charles	Central High School	Chas. Grant Shaffer	1	3	4	63	98	0	0	18	32	5	17	5	6	4	50	30					
1890	Mansfield	do.	J. J. Vaughan	2	1	20	20	0	0	0	0	0	0	0	0	0	0	0						
1891	Monroe	High School	D. B. Snowball	2	2	30	29	0	0	0	0	0	0	0	0	0	0	0						
1892	Montgomery	do.	Jno. C. Roberts	2	2	30	29	0	0	0	0	0	0	0	0	0	0	0						
1893	New Iberia	do. *	J. E. Keeney	1	2	25	33	0	0	2	1	0	0	3	2	2	1	4						
1894	New Orleans	McDonogh High School	Frank W. Gregory	12	1	294	0	0	0	0	0	0	0	0	0	0	0	0						
1895	do.	No. 1. McDonogh High School	Mrs. A. L. Lusher (acting principal)	0	16	0	395	0	0	0	0	0	0	0	0	0	0	0						
1896	do.	No. 2. McDonogh High School	Miss Eugenie Suydam	0	12	0	255	0	0	0	0	0	0	0	0	0	0	0						
1897	do.	No. 3. Southern University and A. and M. C. High School (colored)	H. A. Hill	7	2	26	45	0	0	0	0	0	0	0	0	0	0	0						
1898	Opelousas	St. Landry High School	T. H. Harris	3	2	30	53	0	0	0	0	0	0	0	0	0	0	0						

* Statistics of 1898-99.

1921	Bowdoinham	do	Ernest L. Palmer	Dept.	1	0	17	16	0	0	3	2	4	7	4	55
1922	Bradley	do	Miss Olive Buck	Dept.	0	1	21	41	50	22	2	2	2	1	4	130
1923	Brewer	do	H. M. Brishoe	Dept.	1	0	11	10	26	28	2	2	2	0	8	2,000
1924	Bridge-water Center	do	F. M. Allen	Dept.	1	0	14	10	26	28	2	2	2	0	8	2,000
1925	Bridgton	do	Charles Stone	Dept.	1	2	34	36	0	0	6	5	1	0	3	300
1926	Brownville	do	B. M. Clough	Dept.	1	0	16	15	0	0	5	0	5	0	2	5,000
1927	Brunswick	do	Charles Fish	Dept.	1	3	53	51	0	27	2	2	2	6	12	40,000
1928	Buckfield	do	P. A. Robinson	Dept.	1	0	9	14	9	13	1	0	5	4	2	275
1929	Buxton Center	do	J. M. Hill	Ind.	1	1	14	27	0	0	2	0	5	5	2	100
1930	Calais	High School	Verne M. Whitman, A. M.	Dept.	2	3	42	74	0	0	10	23	1	0	3	200
1931	Camden	Megunticook High School	Chas. B. Allen	Dept.	1	2	33	39	0	0	2	3	10	3	7	7,000
1932	Canaan	High School	Wm. H. Hodge	Dept.	1	0	3	7	10	15	1	0	1	0	1	3,000
1933	Cape Elizabeth	do	Parson Smith	Dept.	1	2	43	49	0	0	4	8	10	20	2	130
1934	Cape Elizabeth	South Portland High School *	Ralph A. Parker	Dept.	1	2	43	49	0	0	4	8	10	20	2	300
1935	Caribou	High School	W. P. Hamilton	Dept.	1	2	20	40	0	0	10	7	5	0	6	20,000
1936	Castine	do	Maurice L. Gray	Dept.	1	0	11	20	0	0	0	0	0	1	0	3,000
1937	China	do	Miss Olive A. Gould	Dept.	0	1	10	20	0	0	0	0	0	1	0	50
1938	Clinton	do	E. E. Libbey	Dept.	1	0	7	21	28	28	2	5	8	6	4	3,500
1939	Columbia Falls	do	W. F. Whitehouse	Dept.	1	0	12	10	7	7	1	8	2	0	3	2,500
1940	Cornwall	Union Academy	W. F. Whitehouse	Dept.	1	1	16	10	0	0	0	0	0	4	0	4,000
1941	Cornwall	High School	Stephen Rounds	Dept.	1	1	17	26	0	0	1	8	2	0	3	2,500
1942	Danforth	do	V. A. Parker	Dept.	1	2	25	25	0	0	4	8	1	0	0	4,000
1943	Deer Isle	do	Walter P. Wining	Dept.	1	0	18	19	0	0	0	0	0	0	0	2,500
1944	Dennmark	do *	Albert C. Fames	Dept.	1	0	11	11	4	5	0	0	2	0	1	1,800
1945	Dennysville	do	H. A. Brill	Dept.	1	0	11	11	19	20	1	1	1	1	1	15,000
1946	Dexter	do	W. S. Brown	Dept.	1	2	35	45	0	0	6	6	3	2	0	10,000
1947	Dover	do	W. S. Brown	Dept.	1	2	35	45	0	0	6	6	3	2	0	8,000
1948	Duxbury	English High School	White J. J. Kidcott	Dept.	1	2	50	59	0	0	0	0	1	3	2	350
1949	Ellsworth	Boydton High School	John B. Merrill, A. M.	Dept.	3	1	51	58	0	0	30	30	10	0	4	10,000
1950	Farfield	do	Ernest H. Pratt	Dept.	1	1	18	23	0	0	0	3	3	0	2	5,000
1951	Farmington	do	Francis Kenrick	Dept.	1	3	62	60	0	0	13	6	8	2	7	100
1952	Fort Fairfield	do	Chas. M. Pennell, A. B.	Dept.	1	2	19	51	24	15	3	4	3	0	3	200
1953	Freedom	Academy	Wm. Lowell Bonney	Dept.	1	2	35	33	15	7	0	0	0	0	0	10,000
1954	Freeport	Free High School	Norman K. Fuller	Dept.	1	2	39	43	0	0	10	6	3	0	5	50
1955	Frenchville	do *	Will O. Hersey, A. B.	Dept.	0	1	11	10	10	10	0	0	0	2	2	1,500
1956	Gardner	High School	Miss Eugenie Le Pel	Dept.	1	0	6	9	0	0	1	3	0	0	0	1,000
1957	Garland	do *	W. L. Powers	Dept.	1	0	6	9	0	0	1	3	0	0	0	208
1958	Gorham	do	Calvin C. Prackett	Dept.	2	1	50	40	0	0	12	11	13	0	1	40
1959	Greenville	do	Leon Newton	Dept.	1	0	13	12	7	6	0	0	2	1	0	700
1960	Gulford	do	Geo. W. Snow, A. M.	Dept.	1	2	36	34	0	0	5	1	3	0	2	15,500
1961	Hallowell	do	Herbert W. Dutch	Dept.	2	1	38	53	0	0	4	6	2	0	4	5,000
1962	Harmony	do	A. I. Stuart	Dept.	1	0	6	8	21	14	0	0	0	0	0	2,500
1963	Hartland	do	B. E. Packard	Dept.	1	0	20	30	0	0	0	0	0	0	0	3,000
1964	Hartland	Academy	F. W. C. Wiggin	Dept.	1	1	20	30	40	50	8	14	2	4	1	1,200
1965	Hodgdon	High School	John W. Adams	Dept.	1	0	29	34	0	0	0	0	0	0	0	2,500
1966	Hodgdon	do	San Lorenzo Merri-	Dept.	1	1	26	19	4	5	0	0	0	0	0	2,500
			man, A. B.													

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	4	2		Students.												Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				1	3	Second-ary in-struct-ors.		Preparing for college.		College prepar-atory stu-dents in the class that grad-uated in 1900.		Length of course in years.		20	21	22					
						Department or in-depend-ent.	Second-ary in-struct-ors.	Ele-men-tary stu-dents.	Classi-fic course.		Gradu-ates in the class that grad-uated in 1900.		Length of course in years.				Male.			Female.	
									Male.	Female.	Male.	Female.									Male.	Female.
MAINE—continued.																					
1967	Jay	High School *	1	1	0	14	12	0	0	2	0			0	2			4		50	\$3,000
1968	Jonesport	do	1	0	6	16	8	12							1	7		4			3,500
1969	Kenduskeag	do.*	1	0	3	4	23	39										4			1,500
1970	Kennebunk	do	1	1	27	29	0	0	4	0				4	6			4		40	11,000
1971	Kennebunkport.	do	1	1	21	23	0	0	2	2				7	6			3			5,000
1972	Kittery	do	1	1	31	42	0	0	2	4	0	3	10	27	7	11	4	4		10	2,000
1973	Lewiston	Jordan High School	2	5	103	150	0	0	29	34								4		500	2,500
1974	Liberty	High School	0	1	20	8	5	6						2	11	2	4	4		40	2,000
1975	Limerick	Academy	1	1	15	20	0	0	0	5	10	1	0	2	3	1	2	4		350	3,500
1976	Limestone	High School *	1	1	10	30	0	0	0									4		40	2,500
1977	Livemore Falls.	do	1	1	13	18	0	0	0									4			2,000
1978	Lubec	do	1	1	25	28	0	0	0	5	1	4	0	5	5	2	2	4		350	4,000
1979	Madison	do	1	1	14	33	0	0	0	5	1			3	3	0	1	4		600	20,000
1980	Madison	do	1	1	13	17	0	0	0	4	11			3	3	0	1	4		25	15,000
1981	Mechanic Falls	do	1	1	13	17	0	0	0									4		150	1,000
1982	Mechanic Falls	do	1	0	6	6	64	40						4	4	0	3	4		100	2,500
1983	Millbridge	do	1	0	20	19	0	0	0									4		50	3,000
1984	Millville	do	2	2	21	22	30	23	4	3				3	0	3	0	4		400	8,000
1985	Monmouth	Academy	1	1	29	26	0	0	0	9	3			5	4	3	4	4			3,000
1986	Mount Desert	Somesville High School.	1	1	0	15	16	25	30									4			
1987	Newfield	High School	1	3	1	17	20	0	0									4			
1988	Newport	do	1	0	14	11	16	14										4			
1989	New Vineyard	do	1	0	15	23	0	0	0									4			4,000
1990	North Berwick	do	1	1	9	16	0	0	0	2	0			0	3			3			800
1991	North Islesboro.	do	1	1	0	18	9	9	16	0								4			1,500

1942	North Liver-	do	Miss Sara L. Doyen	Ind	1	0	6	7	12	15	1	0	2	0	4	22
1943	more.	Parsonsfield Seminary	Elden D. Pratt	Dept	1	2	33	6	0	0	1	0	2	0	4	20,000
	North Parsons-	and Piper Free High														
	field.	School.														
1904	Norway	High School	Albert M. Rollins	Dept	1	2	44	47	0	0	11	3	18	20	5	200
1905	1905	Oakland	Frederic L. Tapley	Dept	1	1	25	12	0	0	4	2	8	0	1	1,000
1906	1906	Old Orchard	R. D. Fairfield	Dept	1	0	8	25	0	0	0	0	0	0	3	15,000
1907	1907	Old town	Harry T. Watkins, A.M.	Dept	1	0	8	12	0	0	0	0	0	0	3	100
1908	1908	Orrington	J. O. Whitcomb	Dept	1	2	37	41	0	0	8	0	6	5	7	18,000
1909	1909	Palermo	Harry E. Pratt	Dept	1	0	17	23	0	0	0	0	0	0	0	100
2000	2000	Patten	Herbert N. Gardner, A.B.	Dept	2	0	21	24	0	0	2	3	2	0	5	2,000
2001	2001	Pemaquid	Geo. W. Singer	Ind	1	0	15	23	24	17						105
2002	2002	Bristol Free High School*	John Merrill Boyd	Dept	1	0	15	27	0	0						
2003	2003	Pembroke	Frank F. Simonton	Dept	2	0	15	27	0	0						100
2004	2004	Phillips	Albro E. Chase	Dept	2	1	28	36	0	0	2	3	1	2	0	10,000
2005	2005	Portland	J. E. Roberts, E.A.	Dept	6	14	259	261	0	0	62	96	14	0	21	1,500
2006	2006	Presque Isle	R. S. Randall	Dept	1	1	0	11	19	0	0	0	0	0	0	400
2007	2007	Princeton	E. C. Megquier	Dept	1	1	0	11	19	0	0	0	0	0	0	3,000
2008	2008	Richmond	R. N. Millett	Dept	1	1	15	31	0	0	2	5	1	0	1	400
2009	2009	Rockland	L. E. Moulton	Dept	2	1	3	67	101	0	0	0	0	0	0	3,000
2010	2010	Rockport	R. N. Millett	Dept	1	1	19	22	0	0	4	2	0	0	2	400
2011	2011	Rumford Falls	Charles Willbur Cary	Dept	1	2	14	36	11	5	1	0	1	0	1	400
2012	2012	Sabatius	L. C. Foss	Dept	1	0	13	17	0	0	0	2	7	3	2	400
2013	2013	St. Albans	Percy R. Longley	Dept	1	1	14	15	14	18						1,800
2014	2014	Sanford	Harry E. Bryant, A.B.	Dept	0	1	20	40	0	0	4	8	2	1	4	10,000
2015	2015	Sangerville	Jonathan L. Dyer, A.B.	Dept	1	1	8	19	0	0	1	0	0	0	1	10,000
2016	2016	Scarboro	Percy F. Parsons, A.B.	Dept	1	1	0	16	15	0	0	2	0	0	1	20
2017	2017	Seabrook	Milton P. Dutton	Dept	1	0	20	34	0	0						19,000
2018	2018	Shapleigh	Frank C. Thompson, A.B.	Dept	1	0	19	14	0	0						200
2019	2019	Sherman Mills	Clifton E. Wass	Dept	1	1	18	17	23	20	1	1	3	0	12	80
2020	2020	Skowhegan	Chas. W. Marston	Dept	1	3	58	63	0	0	16	17	3	0	12	250
2021	2021	South Norridge-	L. R. Folsom	Dept	1	1	17	23	29	25	3	7				75
2022	2022	South Norridge-	L. Pierpont Gerrist	Dept	1	0	30	40	0	0	8	4				3,500
2023	2023	South Norridge-	Wm. H. Crafts	Dept	1	0	6	20	18	35						
2024	2024	South Norridge-	Clarence E. Dow	Dept	1	0	10	9	20	15						300
2025	2025	South Norridge-	Rescoe L. Mitchell	Dept	1	0	7	8	30	40	0	1				
2026	2026	South Norridge-	C. J. Richards	Ind	1	1	40	42	0	0						40
2027	2027	Springfield	A. W. Shure, A.B.	Dept	1	2	30	38	5	7						80
2028	2028	Springvale	Frank G. Davis	Dept	1	1	13	29	0	0	0	2	0	0	8	190
2029	2029	Stark	John W. Higgins	Dept	1	0	9	13	0	0	0	0	0	0	1	13
2030	2030	Stenben	Frank Plimstead	Dept	1	0	6	15	21							20
2031	2031	Strong	H. E. Marston	Dept	1	0	16	13	0	0						4
2032	2032	Sullivan	A. C. Hanson	Dept	1	0	10	15	5	10						

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	2		3		4		Second-ary in-struct-ors.		Element-ary stud-ents.		Preparing for college.				Gradu-ates in 1900.		College prepar-atory stud-ents in the class that gradu-ated in 1900.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, fur-niture, and scientific apparatus.
				2		3		4		Second-ary in-struct-ors.		Element-ary stud-ents.		Preparing for college.				Gradu-ates in 1900.		College prepar-atory stud-ents in the class that gradu-ated in 1900.					
				5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
MAINE—continued.																									
2932	Tenants Harbor	A. I. Stuart	Dept.	1	0	30	37	0	7	0															
2933	The Forks	Chas. E. Ball	Dept.	1	0	6	6	6	7	0															
2934	Thomaston	Albert S. Cole	Dept.	1	1	15	20	0	0	4	1			8	13	1	0	4							
2935	Townsham	John A. Cone, A. B.	Dept.	1	3	41	56	11	13	2	8	0	10	10	7	1									
2936	Turner Center	Leland A. Ross, A. B.	Dept.	1	0	30	26	0	0					6	4										
2937	Union	Walter P. Clarke	Dept.	1	0	4	15	0	0	1	1			0	3										
2938	Vanceboro	Miss N. B. Michels	Dept.	1	0	6	11	4	4																
2939	Vassie	N. R. Russell	Dept.	1	1	25	25	0	0					1	0										
2940	Vinalhaven	F. E. Briggs	Dept.	1	2	32	38	0	0	2	1			3	2										
2941	Waldoboro	C. E. Eaton	Dept.	0	1	20	30	16	16					0	8	0	2								
2942	Warren	F. E. Russell	Dept.	1	1	20	30	16	16					0	8	0	2								
2943	Waterville	A. E. Stinson, A. B.	Dept.	2	5	72	78	0	0	25	25	4	0	16	15	6	8								
2944	Waterville Center	John E. Nelson	Dept.	1	0	13	14	0	0	1	0			0	1										
2945	Wayne	Guy E. Healey	Dept.	1	1	10	12	47	53					1	5										
2946	Weld	Nathan G. Foster	Dept.	1	1	10	12	27	10	3	1														
2947	Wells	Miss Bertha L. Perkins	Dept.	1	0	9	13	27	10	3	1														
2948	Westbrook	Frederick W. Freeman, A. M.	Dept.	1	4	66	75	0	0	12	9	3	0	9	13	3	2								
2949	West Buxton	W. H. Tibbitts	Dept.	1	0	11	11	0	0					0	2										
2950	West Garland	Arausta V. Flanders	Dept.	1	0	6	10	0	0																
2951	Windham Center	Miss Mary L. Harlow	Dept.	0	2	17	14	9	10																
2952	Winslow	Chas. L. Clement	Dept.	1	0	15	9	0	0	8	0														
2953	Winter Harbor	Summer P. Mills	Dept.	1	1	0	18	20	0	0	2	1													
2954	Winterport	Wm. J. Henderson	Dept.	1	0	4	8	7	18	2	5			4	7										
2955	Winthrop	Charles E. Sawtelle	Dept.	1	1	31	33	0	0	7	4	2	0	4											

	High School and Acad. city.	Chas. S. Sewall, A. B.	Dept.	2	1	25	43	0	0	2	2	---	2	10	0	1	4	---	200	1,000
2556	Wiscasset.....	Chas. S. Sewall, A. B.	Dept.	2	5	73	102	0	0	8	7	9	2	11	27	4	7	---	400	---
2557	Woodfords.....	Wm. M. Marvin	Dept.	2	5	73	102	0	0	8	7	9	2	11	27	4	7	---	400	---
2558	Yarmouth.....	Herbert M. Moore	Dept.	1	2	29	43	0	0	6	4	5	0	8	9	---	---	---	120	7,000
2559	do.....	Charles F. Leadbetter	Dept.	1	0	18	26	0	0	0	3	---	---	---	---	---	---	---	---	---
MARYLAND.																				
2560	Baltimore.....	Francis A. Soper	Dept.	16	0	670	0	0	0	---	---	---	---	36	0	---	5	---	7,000	200,000
2561	do.....	Wm. R. King, U. S. N., pres.	Dept.	13	0	151	0	152	0	---	---	31	0	31	0	31	0	---	2,000	100,500
2562	do.....	Dr. Geo. Lewis Staley	Dept.	1	6	40	150	0	0	---	---	---	---	4	13	---	4	---	400	---
2563	do.....	W. Robinson Ryan	Dept.	4	0	51	0	41	0	---	---	---	---	12	0	---	3	---	---	---
2564	do.....	William F. Warden	Dept.	1	12	0	322	0	0	0	2	---	---	0	51	0	2	4	---	100,000
2565	do.....	Miss P. A. Hartman, act. prin.	Dept.	1	16	0	575	0	0	---	---	---	---	0	63	0	1	4	800	---
2566	Belair.....	W. D. Maynard	Dept.	2	2	20	22	0	0	4	2	---	---	3	10	2	0	3	20	300
2567	Berlin.....	Miss Nettie B. Carey	Ind.	1	0	8	7	0	0	0	2	3	0	1	5	0	2	2	---	---
2568	Boonsboro.....	W. A. Henneberger	Ind.	3	2	31	30	0	0	1	0	---	---	2	3	1	0	3	60	3,000
2569	Cambridge.....	Wm. Nelson	Dept.	2	1	21	50	0	0	0	1	---	---	0	6	0	1	4	21	6,000
2570	Centerville.....	Wm. Stafford Jackson	Ind.	1	0	7	0	15	0	---	---	---	---	---	---	---	---	---	---	---
2571	Chesapeake City.....	Rhugh W. Caldwell	Dept.	1	1	14	16	0	0	2	0	1	0	---	---	---	---	---	---	5,000
2572	Clearspring.....	Prof. K. G. Hoover	Ind.	1	1	24	23	36	47	---	---	---	---	3	1	---	---	---	200	4,500
2573	Cumberland.....	John T. White	Dept.	2	1	21	67	0	0	---	---	---	---	---	---	---	---	---	200	---
2574	Darlington.....	G. T. Galbreath	Dept.	1	0	10	22	53	40	1	3	---	---	1	1	---	4	---	400	5,000
2575	Denton.....	Wm. S. Crouse	Dept.	1	1	18	35	0	0	---	---	---	---	3	7	---	4	---	400	---
2576	East Newmarket.....	G. E. Williamson	Dept.	1	0	15	14	45	53	---	---	---	---	4	3	---	3	---	---	3,000
2577	Easton.....	Edward Reisler	Ind.	2	1	50	55	0	0	---	---	---	---	1	4	1	2	4	100	18,000
2578	Elkton.....	George A. Steele, A. M.	Dept.	2	3	57	80	0	0	---	---	---	---	7	5	2	0	4	---	---
2579	Ellicott City.....	J. Montgomery Gam- brill	Ind.	1	0	23	17	0	0	---	---	---	---	2	2	---	3	---	225	---
2580	Foresthill.....	Miss Ella M. Spritchoff	Dept.	0	1	4	52	47	0	2	---	---	---	1	1	---	3	---	192	---
2581	Frederick.....	Miss Margaret M. Rob- inson	Dept.	0	5	0	47	0	0	---	---	---	---	0	10	---	3	---	500	---
2582	do.....	Amos Burgee	Dept.	2	0	20	0	0	0	3	0	1	0	6	0	5	0	3	200	---
2583	Frostburg.....	G. W. Craig	Dept.	1	1	12	52	0	0	---	---	---	---	---	---	---	4	---	---	---
2584	Galena.....	Shrewsbury Academy	Dept.	1	0	7	8	37	55	---	---	---	---	0	1	---	2	---	---	---
2585	Hagerstown.....	John B. Houser	Dept.	2	1	0	62	0	0	---	---	---	---	0	13	0	2	3	150	10,000
2586	do.....	C. Edwin Carl	Dept.	1	0	45	0	41	0	---	---	---	---	7	0	5	0	4	500	---
2587	Havre de Grace.....	Chas. T. Wright, A. M.	Dept.	2	2	15	32	0	0	---	---	---	---	2	7	0	3	3	100	3,000
2588	Henderson.....	James B. Noble	Dept.	1	0	0	8	40	48	---	---	---	---	0	3	---	3	---	250	---

* Statistics of 1898-99.

MASSACHUSETTS.	High School	Henry W. Porter Dept.	1	3	22	42	17	28	4	3	3	2	4	10	1	1	4	5	200	
Abington	do	John C. Hull, Dept.	3 <td>6<th>54</th><th>105</th><th>0</th><th>0</th><th>10</th><th>12</th><th>8</th><th>0</th><th>11</th><th>4</th><th>2</th><th>1</th><th>4</th><th>71</th><th>500</th></td>	6 <th>54</th> <th>105</th> <th>0</th> <th>0</th> <th>10</th> <th>12</th> <th>8</th> <th>0</th> <th>11</th> <th>4</th> <th>2</th> <th>1</th> <th>4</th> <th>71</th> <th>500</th>	54	105	0	0	10	12	8	0	11	4	2	1	4	71	500	
Adams	do	Forrest Brown, Dept.	2 <td>4<th>72</th><th>80</th><th>0</th><th>0</th><th>0</th><th>13</th><th>3</th><th>3</th><th>1</th><th>4</th><th>15</th><th>3</th><th>4</th><th>71</th><th>300</th></td>	4 <th>72</th> <th>80</th> <th>0</th> <th>0</th> <th>0</th> <th>13</th> <th>3</th> <th>3</th> <th>1</th> <th>4</th> <th>15</th> <th>3</th> <th>4</th> <th>71</th> <th>300</th>	72	80	0	0	0	13	3	3	1	4	15	3	4	71	300	
Amherst	do	W. H. Eddy, act. prin. Ind.	1 <td>5<th>62</th><th>95</th><th>0</th><th>0</th><th>10</th><th>12</th><th>8</th><th>0</th><th>11</th><th>4</th><th>2</th><th>1</th><th>4</th><th>71</th><th>270</th></td>	5 <th>62</th> <th>95</th> <th>0</th> <th>0</th> <th>10</th> <th>12</th> <th>8</th> <th>0</th> <th>11</th> <th>4</th> <th>2</th> <th>1</th> <th>4</th> <th>71</th> <th>270</th>	62	95	0	0	10	12	8	0	11	4	2	1	4	71	270	
Arlington	do	Ira W. Holt, A. M. Dept.	1 <td>5<th>61</th><th>84</th><th>40</th><th>51</th><th>7</th><th>22</th><th>4</th><th>0</th><th>6</th><th>15</th><th>3</th><th>7</th><th>1</th><th>4</th><th>1,400</th></td>	5 <th>61</th> <th>84</th> <th>40</th> <th>51</th> <th>7</th> <th>22</th> <th>4</th> <th>0</th> <th>6</th> <th>15</th> <th>3</th> <th>7</th> <th>1</th> <th>4</th> <th>1,400</th>	61	84	40	51	7	22	4	0	6	15	3	7	1	4	1,400	
Ashtab	do	Miss Mabel S. Garcelon Dept.	0	2 <th>8</th> <th>16</th> <th>10</th> <th>3</th> <th>0</th> <th>1</th> <th>2</th> <th>1</th> <th>1</th> <th>3</th> <th>0</th> <th>1</th> <th>4</th> <th>30</th> <th>100,000</th>	8	16	10	3	0	1	2	1	1	3	0	1	4	30	100,000	
Ashtab	do	Owen Henry Smith, Dept.	1 <td>2<th>19</th><th>22</th><th>0</th><th>0</th><th>4</th><th>2</th><th>0</th><th>1</th><th>1</th><th>2</th><th>2</th><th>0</th><th>4</th><th>5,000</th><th>15,000</th></td>	2 <th>19</th> <th>22</th> <th>0</th> <th>0</th> <th>4</th> <th>2</th> <th>0</th> <th>1</th> <th>1</th> <th>2</th> <th>2</th> <th>0</th> <th>4</th> <th>5,000</th> <th>15,000</th>	19	22	0	0	4	2	0	1	1	2	2	0	4	5,000	15,000	
Ashtab	Ashtab High School.																			
Ashtab	High School	Victor V. Thompson Dept.	1 <td>1<th>16</th><th>21</th><th>0</th><th>0</th><th>1</th><th>3</th><th>5</th><th>2</th><th>3</th><th>6</th><th>0</th><th>3</th><th>4</th><td>500</td><td>25,000</td></td>	1 <th>16</th> <th>21</th> <th>0</th> <th>0</th> <th>1</th> <th>3</th> <th>5</th> <th>2</th> <th>3</th> <th>6</th> <th>0</th> <th>3</th> <th>4</th> <td>500</td> <td>25,000</td>	16	21	0	0	1	3	5	2	3	6	0	3	4	500	25,000	
Ashtab	Normal High School	Allison G. Otherson Dept.	1 <td>1<th>18</th><th>22</th><th>0</th><th>0</th><th>0</th><th>5</th><th>4</th><th>0</th><th>6</th><th>12</th><th>5</th><th>4</th><th>0</th><td>400</td><td>18,000</td></td>	1 <th>18</th> <th>22</th> <th>0</th> <th>0</th> <th>0</th> <th>5</th> <th>4</th> <th>0</th> <th>6</th> <th>12</th> <th>5</th> <th>4</th> <th>0</th> <td>400</td> <td>18,000</td>	18	22	0	0	0	5	4	0	6	12	5	4	0	400	18,000	
Attleboro	High School	William D. Gilpatrick Dept.	3 <td>4<th>61</th><th>65</th><th>0</th><th>60</th><th>5</th><th>4</th><th>1</th><th>0</th><th>6</th><th>12</th><th>5</th><th>4</th><th>0</th><td>75</td><td>6,000</td></td>	4 <th>61</th> <th>65</th> <th>0</th> <th>60</th> <th>5</th> <th>4</th> <th>1</th> <th>0</th> <th>6</th> <th>12</th> <th>5</th> <th>4</th> <th>0</th> <td>75</td> <td>6,000</td>	61	65	0	60	5	4	1	0	6	12	5	4	0	75	6,000	
Ayer	High School	John Carroll Dept.	1 <td>1<th>18</th><th>25</th><th>41</th><th>0</th><th>5</th><th>2</th><th>1</th><th>0</th><th>6</th><th>12</th><th>5</th><th>4</th><th>0</th><td>300</td><td>12,000</td></td>	1 <th>18</th> <th>25</th> <th>41</th> <th>0</th> <th>5</th> <th>2</th> <th>1</th> <th>0</th> <th>6</th> <th>12</th> <th>5</th> <th>4</th> <th>0</th> <td>300</td> <td>12,000</td>	18	25	41	0	5	2	1	0	6	12	5	4	0	300	12,000	
Baldwinville	do	Robert T. Fuller, A. M. Dept.	1 <td>1<th>34</th><th>41</th><th>0</th><th>0</th><th>5</th><th>2</th><th>1</th><th>0</th><th>6</th><th>12</th><th>5</th><th>4</th><th>0</th><td>200</td><td>300</td></td>	1 <th>34</th> <th>41</th> <th>0</th> <th>0</th> <th>5</th> <th>2</th> <th>1</th> <th>0</th> <th>6</th> <th>12</th> <th>5</th> <th>4</th> <th>0</th> <td>200</td> <td>300</td>	34	41	0	0	5	2	1	0	6	12	5	4	0	200	300	
Barre	do	George W. Howland Dept.	1 <td>1<th>18</th><th>28</th><th>0</th><th>0</th><th>1</th><th>1</th><th>2</th><th>0</th><th>3</th><th>4</th><th>1</th><th>0</th><th>4</th><td>200</td><td>300</td></td>	1 <th>18</th> <th>28</th> <th>0</th> <th>0</th> <th>1</th> <th>1</th> <th>2</th> <th>0</th> <th>3</th> <th>4</th> <th>1</th> <th>0</th> <th>4</th> <td>200</td> <td>300</td>	18	28	0	0	1	1	2	0	3	4	1	0	4	200	300	
Bedford	do	Charles L. Randall Dept.	0 <td>2<th>17</th><th>16</th><th>10</th><th>3</th><th>1</th><th>0</th><th>1</th><th>0</th><th>3</th><th>4</th><th>1</th><th>0</th><th>4</th><td>50</td><td>50</td></td>	2 <th>17</th> <th>16</th> <th>10</th> <th>3</th> <th>1</th> <th>0</th> <th>1</th> <th>0</th> <th>3</th> <th>4</th> <th>1</th> <th>0</th> <th>4</th> <td>50</td> <td>50</td>	17	16	10	3	1	0	1	0	3	4	1	0	4	50	50	
Belchertown	do	Miss Louisa A. H. Buck Dept.	0 <td>2<th>17</th><th>16</th><th>10</th><th>3</th><th>1</th><th>0</th><th>1</th><th>0</th><th>3</th><th>4</th><th>1</th><th>0</th><th>4</th><td>50</td><td>50</td></td>	2 <th>17</th> <th>16</th> <th>10</th> <th>3</th> <th>1</th> <th>0</th> <th>1</th> <th>0</th> <th>3</th> <th>4</th> <th>1</th> <th>0</th> <th>4</th> <td>50</td> <td>50</td>	17	16	10	3	1	0	1	0	3	4	1	0	4	50	50	
Belmont	do	Chas. A. Grind, A. B. Dept.	1 <td>1<th>25</th><th>21</th><th>11</th><th>18</th><th>3</th><th>3</th><th>0</th><th>3</th><th>4</th><th>1</th><th>2</th><th>4</th><th>0</th><td>400</td><td>50,000</td></td>	1 <th>25</th> <th>21</th> <th>11</th> <th>18</th> <th>3</th> <th>3</th> <th>0</th> <th>3</th> <th>4</th> <th>1</th> <th>2</th> <th>4</th> <th>0</th> <td>400</td> <td>50,000</td>	25	21	11	18	3	3	0	3	4	1	2	4	0	400	50,000	
Belmont	Powers Institute	W. M. MacVicar Dept.	1 <td>1<th>23</th><th>49</th><th>0</th><th>5</th><th>4</th><th>0</th><th>1</th><th>2</th><th>0</th><th>1</th><th>4</th><th>0</th><th>1</th><td>400</td><td>50,000</td></td>	1 <th>23</th> <th>49</th> <th>0</th> <th>5</th> <th>4</th> <th>0</th> <th>1</th> <th>2</th> <th>0</th> <th>1</th> <th>4</th> <th>0</th> <th>1</th> <td>400</td> <td>50,000</td>	23	49	0	5	4	0	1	2	0	1	4	0	1	400	50,000	
Beverly	do	E. E. Sawyer Dept.	1 <td>1<th>23</th><th>49</th><th>0</th><th>5</th><th>4</th><th>0</th><th>1</th><th>2</th><th>0</th><th>1</th><th>4</th><th>0</th><th>1</th><td>400</td><td>50,000</td></td>	1 <th>23</th> <th>49</th> <th>0</th> <th>5</th> <th>4</th> <th>0</th> <th>1</th> <th>2</th> <th>0</th> <th>1</th> <th>4</th> <th>0</th> <th>1</th> <td>400</td> <td>50,000</td>	23	49	0	5	4	0	1	2	0	1	4	0	1	400	50,000	
Beverly	High School	Benj. S. Rurd Dept.	3 <td>7<th>49</th><th>128</th><th>0</th><th>0</th><th>13</th><th>16</th><th>0</th><th>16</th><th>24</th><th>3</th><th>7</th><th>4</th><th>4</th><td>200</td><td>10,000</td></td>	7 <th>49</th> <th>128</th> <th>0</th> <th>0</th> <th>13</th> <th>16</th> <th>0</th> <th>16</th> <th>24</th> <th>3</th> <th>7</th> <th>4</th> <th>4</th> <td>200</td> <td>10,000</td>	49	128	0	0	13	16	0	16	24	3	7	4	4	200	10,000	
Blackstone	do	Amrose Kennedy Dept.	1 <td>2<th>30</th><th>31</th><th>0</th><th>0</th><th>2</th><th>1</th><th>0</th><th>2</th><th>5</th><th>2</th><th>5</th><th>4</th><th>4</th><td>30</td><td>2,500</td></td>	2 <th>30</th> <th>31</th> <th>0</th> <th>0</th> <th>2</th> <th>1</th> <th>0</th> <th>2</th> <th>5</th> <th>2</th> <th>5</th> <th>4</th> <th>4</th> <td>30</td> <td>2,500</td>	30	31	0	0	2	1	0	2	5	2	5	4	4	30	2,500	
Bolton	Houghton High School.	Miss Evangeline W. Dept.	0 <td>1<th>4</th><th>13</th><th>4</th><th>6</th><th>0</th><th>0</th><th>0</th><th>0</th><th>1</th><th>5</th><th>4</th><th>3</th><th>3</th><td>50</td><td>2,500</td></td>	1 <th>4</th> <th>13</th> <th>4</th> <th>6</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th> <th>1</th> <th>5</th> <th>4</th> <th>3</th> <th>3</th> <td>50</td> <td>2,500</td>	4	13	4	6	0	0	0	0	1	5	4	3	3	50	2,500	
Boston	Brighton High School.	Frederick Dept.	6 <td>9<th>77</th><th>145</th><th>0</th><th>0</th><th>16</th><th>27</th><th>8</th><th>0</th><th>15</th><th>50</th><th>0</th><th>7</th><th>4</th><td>66</td><td>500</td></td>	9 <th>77</th> <th>145</th> <th>0</th> <th>0</th> <th>16</th> <th>27</th> <th>8</th> <th>0</th> <th>15</th> <th>50</th> <th>0</th> <th>7</th> <th>4</th> <td>66</td> <td>500</td>	77	145	0	0	16	27	8	0	15	50	0	7	4	66	500	
Boston	do	Trupper Dept.	4 <td>9<th>110</th><th>230</th><th>0</th><th>0</th><th>5</th><th>10</th><th>5</th><th>0</th><th>24</th><th>78</th><th>2</th><th>2</th><th>4</th><td>100</td><td>3,000</td></td>	9 <th>110</th> <th>230</th> <th>0</th> <th>0</th> <th>5</th> <th>10</th> <th>5</th> <th>0</th> <th>24</th> <th>78</th> <th>2</th> <th>2</th> <th>4</th> <td>100</td> <td>3,000</td>	110	230	0	0	5	10	5	0	24	78	2	2	4	100	3,000	
Boston	Charlestown High School.	John O. Norris Dept.	5 <td>10<th>160</th><th>280</th><th>0</th><th>0</th><th>35</th><th>35</th><th>8</th><th>0</th><th>23</th><th>75</th><th>2</th><th>6</th><th>4</th><td>150</td><td>2,000</td></td>	10 <th>160</th> <th>280</th> <th>0</th> <th>0</th> <th>35</th> <th>35</th> <th>8</th> <th>0</th> <th>23</th> <th>75</th> <th>2</th> <th>6</th> <th>4</th> <td>150</td> <td>2,000</td>	160	280	0	0	35	35	8	0	23	75	2	6	4	150	2,000	
Boston	Dorchester High School.	Chas. J. Lincoln Dept.	3 <td>7<th>98</th><th>188</th><th>0</th><th>0</th><th>4</th><th>5</th><th>3</th><th>0</th><th>18</th><th>42</th><th>0</th><th>4</th><th>81</th></td> <td>3,900</td> <td>100,000</td>	7 <th>98</th> <th>188</th> <th>0</th> <th>0</th> <th>4</th> <th>5</th> <th>3</th> <th>0</th> <th>18</th> <th>42</th> <th>0</th> <th>4</th> <th>81</th>	98	188	0	0	4	5	3	0	18	42	0	4	81	3,900	100,000	
Boston	East Boston High School.	John F. Elliot Dept.	27 <td>0<th>100</th><th>0</th><th>0</th><th>0</th><th>0</th><th>0</th><th>0</th><th>160</th><th>0</th><th>18</th><th>42</th><th>0</th><th>3</th></td> <td>900</td> <td>1,000,000</td>	0 <th>100</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th> <th>160</th> <th>0</th> <th>18</th> <th>42</th> <th>0</th> <th>3</th>	100	0	0	0	0	0	0	160	0	18	42	0	3	900	1,000,000	
Boston	English High School.	John F. Casey Dept.	3 <td>29<th>0</th><th>115</th><th>0</th><th>0</th><th>0</th><th>0</th><th>0</th><th>20</th><th>0</th><th>124</th><th>0</th><th>10</th><th>4</th></td> <td>5,300</td> <td>4,300</td>	29 <th>0</th> <th>115</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th> <th>20</th> <th>0</th> <th>124</th> <th>0</th> <th>10</th> <th>4</th>	0	115	0	0	0	0	0	20	0	124	0	10	4	5,300	4,300	
Boston	Girls' High School.	John Tetlow Dept.	3 <td>10<th>0</th><th>231</th><th>0</th><th>99</th><th>0</th><th>291</th><th>0</th><th>0</th><th>48</th><th>0</th><th>48</th><th>0</th><th>6</th></td> <td>365</td> <td>5,218</td>	10 <th>0</th> <th>231</th> <th>0</th> <th>99</th> <th>0</th> <th>291</th> <th>0</th> <th>0</th> <th>48</th> <th>0</th> <th>48</th> <th>0</th> <th>6</th>	0	231	0	99	0	291	0	0	48	0	48	0	6	365	5,218	
Boston	Girls' Latin School.	John Tetlow Dept.	18 <td>0<th>522</th><th>0</th><th>144</th><th>0</th><th>322</th><th>0</th><th>0</th><th>62</th><th>0</th><th>48</th><th>0</th><th>48</th><th>0</th><td>365</td><td>5,218</td></td>	0 <th>522</th> <th>0</th> <th>144</th> <th>0</th> <th>322</th> <th>0</th> <th>0</th> <th>62</th> <th>0</th> <th>48</th> <th>0</th> <th>48</th> <th>0</th> <td>365</td> <td>5,218</td>	522	0	144	0	322	0	0	62	0	48	0	48	0	365	5,218	
Boston	do	Moses Merrill Dept.	14 <td>2<th>487</th><th>0</th><th>0</th><th>0</th><th>77</th><th>0</th><th>113</th><th>0</th><th>113</th><th>0</th><th>113</th><th>0</th><th>4</th><td>290</td><td>256,000</td></td>	2 <th>487</th> <th>0</th> <th>0</th> <th>0</th> <th>77</th> <th>0</th> <th>113</th> <th>0</th> <th>113</th> <th>0</th> <th>113</th> <th>0</th> <th>4</th> <td>290</td> <td>256,000</td>	487	0	0	0	77	0	113	0	113	0	113	0	4	290	256,000	
Boston	Mechanic Arts High School.	Charles W. Farnen- ter, Dept.	6 <td>19<th>152</th><th>547</th><th>0</th><th>0</th><th>37</th><th>36</th><th>13</th><th>0</th><th>30</th><th>115</th><th>0</th><th>5</th><td>152</td><td>3,500</td><td>400,000</td></td>	19 <th>152</th> <th>547</th> <th>0</th> <th>0</th> <th>37</th> <th>36</th> <th>13</th> <th>0</th> <th>30</th> <th>115</th> <th>0</th> <th>5</th> <td>152</td> <td>3,500</td> <td>400,000</td>	152	547	0	0	37	36	13	0	30	115	0	5	152	3,500	400,000	
Boston	Roxbury High School.	Charles M. Clay Dept.	3 <td>7<th>80</th><th>194</th><th>0</th><th>0</th><th>5</th><th>10</th><th>15</th><th>0</th><th>12</th><th>64</th><th>0</th><th>5</th><td>75</td><td>1,227</td><td>400,000</td></td>	7 <th>80</th> <th>194</th> <th>0</th> <th>0</th> <th>5</th> <th>10</th> <th>15</th> <th>0</th> <th>12</th> <th>64</th> <th>0</th> <th>5</th> <td>75</td> <td>1,227</td> <td>400,000</td>	80	194	0	0	5	10	15	0	12	64	0	5	75	1,227	400,000	
Boston	West Roxbury High School.	George C. Mann Dept.	1 <td>1<th>19</th><th>34</th><th>0</th><th>0</th><th>8</th><th>5</th><th>3</th><th>0</th><th>5</th><th>20</th><th>0</th><th>8</th></td> <td>1,500</td> <td>300</td> <td>37,000</td>	1 <th>19</th> <th>34</th> <th>0</th> <th>0</th> <th>8</th> <th>5</th> <th>3</th> <th>0</th> <th>5</th> <th>20</th> <th>0</th> <th>8</th>	19	34	0	0	8	5	3	0	5	20	0	8	1,500	300	37,000	
Bourne	High School *	Francis A. Smith Dept.	2 <td>3<th>64</th><th>75</th><th>0</th><th>0</th><th>8</th><th>5</th><th>3</th><th>0</th><th>5</th><th>20</th><th>0</th><th>8</th></td> <td>1,500</td> <td>300</td> <td>37,000</td>	3 <th>64</th> <th>75</th> <th>0</th> <th>0</th> <th>8</th> <th>5</th> <th>3</th> <th>0</th> <th>5</th> <th>20</th> <th>0</th> <th>8</th>	64	75	0	0	8	5	3	0	5	20	0	8	1,500	300	37,000	
Braintree	do	Joseph A. Ewart Dept.	1 <td>1<th>9</th><th>11</th><th>8</th><th>5</th><th>0</th><th>3</th><th>2</th><th>0</th><th>3</th><th>6</th><th>2</th><th>3</th><td>100</td><td>100</td><td>2,000</td></td>	1 <th>9</th> <th>11</th> <th>8</th> <th>5</th> <th>0</th> <th>3</th> <th>2</th> <th>0</th> <th>3</th> <th>6</th> <th>2</th> <th>3</th> <td>100</td> <td>100</td> <td>2,000</td>	9	11	8	5	0	3	2	0	3	6	2	3	100	100	2,000	
Brewster	do	Fred C. Stewart Dept.	1 <td>1<th>9</th><th>11</th><th>8</th><th>5</th><th>0</th><th>3</th><th>2</th><th>0</th><th>3</th><th>6</th><th>2</th><th>3</th></td> <td>100</td> <td>100</td> <td>2,000</td>	1 <th>9</th> <th>11</th> <th>8</th> <th>5</th> <th>0</th> <th>3</th> <th>2</th> <th>0</th> <th>3</th> <th>6</th> <th>2</th> <th>3</th>	9	11	8	5	0	3	2	0	3	6	2	3	100	100	2,000	
Bridgewater	do	Edwin H. Whitehill Dept.	1 <td>1<th>4</th><th>55</th><th>41</th><th>0</th><th>14</th><th>13</th><th>5</th><th>0</th><th>11</th><th>3</th><th>7</th><th>0</th><td>300</td><td>300</td><td>25,000</td></td>	1 <th>4</th> <th>55</th> <th>41</th> <th>0</th> <th>14</th> <th>13</th> <th>5</th> <th>0</th> <th>11</th> <th>3</th> <th>7</th> <th>0</th> <td>300</td> <td>300</td> <td>25,000</td>	4	55	41	0	14	13	5	0	11	3	7	0	300	300	25,000	
Brockton	do	Edward Parker Dept.	7 <td>15<th>246</th><th>312</th><th>0</th><th>0</th><th>16</th><th>18</th><th>0</th><th>32</th><th>48</th><th>3</th><th>6</th><th>4</th><td>250</td><td>300</td><td>14,000</td></td>	15 <th>246</th> <th>312</th> <th>0</th> <th>0</th> <th>16</th> <th>18</th> <th>0</th> <th>32</th> <th>48</th> <th>3</th> <th>6</th> <th>4</th> <td>250</td> <td>300</td> <td>14,000</td>	246	312	0	0	16	18	0	32	48	3	6	4	250	300	14,000	
Brockfield	do	Edward B. Hale Dept.	1 <td>1<th>12</th><th>13</th><th>0</th><th>0</th><th>1</th><th>2</th><th>1</th><th>2</th><th>1</th><th>2</th><th>1</th><th>2</th><td>1,200</td><td>278,000</td><td>2,500</td></td>	1 <th>12</th> <th>13</th> <th>0</th> <th>0</th> <th>1</th> <th>2</th> <th>1</th> <th>2</th> <th>1</th> <th>2</th> <th>1</th> <th>2</th> <td>1,200</td> <td>278,000</td> <td>2,500</td>	12	13	0	0	1	2	1	2	1	2	1	2	1,200	278,000	2,500	
Brockton	do	D. S. Sanford Dept.	9 <td>13<th>170</th><th>163</th><th>0</th><th>0</th><th>42</th><th>12</th><th>0</th><th>15</th><th>21</th><th>9</th></td> <td>2</td> <td>4</td> <td>12</td> <td>1,200</td> <td>278,000</td> <td>2,500</td>	13 <th>170</th> <th>163</th> <th>0</th> <th>0</th> <th>42</th> <th>12</th> <th>0</th> <th>15</th> <th>21</th> <th>9</th>	170	163	0	0	42	12	0	15	21	9	2	4	12	1,200	278,000	2,500
Buzzards Bay	do	D. S. Sanford Dept.	1 <td>1<th>14</th><th>28</th><th>0</th><th>0</th><th>4</th><th>4</th><th>0</th><th>4</th><th>4</th><th>6</th><th>1</th><td>3</td><td>4</td><td>135</td><td>2,500</td><td>254,000</td></td>	1 <th>14</th> <th>28</th> <th>0</th> <th>0</th> <th>4</th> <th>4</th> <th>0</th> <th>4</th> <th>4</th> <th>6</th> <th>1</th> <td>3</td> <td>4</td> <td>135</td> <td>2,500</td> <td>254,000</td>	14	28	0	0	4	4	0	4	4	6	1	3	4	135	2,500	254,000
Buzzards Bay	Bourne High School.	H. L. Whitman, A. M. Dept.	1 <td>1<th>14</th><th>28</th><th>0</th><th>0</th><th>4</th><th>4</th><th>0</th><th>4</th><th>4</th><th>6</th><th>1</th></td> <td>3</td> <td>4</td> <td>135</td> <td>2,500</td> <td>254,000</td>	1 <th>14</th> <th>28</th> <th>0</th> <th>0</th> <th>4</th> <th>4</th> <th>0</th> <th>4</th> <th>4</th> <th>6</th> <th>1</th>	14	28	0	0	4	4	0	4	4	6	1	3	4	135	2,500	254,000
Buzzards Bay	English High School.	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th><th>4</th></td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th> <th>4</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</td> <td>24</td> <td>1</td> <td>24</td> <td>46</td> <td>6</td> <td>0</td> <td>3,200</td> <td>254,000</td> <td>254,000</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4	24	1	24	46	6	0	3,200	254,000	254,000
Buzzards Bay	do	Ray Greene Dept.	4 <td>19<th>162</th><th>407</th><th>0</th><th>0</th><th>0</th><th>0</th></td> <td>4</</td>	19 <th>162</th> <th>407</th> <th>0</th> <th>0</th> <th>0</th> <th>0</th>	162	407	0	0	0	0	4</									

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	4	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Element-ary stu-dents.		Preparing for college.				Grad-u-ates in the class that gradu-ated in 1900.		College prepar-atory stu-dents in the class that gradu-ated in 1900.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MASSACHUSETTS—continued.																					
Cambridge.....	Rindge Manual Training School.	Chas. H. Morse	Dept..	9	3	183	0	0	0	0	0	34	0	16	0	14	0	4	---	---	\$120,000
Canton.....	do	Elmer H. Brackett	Dept..	1	2	35	49	0	0	1	1	0	0	5	7	4	1	4	---	---	5,000
2154	do	H. H. Rice	Ind ..	1	0	10	10	0	0	0	3	0	0	1	8	---	---	4	---	---	3,000
2155	Chatham.....	C. T. Getchell	Dept..	1	0	16	29	0	0	0	0	1	0	0	0	---	---	4	---	---	25,000
2156	Chathamford.....	D. Howard Fletcher	Dept..	1	1	26	17	0	0	0	4	2	1	0	0	---	---	4	23	1,000	100,000
2157	Chelsea.....	Alton E. Briggs	Dept..	4	13	179	200	0	0	40	50	25	0	29	35	10	15	4	150	300	25,000
2158	do	Miss C. M. Allen	Dept..	0	1	16	19	0	0	0	0	0	0	0	0	0	0	4	---	---	60,000
2159	Chicopee.....	A. E. Tuttle	Dept..	1	5	69	83	0	0	20	18	18	30	5	12	1	3	4	---	---	15,000
2160	do	Andrew E. Ford	Dept..	4	4	82	125	0	0	15	8	7	0	17	26	3	2	4	---	---	300
2161	Clinton.....	C. F. Jacobs	Dept..	1	2	21	51	0	0	2	1	2	1	3	5	1	1	4	---	---	250
2162	Cohasset.....	Miss Caroline L. Cobb	Dept..	0	2	9	30	0	0	0	0	0	0	2	3	0	1	4	---	---	40,000
2163	Concord.....	William L. Eaton	Dept..	1	7	6	6	0	0	1	0	0	0	1	0	1	0	4	---	---	16,000
2164	Conway.....	Henry H. Harriman	Dept..	1	1	7	6	0	0	0	0	0	0	2	7	2	4	4	---	---	25,000
2165	Cottage City.....	E. J. Powers	Dept..	2	2	29	46	0	0	3	5	0	0	2	7	0	0	4	---	---	300
2166	Dartmouth.....	H. M. Thayer, B. A.	Dept..	1	5	80	126	0	0	2	4	2	0	0	0	0	0	4	---	---	75,000
2167	Danvers.....	Oliver B. Loud, A. B.	Dept..	1	0	6	3	7	1	0	0	0	0	0	0	0	0	4	---	---	1,000
2168	Dedham.....	George F. Joyce, Jr.	Dept..	2	4	89	95	0	0	7	4	0	0	14	20	6	1	4	---	---	2,000
2169	Dennis.....	Levi P. Wynn, A. M.	Dept..	1	0	6	14	0	0	1	1	0	0	1	3	1	1	4	---	---	65
2170	Dorham.....	Miss Clara B. Merrin- man	Dept..	0	1	1	4	8	7	0	0	0	0	0	0	0	0	2	---	---	100
2171	Dover.....	Alfred E. Morrill	Dept..	1	1	17	30	0	0	0	0	1	0	2	8	0	0	4	---	---	25
2172	East Bridgewater.....	Ralph E. Files, A. B.	Dept..	1	1	14	9	0	0	0	2	0	0	2	10	0	2	4	---	---	---
2173	East Douglas.....	Geo. H. Stoddard	Dept..	2	4	24	49	0	0	0	0	0	0	2	0	4	0	4	---	---	---
2174	Easthampton.....	Alfred B. Morrill	Dept..	2	1	14	49	0	0	0	0	0	0	2	0	4	0	4	---	---	---

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Elementary students.		Preparing for college.				Graduates in the class of 1900.		College preparatory students in the class that graduated in 1900.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
MASSACHUSETTS—continued.																							
Lynn.....	Classical High School.	Eugene D. Russell.	Dept.	5	8	110	191	0	0	—	—	12	—	3	49	51	8	16	4	110	500	\$275,000	
do.....	English High School.	Charles S. Jackson.	Dept.	9	10	212	318	0	0	46	57	56	0	14	28	6	7	4	4	200	1,650	190,000	
Malden.....	High School.	John W. Hutchins.	Dept.	1	14	194	288	0	0	—	—	—	—	—	—	—	—	—	—	—	200	40,000	
Manchester.....	Story High School.	Alfred L. Sablin.	Dept.	1	2	12	31	0	0	1	4	4	2	2	1	4	1	4	4	—	30	8,000	
Mansfield.....	High School.	Geo. W. Stone.	Dept.	1	2	24	46	0	0	4	0	—	—	—	—	—	—	—	—	—	210	25,000	
Marblehead.....	do	W. H. Eastman.	Dept.	2	4	33	100	0	0	—	—	—	—	—	—	—	—	—	—	800	300,000		
Marlboro.....	do	W. F. O'Connor.	Dept.	1	8	10	00	0	0	4	15	8	12	6	13	0	4	4	4	4	30	14,000	
Marshfield.....	do	Chas. R. Copeland.	Dept.	1	1	17	26	0	0	—	—	—	—	—	—	—	—	—	—	—	—	60,000	
Mattapoisett.....	Barstow High School.	Edward L. Cunningham.	Dept.	1	1	7	15	2	1	0	2	—	—	—	—	—	—	—	—	—	—	36,000	
Maynard.....	High School.	J. Henry White.	Dept.	1	2	15	30	0	0	2	3	2	0	2	6	0	1	4	4	300	36,000		
Medfield.....	do	W. L. Van Kleeck.	Dept.	1	0	14	13	0	0	—	—	—	—	—	—	—	—	—	—	30	—		
Medford.....	do	Lorin L. Dame.	Dept.	7	13	269	346	0	0	19	49	63	0	14	35	5	13	3	150	825	300,000		
Medway.....	do	Henry E. Sanborn.	Dept.	1	1	14	23	0	0	1	2	0	1	4	0	1	5	4	4	40	40	138,000	
Melrose.....	do	William C. Whiting.	Dept.	5	8	123	162	0	0	30	34	25	0	22	24	8	10	4	4	825	5,000		
Mendon.....	do	N. D. Clarke, A. B.	Dept.	1	0	13	15	0	0	1	1	1	2	2	5	4	4	4	4	50	3,000		
Merrimac.....	do	Edward P. Kelly.	Dept.	1	1	24	43	0	0	1	1	1	0	8	12	5	0	4	4	200	30,000		
Middleboro.....	do	Walter Sampson.	Dept.	2	2	50	88	0	0	11	1	1	0	4	5	0	4	4	4	4	4	67	15,000
Milford.....	do	Dr. I. F. Frisbee.	Dept.	3	4	67	83	0	0	—	—	—	—	—	—	—	—	—	—	250	8,000		
Millbury.....	do	John F. Roache.	Dept.	1	2	57	54	0	0	0	0	4	0	5	8	1	0	4	4	75	125,000		
Millis.....	do	D. H. Whipple.	Dept.	1	1	6	4	24	22	0	0	6	1	5	19	0	4	4	4	900	15,500		
Milton.....	do	Emory L. Mead.	Dept.	3	12	68	84	0	0	12	18	6	1	2	1	0	4	4	4	210	15,500		
Montague.....	Center High School.	Eva L. Tower.	Dept.	0	0	3	6	17	0	1	0	2	0	1	1	1	0	4	4	75	15,500		
Nahant.....	High School.	O. A. Tuttle.	Dept.	1	1	6	17	0	0	1	0	2	0	1	1	1	0	4	4	210	15,500		

2245	Natick	do	Horace W. Rice, M. A.	Dept.	2	7	129	153	0	0	19	18	25	15	29	20	11	7	4	70	20,000
2246	Needham	do	W. Hollis Godfrey	Dept.	1	2	45	60	0	0	6	12	---	---	2	8	1	4	4	100	50,000
2247	New Bedford	do	Wilson Ryder Butler	Dept.	7	9	153	245	0	0	31	53	15	6	12	33	7	7	4	65	137,200
2248	Newburyport	High and Putnam Schools.	Walter E. Andrews	Dept.	2	8	143	158	0	0	21	34	25	0	17	33	8	5	4	600	35,000
2249	New Salem	Academy	E. L. Adams	Dept.	1	1	316	26	0	0	3	2	1	0	1	5	1	2	4	200	5,000
2250	Newtonville	Newton High School	Enoch C. Adams	Dept.	6	19	315	417	0	0	145	182	52	0	43	77	16	27	4	275	297,000
2251	North Adams	High School	Marion G. Osgood	Dept.	0	1	4	6	0	0	0	0	1	---	0	2	0	1	2	35	1,000
2252	North Adams	Drury High School	Herbert H. Gadsby, Ph. D.	Dept.	5	5	107	133	0	0	10	11	---	---	10	17	9	2	4	8,000	51,000
2253	Northampton	High School	Clarence B. Roote	Dept.	3	9	83	126	0	0	---	---	---	---	5	20	2	8	4	---	---
2254	North Andover	Johnson High School	Charles T. Woodbury	Dept.	2	4	32	51	0	0	0	1	1	1	1	7	1	4	---	150	25,000
2255	North Attleboro	High School	James W. Brebant	Dept.	2	2	43	45	0	0	3	2	2	0	8	11	3	2	4	700	10,000
2256	Northboro	do	Edward F. Blood	Dept.	1	4	24	26	0	0	10	6	4	12	2	0	2	0	4	50	---
2257	North Brookfield	do	Charles N. Perkins, A. M.	Dept.	1	2	26	42	0	0	8	16	2	4	5	6	3	6	4	150	15,000
2258	North Dartmouth	do	Truman R. Hawley	Dept.	1	0	11	8	4	3	---	---	---	---	2	5	---	---	3	100	6,000
2259	North Easton	Oliver Ames High School	M. C. Lamprey	Dept.	3	3	31	75	0	0	---	---	---	---	2	4	4	4	---	300	---
2260	North Reading	High School	Miss Clara B. Holden	Dept.	0	1	6	6	8	15	---	---	---	---	1	1	---	---	1	---	---
2261	Norwood	do	N. A. Cutler	Dept.	1	3	21	47	0	0	1	5	4	1	5	8	4	3	4	100	20,000
2262	Orange	do	Charles L. Simmons	Dept.	1	4	60	93	0	0	4	6	2	0	8	11	2	3	4	300	45,000
2263	Oxford	do	W. E. Fletcher	Dept.	1	1	24	24	11	9	1	0	1	1	2	6	---	---	400	---	---
2264	Pahoa	do	A. C. Thompson	Dept.	1	3	32	50	0	0	5	4	5	7	4	11	3	10	4	500	25,000
2265	Peabody	do	John M. Nichols	Dept.	1	5	66	83	0	0	---	---	---	---	5	15	3	4	4	---	---
2266	Peabroke	do	Leonard G. Ewell	Dept.	1	0	6	13	8	12	---	---	---	---	1	0	0	4	---	40	1,500
2267	Pepperell	do	Alfred O. Tower, A. M.	Dept.	1	2	40	46	0	0	3	3	---	---	3	3	1	0	4	---	---
2268	Pittsfield	do	Charles A. Byram	Dept.	5	4	43	130	0	0	10	18	12	0	9	30	3	6	4	400	200,000
2269	Plainville	do	Frank H. Wilkins	Dept.	1	1	10	18	35	40	0	3	---	---	0	3	0	3	4	---	---
2270	Plymouth	do	Miss Agnes W. Lindsey	Dept.	0	1	9	59	0	0	11	3	5	0	5	1	5	1	40	300	48,000
2271	Princeton	do	Miss Anna C. Mason	Dept.	0	2	10	8	40	24	---	---	---	---	4	2	---	---	3	---	---
2272	Provincetown	do	Ira A. Jenkins	Dept.	1	2	21	47	0	0	1	1	---	---	4	8	1	1	4	100	1,200
2273	Quincy	do	Charles F. Harper	Dept.	4	9	223	262	0	0	18	33	16	0	38	49	3	9	4	200	---
2274	Reading	do	F. E. Whittemore	Dept.	3	5	62	89	0	0	1	2	3	0	6	17	0	2	4	---	---
2275	Rockland	do	Theodore P. Farr	Dept.	2	5	62	81	0	0	7	1	0	0	10	20	1	2	4	---	---
2276	Rockport	do	W. A. Woodward	Dept.	1	1	36	47	0	0	1	3	4	0	2	8	---	---	300	7,000	
2277	Rutland	do.*	A. A. Heald	Dept.	1	1	20	17	0	0	---	---	---	---	2	1	---	---	---	---	---
2278	Salem	Classical and High School	Frank M. Colletter	Dept.	8	11	233	229	0	0	73	68	29	2	34	38	29	12	4	1,800	25,000
2279	Sandwich	High School	Frederic S. Pope, jr.	Dept.	1	1	11	17	0	0	---	---	---	---	2	4	1	1	4	75	2,500
2280	Saugus	do	Norris E. Adams	Dept.	1	3	42	50	0	0	10	6	2	0	6	11	4	1	4	300	40,000
2281	Scituate	do	James N. Mallory	Dept.	1	1	16	16	0	0	2	1	---	---	0	1	---	---	4	100	6,000
2282	Sharon	do	James N. Pringle	Dept.	1	1	16	16	0	0	---	---	---	---	0	1	---	---	4	100	---
2283	Shrewsbury	do	Clarence E. Sibley, L. B.	Dept.	1	0	16	23	0	0	---	---	---	---	4	5	---	---	4	100	2,500
2284	Shrewsbury	do	Caroline I. Doane	Dept.	1	0	13	22	7	7	---	---	---	---	5	5	---	---	3	500	28,500
2285	Somerville	do	C. T. C. Whitcomb	Dept.	0	2	280	456	0	0	50	10	25	58	8	3	15	33	4	1,650	150,000
2286	do	do	George L. Baxter	Dept.	3	6	111	155	0	0	111	155	---	---	15	33	15	33	4	---	---
2287	South Acton	do	W. D. De Vault	Dept.	1	3	9	22	0	0	1	4	---	---	1	6	0	2	4	200	4,350
2288	Southampton	High Grammar School	A. C. Conroy	Dept.	1	1	0	12	17	0	0	---	---	---	---	---	---	---	1	---	---
2289	Southboro	Peters High School *	Wm. F. Sims, A. B.	Dept.	1	1	25	30	0	0	---	---	---	---	2	4	0	1	4	140	---
2290	Southbridge	High School	Fred E. Corbin	Dept.	2	5	40	71	0	0	1	4	---	---	0	18	0	1	4	100	---
2291	South Dartmouth	do	Theodore E. Dexter	Dept.	1	0	4	7	20	17	---	---	---	---	1	---	---	---	3	---	---

* Statistics of 1898-99.

2312	Vineyard Haven.	Tisbury High School.	L. A. Fales	1	2	6	24	0	0	0	5	20	12	0	0	3	5	4	90	250	4,000
2313	Wakefield	High School	Charles H. Howe	1	3	100	144	0	0	0	6	3	2	0	0	24	8	4	4	300	10,300
2314	Walpole	do.	Allen Latham	1	3	47	54	0	0	0	33	81	45	0	0	10	2	4	4	450	27,125
2315	Waltham	do.	Willis L. Eaton	2	2	9	149	174	20	29	5	9	8	4	2	22	10	16	4	500	55,000
2316	Ware	do.	Sammel W. Hallett	2	4	40	45	0	0	0	1	0	0	0	0	5	1	4	4	296	10,000
2317	Wareham	do.	Clarence L. Mitchell	1	2	36	40	0	0	0	6	3	2	0	0	8	3	3	4	240	20,000
2318	Warren	do.	Leroy S. Dewey	1	2	32	39	0	0	0	6	8	4	0	6	13	2	2	1	240	20,000
2319	Watertown	Phillips High School	Frank W. Whitney	0	3	18	31	0	0	0	8	11	1	1	1	3	13	3	7	300	50,000
2320	Wayland	High School	Miss Lella S. Taylor	0	3	35	48	0	0	0	0	0	0	0	0	3	3	1	0	200	35,000
2321	Webster	do.	A. H. Morse	1	1	33	48	0	3	0	20	21	9	2	8	4	5	1	0	4	700
2322	Wellesley	Wellesley High School	John Rankin	1	0	2	21	4	0	0	0	0	0	0	0	2	4	0	4	300	50,000
2323	Wellesley Hills	do.	Seldon L. Brown	1	4	48	55	0	0	0	6	7	0	0	0	3	3	1	0	200	35,000
2324	Westboro	High School	H. C. Waldron	1	4	30	47	0	0	0	1	2	2	0	4	0	4	0	4	200	35,000
2325	West Boylston	do.	C. C. Judd	1	2	20	22	0	0	0	0	0	0	0	0	3	11	0	0	300	300
2326	West Dennis	Dennis South High School	Wellington Hodgkins	1	0	14	36	0	0	0	0	0	0	0	0	3	11	0	0	200	300
2327	Westfield	High School	Herbert W. Kittredge	4	6	80	129	0	0	0	5	20	7	6	7	19	1	5	4	906	87,000
2328	West Hanover	do.	Roy E. Movar	1	1	15	12	10	13	0	2	0	2	0	0	5	3	0	0	50	2,500
2329	Westminster	High School	Miss Jessie L. Shepard	0	1	13	14	0	0	0	0	0	0	0	0	5	3	0	0	30	300
2330	West Newbury	do.	Fred W. Dudley	1	0	9	11	0	0	0	0	0	0	0	0	3	4	0	0	100	100,000
2331	Weston	do.	Charles M. Eaton	1	2	19	24	0	0	0	1	2	4	0	3	4	1	1	4	200	30,000
2332	Westport	do.	Frank M. Marsh	1	0	9	6	0	0	0	0	0	0	0	0	0	0	0	0	12	1,500
2333	West Springfield	do.	John C. Worcester	2	2	3	49	83	0	0	11	9	1	2	7	9	2	1	0	625	15,000
2334	West Upton	Upton High School	Robert O. Small	1	2	35	38	0	0	0	3	0	2	0	8	6	1	0	4	125	25,000
2335	Weymouth Center.	Weymouth High School	Edmund J. Bugbee	3	5	101	145	0	0	0	4	8	7	0	13	29	5	4	4	400	52,000
2336	Whitinsville	Northbridge High School	S. A. Melcher	1	3	36	49	0	0	0	5	5	6	0	5	7	2	2	4	336	55,000
2337	Whitman	High School	D. L. Whitmarsh	1	3	44	62	0	0	0	3	2	0	0	5	15	2	1	2	150	30,000
2338	Williamstown	do.	Frank T. Wright	1	1	4	14	3	7	1	0	0	0	0	1	6	1	0	4	3,000	100,000
2339	Williamstown	do.	John A. De Camp	4	1	41	37	0	0	0	28	15	7	0	3	7	1	0	4	14	22,000
2340	Wilmington	do.	Miss Dora J. Dammun	0	2	16	18	0	0	0	0	0	0	0	0	0	0	0	0	200	30,000
2341	Winchester	do.	Edwin N. Lovering	3	5	89	126	0	0	0	12	14	5	0	7	17	3	4	5	200	35,000
2342	Winthrop	do.	E. D. Osborne	0	3	31	52	0	0	0	5	8	3	0	10	9	3	2	4	200	35,000
2343	Woburn	do.	L. Herbert Owen	2	8	104	180	0	0	0	14	37	7	0	21	30	3	11	4	2,523	161,510
2344	Worcester	Classical High School	Edward R. Goodwin	15	12	297	370	0	0	0	42	52	40	10	70	73	12	3	4	2,523	161,510
2345	do	English High School	Homer P. Lewis	14	27	423	498	0	0	0	0	0	0	0	0	37	61	28	0	1,500	178,250
2346	Wrentham	High School	L. V. Symonds	1	1	20	30	0	0	0	0	0	0	0	0	3	0	1	0	300	25,000
2347	Yarmouthport	Yarmouth High School	Edward F. Peirce	1	2	13	20	0	0	0	0	0	0	0	0	0	7	0	0	700	3,000
MICHIGAN.																					
2348	Addison	High School	C. A. Graves	1	1	25	35	0	0	0	0	0	0	0	1	4	7	0	1	250	250
2349	Adrian	do.	John W. Welch	2	6	121	136	0	0	0	0	0	15	25	15	17	4	5	4	15,280	15,280
2350	Albion	do.	Luther H. Baker	3	4	44	60	0	0	0	0	0	0	0	19	31	4	5	4	1,800	1,800
2351	Algonac	do.	Alvaro G. Gates, Ph. D., A. M.	1	1	28	38	18	22	4	6	0	0	0	4	4	4	4	4	500	10,000
2352	Allegan	do.	Miss Allie I. Engle	3	2	69	99	0	0	0	0	0	0	0	0	3	10	0	0	300	300
2353	Allen	do.	D. F. Clark	1	2	22	18	18	32	0	0	0	0	0	0	3	3	0	0	200	9,000
2354	Alma	do.	W. F. Hanson, Ph. D.	1	5	35	45	0	0	0	0	0	0	0	30	2	6	1	5	2,000	20,000
2355	Almont	Union High School	W. M. Conway	1	1	25	37	0	0	0	0	0	0	0	4	3	4	4	4	11,000	11,000

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	4	2		3		Students.												Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.																	
				1	2	3	4	Second-ary in-struct-ors.				Preparing for college.				College prepar-atory.						19	20	21	22													
								Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							Male.	Female.											
MICHIGAN—con- tinued.																																						
2556	Alpena.....	High School	Dept.	2	3	41	84	0	0	6	2	5	2	5	14	2	1	3,300	\$40,000																			
2557	Ann Arbor.....	do	Dept.	8	14	323	295	0	0	15	17	129	67	39	38	30	27	6,780	135,000																			
2558	Athens.....	do	Dept.	1	1	14	30	0	0					1	4			5,000	14,000																			
2559	Atlantic Mine.....	do	Ind	1	1	15	25	0	0									490	3,000																			
2560	Augsusta.....	do	Dept.	1	1	14	36	0	0	1	2	4	0					150	5,000																			
2561	Augsale.....	do	Dept.	1	1	14	36	0	0					3	8	2	5	250	15,000																			
2562	Badaxe.....	do	Dept.	1	2	60	21	0	0			5	5	3	8	2	5	536	6,000																			
2563	Bancroft.....	do	Dept.	1	0	17	18	0	0			1	0	1	2	1	0	298	8,000																			
2564	Bangor.....	do	Dept.	1	0	40	51	0	0			2	1	4	1	1	0	40	3,000																			
2565	Baraga.....	do	Dept.	1	0	14	17	0	0					1	1			38	8,000																			
2566	Bath.....	do	Dept.	1	0	10	10	40	38					0	6			40	3,000																			
2567	Battlecreek.....	do	Dept.	3	8	148	206	0	0					10	33	7	31	15,600	80,000																			
2568	Bay City.....	Champion High School *	Dept.	7	9	160	289	0	0	9	23	23	50	12	26	10	5	1,000	50,000																			
2569	Beacon.....	do	Dept.	1	1	4	43	59	0	0	5	3	6	5	8	3	2	1,250	16,211																			
2570	Belding.....	High School	Dept.	1	1	9	30	0	0									40	8,000																			
2571	Belleville.....	do	Dept.	1	1	4	39	0	0									350	47,000																			
2572	Bellevue.....	do	Dept.	1	1	25	43	0	0									350	10,000																			
2573	Benton Harbor.....	do	Dept.	1	1	54	108	0	0	1	1	4	6	8	9	8	3	300	30,000																			
2574	Berrien Springs.....	do	Dept.	1	1	32	28	0	0	3	4	2	3	4	6	2	3	300	30,000																			
2575	Bessemer.....	do	Dept.	1	1	21	41	0	0									300	20,000																			
2576	Big Rapids.....	do	Dept.	1	1	59	103	0	0									300	20,000																			
2577	Birmingham.....	do	Dept.	1	1	47	65	0	0			4	8	9	16	4	2	300	20,000																			
2578	Blissfield.....	East Blissfield High School.	Dept.	1	1	21	27	0	0					3	5	2	0	4,500	4,500																			

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-instructors.		Elementary students.		Preparing for college.						Graduates in the class that graduated in 1900.		College preparatory students in the class that graduated in 1900.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
MICHIGAN—continued.																							
2425	Douglas	Geo. C. Nevins	Dept.	1	0	6	10	0	0	0	1	1	0	1	1	6	7	3	2	---	550	\$24,000	
2426	Dowagiac	Geo. W. Green	Dept.	3	2	62	78	0	42	12	8	---	---	---	5	5	4	1	3	4	1,263	35,000	
2427	Dryden	Fred Prossame	Dept.	1	0	23	21	35	46	0	0	---	---	---	4	4	1	3	---	200	1,500		
2428	Dundee	G. A. Denison	Dept.	1	1	26	35	0	0	0	0	---	---	---	5	7	0	4	---	369	29,000		
2429	Durand	R. W. Whenton	Dept.	2	0	28	40	0	0	0	0	---	---	---	1	0	---	---	4	325	16,000		
2430	East Jordan	Miss Rosa Benning	Dept.	1	1	14	33	0	0	2	3	1	0	---	---	---	---	---	4	120	---		
2431	East Tawas	Mrs. Lavilla H. Camp	Dept.	1	1	20	44	0	0	0	0	---	---	---	1	7	---	---	4	800	---		
2432	Eaton Rapids	Wm. G. Bauer, B. S.	Dept.	2	3	60	70	0	0	9	11	17	14	8	18	4	4	8	4	500	40,000		
2433	Eau Claire	John A. Reese	Dept.	1	0	0	6	54	42	1	4	1	0	4	0	4	1	0	2	210	3,500		
2434	Edmore	H. J. Wilson	Dept.	2	0	18	34	12	21	---	---	---	---	---	3	6	0	2	300	4,000			
2435	Edwardsburg	V. J. Hawkins	Dept.	1	1	30	25	30	46	---	---	---	---	---	5	1	3	0	4	300	4,000		
2436	Elk Rapids	Miss Frances A. Richardson	Dept.	1	2	22	26	0	0	---	---	---	---	---	5	1	3	0	4	550	28,000		
2437	Elsie	E. G. Van Deventer	Dept.	1	1	23	29	0	0	---	---	---	---	---	1	0	---	---	4	---	4,000		
2438	Escanaba	H. G. Paul	Dept.	2	2	45	57	0	0	---	---	---	---	---	5	5	3	2	4	1,400	30,000		
2439	Evart	E. P. Reynolds	Dept.	2	1	45	50	0	0	---	---	---	---	---	4	7	---	---	4	3,500	14,000		
2440	Evon	O. R. McDonald	Dept.	1	0	12	16	33	60	---	---	---	---	---	2	1	0	---	22	325	5,000		
2441	Farwell	Clark B. Chaffee	Dept.	1	0	6	14	0	0	---	---	---	---	---	1	4	0	3	22	50	5,000		
2442	Farmville	Chas. T. Bacon	Dept.	1	0	20	25	0	0	3	3	---	---	---	1	5	0	3	22	40	3,000		
2443	Fenton	Lew D. Remington	Dept.	2	1	40	43	0	0	---	---	---	---	---	6	6	4	4	4	1,200	18,000		
2444	Flat Rock	Walter D. Riggs	Dept.	1	1	18	21	0	0	0	1	1	2	1	3	1	3	1	4	350	12,000		
2445	Flint	Geo. W. Peavy	Dept.	7	6	108	215	0	0	0	5	4	9	36	15	8	13	4	4	---	---		
2446	Flushing	W. R. MacDonald	Dept.	1	1	18	30	0	0	---	---	---	---	---	1	5	1	2	4	350	8,000		

2447	Rowlerville.....	do. *	Nicholas Knoolhuizen.	Dept.....	1	2	20	38	0	0	0	4	13	2	7	1	9	1	9	4	326	10,000
2448	Frankfort.....	Union School	J. Elton Clark	Dept.....	1	2	18	38	0	0	0	0	0	0	2	0	5	0	2	1	306	30,000
2449	Gaines Station.....	High School	Allen, Wood	Dept.....	2	0	32	38	56	55	0	0	0	0	0	3	5	0	4	300	3,000	
2450	Galesburg.....	do	W. W. Bolt	Dept.....	2	1	35	38	0	0	0	0	0	0	0	0	5	0	4	300	10,000	
2451	Gallen.....	do	W. H. Marsh	Dept.....	1	2	32	17	0	0	0	0	0	0	0	0	2	0	1	300	4,000	
2452	Gladstone.....	Central High School	Miss Florence Kellogg	Dept.....	1	1	15	25	0	0	0	0	0	0	1	1	2	3	1	385	14,000	
2453	Gobleville.....	High School	M. A. Stewart	Dept.....	1	1	13	46	0	0	0	0	0	0	0	2	3	1	4	380	4,000	
2454	Grand Haven.....	do	E. P. Cummings	Dept.....	3	1	35	35	0	0	0	0	0	0	18	32	8	7	9	5	576	10,500
2455	Grand Lodge.....	do	E. J. Quackenbush	Dept.....	1	2	25	35	0	0	0	0	0	0	8	2	4	0	1	576	10,500	
2456	Grand Rapids.....	Central High School	Albert J. Volland	Dept.....	9	5	469	669	0	0	0	23	29	79	47	62	60	50	20	1,500	140,475	
2457	do	do	Albert Jennings	Dept.....	4	3	117	158	0	0	0	6	4	3	2	6	2	6	2	4	550	10,000
2458	Grass Lake.....	Union High School	W. Sherman Lister	Dept.....	1	2	10	30	0	0	0	6	3	2	5	1	7	2	0	550	16,000	
2459	Grayling.....	Union School	H. A. Graham	Dept.....	1	1	22	25	52	49	0	0	0	0	3	5	0	4	4	350	10,000	
2460	Greenville.....	High School	Miss Mary E. Fish	Dept.....	1	1	49	68	0	0	0	0	0	0	2	5	0	4	4	350	16,000	
2461	Hadley.....	do	E. A. Branch	Dept.....	1	1	35	30	25	30	0	0	0	0	0	1	7	2	0	600	3,000	
2462	Hancock.....	do	Eugene La Rowe	Dept.....	2	3	42	58	0	0	0	0	7	10	8	5	9	2	3	1,600	10,000	
2463	Hanover.....	do	E. E. Gallup	Dept.....	1	1	28	40	0	0	0	0	1	2	11	4	2	3	4	360	7,000	
2464	Harbor Beach.....	do	F. E. Ellsworth	Dept.....	1	1	18	18	0	0	0	0	1	3	14	4	2	3	4	300	20,000	
2465	Harbor Springs.....	do	Frederick M. Churehill	Ind.....	1	1	25	25	0	0	0	0	1	3	3	0	2	1	1	215	12,500	
2466	Harrison.....	do	S. J. Skinner	Dept.....	1	1	15	29	0	0	0	0	0	3	0	0	2	3	4	150	3,500	
2467	Hart.....	Union School	Roy C. Fisher	Dept.....	1	2	25	37	0	0	0	0	2	3	0	0	3	3	4	160	12,000	
2468	Hartford.....	High School	E. A. Asetline	Dept.....	1	1	41	46	0	0	0	0	0	0	1	1	4	0	4	200	2,500	
2469	Hastings.....	do	E. J. Edger	Dept.....	3	2	76	78	0	0	0	0	0	0	0	0	0	0	4	1,600	5,500	
2470	Hersey.....	do	P. N. Sawyer	Dept.....	1	0	11	22	36	46	0	0	0	0	0	0	3	0	2	112	10,000	
2471	Hesperia.....	do	Leonard Fairchild	Dept.....	1	1	1	10	0	0	0	0	0	0	0	0	5	0	4	1,000	50,000	
2472	Hillsdale.....	do	H. L. Howe	Dept.....	2	4	98	122	0	0	0	1	7	5	0	14	27	5	15	500	15,000	
2473	Holland.....	do	O. S. Reimold	Dept.....	1	2	43	48	0	0	0	0	3	0	11	16	1	2	4	300	400	
2474	Holly.....	do	S. O. Wood	Dept.....	1	2	35	32	0	0	0	0	1	0	2	0	8	3	0	400	15,000	
2475	Homestead.....	do	R. A. Culver	Dept.....	2	1	19	33	0	0	0	0	4	3	6	11	0	5	0	1,500	5,000	
2476	Houghton.....	do	H. W. Whitten	Dept.....	1	1	35	32	0	0	0	0	5	4	16	12	9	20	4	917	4,500	
2477	Howard City.....	do. *	John C. Nafe	Dept.....	1	1	10	21	45	36	0	0	2	0	7	10	5	3	3	182	800	
2478	Howell.....	do	Robt. D. Briggs	Dept.....	1	3	32	38	0	0	0	0	6	6	6	6	2	3	4	576	15,000	
2479	Hubbardston.....	do	D. J. Crawford	Dept.....	1	1	22	38	0	0	0	0	0	0	5	12	3	4	2	2,500	51,000	
2480	Hudson.....	do	Miss Pina La Rowe	Dept.....	3	2	62	78	0	0	0	27	29	0	3	5	12	3	4	200	10,000	
2481	Inlay City.....	do	C. H. Naylor	Dept.....	1	1	18	0	0	0	0	0	0	0	0	0	0	0	4	4,215	120,000	
2482	Iron Mountain.....	Hulst High School	Clarence W. Greene	Dept.....	3	2	62	65	0	0	0	10	6	11	10	20	17	8	3	1,100	75,000	
2483	Iron River.....	High School	A. E. Farmer	Dept.....	3	6	82	92	6	0	0	0	0	0	6	14	6	9	4	1,624	25,000	
2484	Ishpeming.....	do	A. H. Tuttle	Dept.....	3	3	62	74	0	0	0	0	0	0	0	0	0	0	4	700	75,000	
2485	Ithaca.....	Union School	Miss Amelia L. Olcott	Dept.....	4	1	158	213	0	0	0	0	4	3	7	3	4	2	3	460	30,000	
2486	Jackson.....	do	Miss Alice Iseman	Dept.....	3	6	32	49	0	0	0	2	4	6	10	10	15	6	11	300	65,000	
2488	Jonesville.....	do	E. O. Marsh	Dept.....	1	2	35	29	0	0	0	0	0	0	2	0	3	0	2	196	12,000	
2489	Kalamazoo.....	do	F. J. Harrington	Dept.....	3	10	187	227	0	0	0	0	4	6	6	10	15	6	11	40	1,200	
2490	Kalkaska.....	do	Shattuck O. Hartwell	Dept.....	1	1	25	29	0	0	0	0	0	0	0	0	0	0	1	3	250	4,000
2491	Kingston.....	do. *	M. L. Luther	Dept.....	0	2	25	35	30	39	0	1	1	1	2	0	2	1	1	40	1,200	
2492	Laingsburg.....	do	Mrs. Hattie L. King	Dept.....	2	1	0	23	24	0	0	0	0	0	0	2	7	0	4	30	4,000	
2493	Lake Ann.....	do	A. W. Cavanaugh	Dept.....	1	0	8	7	33	52	0	0	0	0	0	6	7	0	2	75	6,000	
2494	Lake City.....	do	Wm. E. Robb	Dept.....	1	1	11	12	0	0	0	1	4	2	20	4	14	4	14	800	18,800	
2495	Lake Linden.....	do	Mrs. C. G. White	Dept.....	1	5	67	92	0	0	0	0	1	1	0	0	0	1	0	425	4,000	
2496	Lakeview.....	Union School	Chester Straight	Dept.....	1	1	52	52	0	0	0	0	0	0	0	0	0	0	4	4	4	4
2497	Lansing.....	High School	Gerard F. Smith	Dept.....	3	9	185	270	0	0	0	0	0	0	0	2	32	10	5	4	4	

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.				Element-ary stu-dents.				Preparing for college.				College prepar-atory students in the class that gradu-ated in 1900.							
				Male.		Female.		Male.		Female.		Classi- cal course.		Scien- tific course.		Gradu- ates in 1900.		Male.				Female.	
				5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
MICHIGAN—con- tinued.																							
2498	High School.....	Herbert P. Stellwagen.	Dept.	3	4	60	75	0	0	0	0	0	0	8	13	5	5	4	0	721	\$8,000		
2499	do.....	R. H. Kiteley.	Dept.	2	1	24	31	0	0	0	0	0	0	3	13	2	2	4	0	320	5,500		
2500	do.....	M. J. Remond.	Dept.	1	0	12	9	0	0	0	0	0	0	0	4	0	1	4	0	50	9,000		
2501	do.....	Alfred P. Rockwell.	Dept.	1	1	47	56	0	0	0	0	0	0	3	4	1	1	4	0	225	35,000		
2502	do.....	Prof. Northcote.	Dept.	1	1	20	20	0	0	0	0	0	0	5	3	1	2	4	0	100	10,000		
2503	do.....	Wm. T. Wallace.	Dept.	1	1	30	30	0	0	0	0	0	0	0	7	0	0	4	0	210	3,000		
2504	do.....	J. B. Nicholson.	Dept.	1	2	37	67	0	0	5	8	2	3	4	10	3	2	4	0	3,600	25,000		
2505	do.....	Edward Sargent.	Dept.	2	4	37	127	0	0	2	3	3	3	4	19	4	19	4	0	3,000	8,000		
2506	do.....	G. F. Manning.	Dept.	1	0	20	26	0	0	0	0	0	0	3	2	2	2	3	0	100	2,500		
2507	do.....	J. W. Swift.	Dept.	1	0	8	12	39	61	0	1	1	0	2	1	3	1	4	0	100	7,000		
2508	do.....	H. M. Coldren.	Dept.	1	1	18	29	0	0	0	0	0	0	2	1	3	0	4	0	100	23,000		
2509	do.....	Evan Essery.	Dept.	1	2	40	48	0	0	0	0	0	0	12	13	3	0	4	0	1,300	30,000		
2510	do.....	S. W. Ehrman.	Dept.	4	3	60	130	0	0	0	0	0	0	1	3	1	1	4	0	175	7,000		
2511	do.....	O. S. Groner.	Dept.	3	1	15	22	0	0	0	0	0	0	2	3	1	0	3	0	250	3,000		
2512	do.....	A. J. Chappell.	Dept.	1	1	12	28	0	0	2	0	1	1	2	3	2	0	2	0	300	15,000		
2513	do.....	M. G. Spinner.	Dept.	2	0	25	30	0	0	0	0	0	0	2	7	0	0	4	0	943	30,000		
2514	do.....	Edmund Schoetzow.	Dept.	1	2	19	46	0	0	0	0	0	0	0	4	0	4	4	0	100	15,000		
2515	do.....	Miss Amanda J. Ham- ilton.	Dept.	1	2	23	41	0	0	0	0	0	0	0	4	0	4	4	0	100	15,000		
2516	do.....	E. J. Martin, B. S., B. Pd. (supt.).	Dept.	2	0	38	42	0	0	0	0	0	0	2	3	3	6	4	0	100	15,000		
2517	do.....	C. H. Taylor.	Dept.	2	4	76	76	0	0	0	0	0	0	2	0	3	1	4	0	100	150,000		
2518	do.....	R. S. Garwood.	Dept.	3	3	66	116	0	0	6	8	13	9	6	9	5	5	4	0	1,828	15,000		
2519	do.....	Ira G. Thorpe.	Dept.	1	0	24	24	0	0	0	0	0	0	0	0	0	0	4	0	40	15,000		

Mason	do	Miss Ina A. Godfrey	Dept.	1	4	51	67	0	0	6	10	5	1	6	12	2	4	4	1,120	20,000	
Mayville	do	C. F. B. Stowell	Dept.	1	1	17	28	0	0	0	0	0	0	2	4	1	0	4	150	10,000	
McDon	Union School	F. T. Alarich	Dept.	2	1	29	41	0	0	0	0	0	0	2	6	0	4	4	108	3,600	
Memominee	High School	B. S. Hopkins	Dept.	4	6	72	102	0	0	1	3	15	22	11	16	6	8	3	1,300	60,000	
Metamora	Union School	L. H. Metras	Dept.	1	0	22	14	39	30	1	2	2	0	1	2	0	8	4	250	4,000	
Michigan	High School	E. O. Gillespie	Dept.	1	0	6	11	0	0	0	0	0	0	1	2	1	0	4	400	10,000	
Middleville	do	Geo. D. Cooley	Dept.	1	1	25	29	0	0	2	2	2	1	1	2	1	0	4	75	15,500	
Midland	Central High School	Miss Edna M. Holbrook	Dept.	1	2	33	44	0	0	2	2	3	1	6	7	2	4	1,250	40,500		
Milan	High School	C. H. Carrick	Dept.	1	1	25	50	0	0	0	0	0	0	5	4	1	4	1,200	20,000		
Milford	do	W. J. Morrison	Dept.	2	0	27	50	0	0	0	0	0	0	7	7	1	0	4	18,000		
Morrice	do	W. L. Wright	Dept.	1	1	22	35	0	0	0	3	5	3	4	4	1	3	4	225	6,500	
Millington	do	H. Z. Wilber	Dept.	1	1	18	23	0	0	0	3	1	0	2	4	1	3	4	242	6,350	
Monroe	do	T. P. Bauer	Dept.	2	2	62	85	0	0	10	15	12	0	9	9	4	6	4	4,800	12,000	
Montague	do	C. H. Burgess	Dept.	2	1	16	25	0	0	0	1	0	3	6	3	2	4	4	50	13,000	
Morenci	do	Frank Smith	Dept.	1	2	25	25	0	0	0	0	0	0	2	1	1	6	200	65,000		
Mount Clemens	do	Miss Florence E. Barnard	Dept.	1	4	59	86	0	0	0	0	0	0	2	9	1	6	4	3,000	5,000	
Mount Morris	do	George A. Lacure	Dept.	1	8	7	52	68	8	5	5	1	0	5	9	0	2	3	395	5,000	
Mount Pleasant	do	W. V. Sage	Dept.	1	2	61	62	0	0	3	3	5	1	0	5	0	2	4	550	31,000	
Mur	do	J. M. Chapman	Dept.	1	0	14	10	46	70	3	5	0	0	9	4	3	2	3	214	9,000	
Muskegon	do	J. H. Holl	Dept.	3	0	173	252	0	0	4	7	0	0	12	25	5	9	4	300	75,000	
Muskegon Heights	do	A. T. Hagerman	Dept.	1	0	18	10	0	0	0	0	0	0	0	1	1	1	2	300	12,000	
Napoleon	Graded School	Frank E. Romine	Dept.	1	1	9	10	37	27	1	1	0	5	7	2	1	1	3	500	5,000	
Nashville	High School	H. D. Wotring	Dept.	3	1	47	56	0	0	3	4	1	0	5	7	2	2	4	600	55,000	
Negaunee	do	H. P. Krogman	Dept.	3	2	29	50	0	0	0	2	0	3	19	2	2	4	400	5,000		
Newaygo	do	H. W. Daniels	Dept.	1	1	12	21	0	0	0	0	0	0	1	4	1	4	148	5,000		
New Buffalo	do	W. R. Stevens	Dept.	1	0	20	21	0	0	0	0	0	0	1	0	0	0	257	5,000		
New Haven	do	E. R. Wilcox	Dept.	1	0	30	21	0	0	0	0	0	0	2	1	1	0	4	2,856	50,000	
New Troy	do	F. E. Faulkner	Dept.	1	1	14	12	31	56	0	4	8	1	2	10	13	8	5	200	4,000	
Niles	do	H. D. Minchin	Dept.	2	3	73	84	0	0	0	2	3	3	0	2	3	1	4	400	9,000	
North Adams	do	J. W. Robinson	Dept.	1	1	29	30	34	39	0	2	3	3	0	2	3	1	4	800	20,000	
North Branch	do	Orville La Bounty	Dept.	1	1	24	31	0	0	0	2	3	1	0	4	5	2	3	1,000	22,000	
Northville	do	John Loeffler	Dept.	1	2	31	43	0	0	0	2	3	4	11	2	2	3	4	47	2,500	
Norway	do	Miss Mary B. Hubbard	Dept.	1	2	36	40	0	0	0	2	3	4	11	2	0	3	2	355	8,000	
Oakton	do*	G. W. Harvey	Dept.	1	0	24	33	40	49	5	6	2	3	0	5	0	3	4	75	15,500	
Olivet	do	Ira J. Houston	Dept.	1	6	22	21	0	0	1	5	2	3	0	1	1	5	4	300	15,000	
Ontonagon	do	Miss Clemmie E. Martin	Dept.	0	2	5	20	0	0	0	0	0	0	1	5	0	0	4	4	4	
Oscoda	do	L. M. McKay	Dept.	0	2	13	20	6	0	0	0	1	0	2	2	1	0	4	600	1,500	
Osseo	do	N. J. Droryor	Dept.	1	3	29	3	9	7	0	0	0	0	5	3	2	0	2	106	2,900	
Otsego	do	J. A. Chapell	Dept.	1	1	13	15	43	40	0	2	4	8	2	5	7	4	6	200	2,000	
Otsego	do*	W. F. Lewis	Dept.	1	3	58	60	0	0	2	4	8	2	5	5	5	4	4	500	30,000	
Ovid	do	E. M. Plunkett (supt.)	Ind.	2	2	1	40	63	0	0	0	0	10	15	10	24	4	5	4	500	50,000
Owosso	do	L. H. Wood	Dept.	3	5	99	167	0	0	0	0	8	2	5	1	2	2	4	600	30,000	
Oxford	do	J. H. Baxter (supt.)	Dept.	1	2	27	33	0	0	0	0	0	0	2	6	1	2	4	25	1,230	50,000
Palmyra	do	L. H. Pennington	Ind.	1	0	8	25	44	0	0	0	0	0	4	3	0	0	4	1,500	50,000	
Parma	do	Wilson H. Davis	Dept.	1	0	30	14	0	0	0	0	6	10	4	11	4	11	4	400	15,000	
Paw Paw	High School	Miss Minnie E. Walter	Dept.	1	3	55	65	0	0	0	0	0	0	3	1	0	0	4	300	15,000	
Pentwater	Union School	Miss Margaret Browne	Dept.	1	2	25	31	0	0	0	1	3	0	3	1	0	0	4	4	4	
Perry	High School	W. G. Glazier	Dept.	1	1	20	37	0	0	0	0	0	0	2	3	0	0	4	4	4	

* Statistics of 1898-99.

[illegible]

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	3	2	1	Students.																		Number of volumes in the library.	21	22			
						Department or independent.	Second-ary in-struct-ors.		Element-ary stu-dents.		Preparing for college.				Gradu-ates in 1900.		College prepar-atory.		Length of course in years.	23	24								
							Male.	Female.	Male.	Female.	Classi- cal course.	Scien- tific course.	Male.	Female.	Male.	Female.	Male.	Female.											
MINNESOTA.						Dept.	5	6	4	3	6	4	10	11	12	13	14	15	16	17	18	19	20	25					
2642	Adrian	C. H. Schellbach	Dept.	1	1	6	29	0	0																350	\$4,000			
2643	Atkin	Geo. W. Walker, Sr. D.	Dept.	1	1	17	16	0	0																	360	12,481		
2644	Albert Lea	Miss Mary E. Higgins	Dept.	1	3	38	72	0	0																		595	50,000	
2645	Alexandria	J. A. Cranston	Dept.	1	5	42	49	0	0																		425	10,000	
2646	Anoka	Frederick J. Sherry	Dept.	1	4	18	75	0	0																		500	30,000	
2647	Appleton	James M. Powers	Dept.	1	4	18	42	0	0																		520	25,000	
2648	Austin	L. N. McWhorter	Dept.	3	5	77	137	0	0																		186	10,000	
2649	Barnesville	R. S. Dwyer	Dept.	1	1	28	27	0	0																		1,264	10,000	
2650	Benson	H. S. Hillboe	Dept.	1	1	7	5	0	0																		406	10,000	
2651	Bloomington	Louis N. Isaacs	Dept.	1	1	43	42	0	0																		1,400	15,000	
2652	Blue Earth City	V. K. Wasson	Dept.	1	2	55	54	0	0	5	16	6		4	4	0	2	4									550	40,000	
2653	Brainerd	Frank W. Hanft	Dept.	1	1	15	25	0	0	25	13			0	0	3	0	3									300	8,000	
2654	Brownsville	H. E. Edwards	Dept.	1	1	5	10	0	0																		371	10,000	
2655	Buffalo	Jno. C. Partridge	Dept.	1	1	5	10	0	0	0	2	0															300	10,000	
2656	Caladonia	P. A. Davis	Dept.	1	1	9	24	0	0																		300	10,000	
2657	Canby	O. S. Vail	Dept.	1	1	10	22	0	0																		1,200	22,000	
2658	Canon Falls	Alfred C. Carlson	Dept.	1	1	32	51	20	38	12	23	3	4	1	0	1	0	4									1,600	18,000	
2659	Chaska	E. J. Donaldson	Dept.	1	1	24	28	0	0																		500	19,000	
2660	Chatfield	Wm. P. Milliken	Dept.	1	1	10	30	0	0																		1,000	15,000	
2661	Cloquet	Wm. Phillips	Dept.	2	3	52	103	2	0																		883	11,000	
2662	Crookston	C. W. Newbery	Dept.	1	2	15	20	0	0																		1,600	15,000	
2663	Dawson	E. M. Newbery	Dept.	1	1	11	12	0	0																		1,600	20,000	
2664	Delano	Herbert Carleton	Dept.	2	1	11	30	0	0																		1,932	544,100	
2665	Detroit	S. A. Chalmers	Dept.	2	1	11	20	0	0	2	4	0	8	3	7	3	7	4									500	20,000	
2666	Dodge Center	J. C. Marshall	Dept.	1	1	20	23	0	0																			1,932	544,100
2667	Duluth	Charles A. Smith	Dept.	13	7	195	323	0	0	4	3	50	25	18	30	12	9	4											

Value of grounds, buildings, furniture, and scientific apparatus.

Number of volumes in the library.

Dundas	High School	W. F. Judson	Dept.	1	0	12	12	0	0	0	0	1	3	2	300
23637	Elgin	W. F. Judson	Dept.	1	0	12	12	0	0	0	0	1	3	4	300
23638	Elk River	J. K. McBroom	Dept.	1	2	26	31	0	0	0	0	1	9	4	2,519
23639	Excelsior	W. A. Casey	Dept.	1	1	7	5	0	0	0	0	0	0	4	300
23640	Farmont	P. P. Kennedy	Dept.	2	2	50	38	0	0	0	0	2	0	4	12,329
23641	Farmington	P. C. Brown	Dept.	2	4	47	80	0	0	0	0	10	2	4	26,809
23642	Fergus Falls	Freeman F. Phillips	Dept.	1	1	16	19	0	0	0	0	16	5	4	784
23643	Glencoe	Miss Grace L. Terry	Dept.	3	3	81	91	0	0	0	0	5	1	4	1,200
23644	Glenwood	E. E. McIntire	Dept.	1	2	36	47	0	0	0	0	8	3	4	625
23645	Granite Falls	Squire P. Browne	Dept.	1	1	21	26	0	0	0	0	13	4	4	32,000
23646	Hastings	John W. Marshall	Dept.	1	2	39	38	0	0	0	0	2	3	4	5,200
23647	Henderson	(supt.)	Dept.	2	3	59	71	0	0	0	0	0	0	4	5,200
23648	Herman	Miss Rose A. Simmons	Dept.	1	1	22	26	0	0	0	0	8	17	4	3,000
23649	Heron Lake	Clas. E. Young	Dept.	1	1	7	5	0	0	0	0	8	0	4	12,000
23650	Howard Lake	Herbert Aspden	Dept.	1	1	18	23	0	0	0	0	0	1	3	800
23651	Hutchinson	Louis Magin	Dept.	1	1	15	7	0	0	0	0	3	0	4	7,039
23652	Jackson	Miss M. E. Harris	Dept.	2	2	35	73	0	0	0	0	0	0	4	1,402
23653	Janesville	H. L. Merrill	Dept.	1	1	30	39	0	0	0	0	29	30	4	3,009
23654	Kasson	H. A. Britzian (supt.)	Dept.	1	2	59	28	0	0	0	0	10	14	4	1,500
23655	Kasson	V. G. Pickett	Dept.	1	2	19	28	0	0	0	0	2	2	4	3,500
23656	Kasson	J. P. Lahr	Dept.	1	0	5	4	0	0	0	0	0	1	4	800
23657	Kasson	E. H. Ellsworth	Dept.	1	1	21	36	0	0	0	0	2	0	4	26,000
23658	Lake City	W. H. Hollands	Dept.	1	2	50	52	0	0	0	0	6	1	4	600
23659	Lake Crystal	L. P. Cravens	Dept.	2	2	28	22	0	0	0	0	2	0	4	17,500
23660	Lanesboro	H. G. Blanch	Dept.	1	2	28	22	0	0	0	0	6	2	4	53,000
23661	Lanesboro	J. C. Miller	Dept.	1	2	12	47	0	0	0	0	4	11	6	1,500
23662	Lesueur	R. L. H. Lord	Dept.	1	1	11	24	0	0	0	0	3	0	4	500
23663	Litchfield	Miss Mary Plant	Dept.	1	2	35	30	5	7	0	0	8	0	3	550
23664	Littlefalls	R. C. Dewey	Dept.	2	2	29	59	0	0	0	0	1	4	3	600
23665	Luverne	Alex. M. Rowe	Dept.	1	4	45	68	0	0	0	0	10	5	2	567
23666	Luverne	Miss Elizabeth L. Smith	Dept.	1	3	47	48	0	0	0	0	20	15	4	400
23667	Madison	P. C. Tomning	Dept.	1	1	10	20	0	0	0	0	3	3	4	1,300
23668	Mankato	C. A. Fullerton	Dept.	2	3	81	114	0	0	0	0	8	1	4	300
23669	Manorville	Jas. T. Fuller	Dept.	1	1	10	18	0	0	0	0	1	0	4	1,600
23670	Mapleton	S. J. La Duo	Dept.	1	2	34	46	0	0	0	0	4	5	4	523
23671	Minneapolis	John M. Greer	Dept.	3	35	451	690	0	0	0	0	65	95	85	8,000
23672	do.	D. E. Cloyd	Dept.	5	6	225	325	0	0	0	0	30	41	32	3,000
23673	do.	W. W. Hobbs	Dept.	3	15	165	290	0	0	0	0	75	100	30	220,000
23674	do.	A. N. Ozias	Dept.	4	17	164	311	73	74	0	0	20	34	4	120,000
23675	Montevideo	Geo. A. Smith	Dept.	4	4	28	36	0	0	0	0	26	53	32	90,000
23676	Monticello	Ph. D. Freeman E. Lurton	Dept.	1	2	16	25	0	0	0	0	3	11	4	200
23677	Moorhead	Miss Emma Williams	Dept.	1	3	23	40	0	0	0	0	0	5	4	400
23678	Morris	Peto W. Ross	Dept.	1	25	33	0	0	0	0	0	8	4	5	2,000
23679	New Paynesville	B. J. Buckland	Dept.	2	1	16	11	0	0	0	0	2	7	1	385,000
23680	New Uhm	E. T. Critchett	Dept.	2	7	3	0	0	0	0	0	1	0	3	20,000
23681	Northfield	Miss Anna B. Stanford	Dept.	2	6	85	123	0	0	0	0	2	2	4	350
23682	Ontonville	Joel N. Childs	Dept.	2	8	20	10	0	0	0	0	19	10	2	27,000
23683	Owatonna	F. J. Kunitz	Dept.	2	4	24	24	0	0	0	0	15	7	4	600
23684	High School	do.	Dept.	2	4	40	89	0	0	0	0	3	12	1	539
23685	High School	do.	Dept.	2	4	20	24	0	0	0	0	3	12	4	1,500

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name	Principal.	Department or independent.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
				Second-ary in-struct-ors.		Ele-men-tary stu-dents.		Preparing for college.						Grad-u-ates in the class that gradu-ated in 1900.				College prepar-atory stu-dents in the class that gradu-ated in 1900.				Length of course in years.	Number in military drill.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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2736	Slayton	High School	W. B. Dyer	Dept.	1	1	15	15	0	0	6	4	2	2	2	4	485
2737	Sleepyeye	do	Miss Lottie M. Dennison.	Dept.	1	2	53	39	0	0	1	4	1	1	4	4	450
2738	Springfield	do	Miss Elizabeth Koehler	Dept.	1	1	37	65	0	0	2	4	5	11	4	4	800
2739	Spring Valley	State High School	Miss Emma Donaldson	Dept.	2	2	10	15	0	0	0	0	0	0	4	4	800
2740	Stillwater	High School *	Miss Ada E. Smith	Dept.	2	2	9	89	14	0	0	0	11	23	4	4	25,000
2741	Tower	do	F. A. Wildes, Jr.	Dept.	1	1	5	6	0	0	0	0	0	0	4	4	5,500
2742	Tracy	do	Miss Mary Neff	Dept.	1	4	6	49	0	0	0	0	3	3	0	4	275
2743	Vernadale	do	J. S. Anderson	Dept.	1	4	27	43	0	0	0	0	0	0	2	2	1,052
2744	Wabasha	do	A. M. Locker	Dept.	2	0	25	50	0	0	15	30	1	6	4	4	230
2745	Wadena	do	Miss Rose W. Eaton	Dept.	0	3	17	17	0	0	5	1	1	1	1	1	1,039
2746	Warren	do	William Angus	Dept.	1	2	23	28	0	0	15	20	1	1	4	4	7,000
2747	Waseca	High School	Lafayette Bliss	Dept.	1	4	55	60	0	25	16	9	10	7	8	4	1,502
2748	Waterville	do	A. S. Kingsford	Dept.	1	1	4	30	0	0	1	2	28	0	2	4	60,000
2749	Wells	do	R. W. Manual	Dept.	2	1	20	30	0	0	0	0	0	0	4	4	450
2750	Whitebear Lake	Whitebear High School	F. F. Farrar	Dept.	1	5	15	15	0	0	2	2	2	0	2	4	1,000
2751	Willmar	do	Miss Estelle Femmo	Dept.	0	1	24	46	0	0	3	3	3	7	2	4	575
2752	Windom	do	Miss Esther Friedlander.	Dept.	1	2	14	35	0	0	4	6	3	4	2	4	1,500
2753	Winnebago City	do	J. E. Gihman	Dept.	1	3	24	40	0	0	0	0	3	10	4	4	704
2754	Winona	do	William A. Bartlett	Dept.	1	3	124	190	0	0	12	40	6	3	3	4	80,000
2755	Worthington	do	Edgar L. Porter	Dept.	1	3	31	63	0	0	2	3	2	6	2	4	1,500
2756	Zumbrota	do	C. A. Patchin	Dept.	1	2	35	15	0	0	0	1	3	0	4	4	500
MISSISSIPPI.																	
2757	Abbeville	High School *	M. Rose	Dept.	1	2	13	54	0	0	1	5	1	10	1	3	1,100
2758	Amory	do	F. E. Cowley	Dept.	1	1	10	10	0	0	0	0	0	0	0	0	500
2759	Artesia	do	Joe Cook	Dept.	1	0	10	8	15	16	3	7	2	2	3	3	800
2760	Atum	Graded School	A. A. McAlpin	Ind.	1	0	13	13	25	26	2	2	0	0	0	0	1,500
2761	Batesville	do	S. P. Walker	Dept.	1	0	12	18	60	50	4	1	3	2	3	2	9,000
2762	Berwick	Toler High School	Miss Willie Gundry	Ind.	0	1	8	15	10	0	1	0	0	0	0	0	300
2763	Big Creek	Male and Female Institute	S. S. Caruthers	Ind.	1	1	9	16	0	0	4	2	0	1	1	1	1,200
2764	Boerne Chitto	Graded School	Miss Edwina Burnley	Dept.	1	0	2	3	72	87	0	0	0	1	4	4	3,500
2765	Bolton	High School	Charles F. Camps	Dept.	1	0	9	14	23	26	3	0	2	5	2	1	125
2766	Booneville	do	Frank A. Miller	Dept.	1	1	30	35	0	0	5	4	0	0	1	4	200
2767	Brandon	Graded School	W. W. Matthews	Dept.	1	0	22	24	42	45	0	0	0	0	0	0	2,500
2768	Brookville	do	J. T. Wallace	Dept.	1	0	9	11	20	24	0	0	0	0	0	0	1,800
2769	Eyahala	High School	W. F. Hamilton	Ind.	1	2	16	38	19	39	0	2	0	8	0	1	300
2770	Carrollton	Waverly Institute	Miss A. M. Moore	Ind.	1	1	20	25	0	0	0	0	0	0	0	0	6,000
2771	Cassville	Male and Female High School	W. F. Hamilton	Dept.	1	1	20	25	0	0	0	0	0	0	0	0	1,000
2772	Cassville	Graded Hall	Miss Alma Chiles	Dept.	0	1	5	10	36	34	0	0	0	0	0	0	5,000
2773	Coldwater	School	W. N. Craig	Dept.	1	1	15	8	40	39	3	2	3	0	2	2	775
2774	Colombs	High School	J. M. Barrow	Dept.	1	2	27	35	0	0	3	11	0	7	0	0	500
2775	Como Depot	Franklin Academy	J. S. Pressly	Ind.	1	1	9	5	22	17	7	2	7	2	2	2	1,000
2776	Crystal Springs	High School	T. B. Trawick	Dept.	1	3	94	119	0	81	102	6	4	1	4	4	9,000
2777	Duckhill	do	T. B. Hubbard	Dept.	1	0	10	8	20	0	1	1	1	1	1	1	2,000
2778	Durant	Institute	W. H. Smith	Dept.	1	0	12	14	0	0	2	1	2	4	1	2	150
2779	Edinburg	High School *	W. H. Smith	Dept.	1	0	12	14	0	0	2	1	2	4	1	2	300
2780	Edinburg	do	M. E. McBryde	Ind.	1	0	10	10	52	50	0	0	0	0	0	0	800

* Statistics of 1898-99.

Houlka	High School *	James W. Beard	Ind	1	0	10	8	55	47	2	1	1	0	1	0	4	5,000
Inka	do *	D. L. Ross	Dept.	1	1	15	20	0	5	4	6	4	3	3	3	800	
Jacinto	do *	J. E. Reynolds	Ind	1	0	7	4	38	36	1	0	3	6	3	3	8,000	
Jackson	Graded School, No. 2 (colored).	J. A. Martin	Dept.	1	0	3	6	0	0	1	0	3	6	3	3	1,000	
do	High School	W. B. Stark	Dept.	2	1	30	73	0	0	2	10	1	4	3	3	800	
Kilmichael	do	V. D. Rowe	Dept.	2	0	18	12	37	18	5	15	1	5	1	4	3	600
Kosciusko	do	G. F. Boyd	Dept.	1	4	45	55	0	0	3	7	3	6	3	3	20,000	
Lafayette Springs	College Institute	D. F. Spradling	Ind	1	0	10	34	36	36	1	0	1	2	3	3	500	
Laurel	High School	J. W. Watt	Dept.	2	0	3	10	0	0	1	2	4	1	1	4	265	
Lena	Harmony Baptist Institute *	J. F. Caddenhead and M. P. Hendrick	Dept.	2	0	17	30	33	33	4	6	1	4	1	4	350	
Lumberton	High School	E. F. Billington	Dept.	1	1	12	28	0	0	1	3	2	5	1	3	7,000	
Macon	Graded and High School *	Charles H. Spessard	Ind	2	0	20	30	0	0	2	1	1	4	1	2	8,000	
Magnolia	Graded High School *	W. H. Rowan	Dept.	1	1	10	31	0	0	1	0	1	2	1	2	300	
Marietta	Normal Institute	J. E. Cleveland	Dept.	3	2	0	3	0	0	1	0	2	0	1	2	3	3,000
Mayhews Station	High School	C. C. Rose	Dept.	1	0	3	4	17	19	1	5	1	4	3	3	1,200	
Meridian	Whitefield High School	Prof. D. C. Hull	Dept.	1	4	44	137	0	0	1	19	1	8	3	40	40,000	
Monticello	Academy	J. E. Alford	Dept.	1	2	24	38	30	27	3	33	3	4	3	3	750	
Mount Pleasant	High School *	C. H. Curd	Dept.	1	2	20	15	31	33	3	30	3	3	4	4	225	
Myrtle	do *	K. S. Archer	Dept.	0	4	9	10	36	40	1	7	1	7	4	4	1,200	
Natchez	Institute	Miss Mary E. Lytle	Dept.	1	0	2	8	0	0	0	2	0	1	2	2	1,500	
New Albany	High School *	John H. Mitchell	Ind	1	1	11	22	21	0	0	1	1	5	1	4	2,000	
Oakland	Graded School	H. W. Sanderson	Dept.	1	1	5	7	15	15	5	7	1	3	3	3	8,000	
Okefona	do	J. T. Connell	Dept.	1	1	20	21	0	0	36	35	11	15	4	9	30,000	
Oxford	Graded School *	R. H. Hester	Dept.	1	3	66	77	0	0	2	0	3	5	3	3	20,000	
Phoenix	High School	W. Ward	Dept.	0	1	2	6	32	32	2	0	6	8	4	4	70	
Pickens	Graded High School	Wiley Sanders	Dept.	1	0	8	10	25	20	4	4	1	4	3	3	1,500	
Poplarville	High School	W. I. Thames	Dept.	1	1	40	60	0	0	1	5	38	20	1	5	12,000	
Port Gibson	Graded School, No. 1 (colored).	Augustus M. Addison	Dept.	1	0	1	5	38	20	1	5	0	4	3	3	2,000	
do	Graded School, No. 2	Miss Anna Hull	Dept.	0	2	6	14	47	59	0	4	4	4	4	4	300	
Potts Camp	Reid Institute *	W. M. Sanders	Ind	1	1	15	10	57	48	10	2	1	0	4	4	1,000	
Raymond	Graded School	Miss Mary Rathiff	Dept.	0	1	6	4	32	30	5	4	3	6	2	2	500	
Sandersville	McFarland High School	L. K. Saul	Dept.	1	0	5	10	20	20	20	1	1	1	3	3	375	
Sardis	Panola High School (colored).	J. A. Spain	Dept.	1	0	7	23	0	0	1	1	1	1	3	3	375	
Scranton	High School *	H. F. Fisher	Dept.	1	0	11	14	0	0	1	1	2	1	3	3	2,500	
Senatobia	Male High School	T. P. Scott	Dept.	1	0	15	0	63	0	10	0	4	4	4	4	2,500	
Starkville	High School	J. H. Woodard	Dept.	1	2	6	18	0	0	7	4	3	0	0	6	350	
Steen Creek	do	J. F. Gwynes	Dept.	1	1	19	21	0	0	0	0	6	0	4	4	600	
Strachorn	do	A. P. Lever	Dept.	1	0	7	14	33	11	5	5	7	2	6	7	3	2,000
Sturgis	do	Wallace	Dept.	1	0	10	10	30	35	5	5	7	2	6	7	3	26
Summit	Peabody High School	Peter Marsalis	Dept.	1	1	2	6	0	0	0	0	0	0	2	2	3,000	
Terry	Graded School	W. N. Hardee	Dept.	1	1	8	6	52	64	2	1	2	1	2	2	4,000	
Troy	Mississippi Normal	H. D. Wilson	Dept.	1	0	5	5	60	70	2	1	2	1	2	2	100	
Tula	High School	C. C. Hughes	Ind	1	1	22	22	0	0	0	3	5	2	4	4	800	
Tupelo	Normal Institute	D. A. Hill	Dept.	1	1	22	24	0	0	0	3	5	2	4	4	1,200	
	Graded School		Dept.	1	1	22	24	0	0	0	3	5	2	4	4	1,200	

Statistics of 1898-99.

TABLE 43.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	2	3	4	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
						Second-ary in-struct-ors.	Second-ary stud-ents.		Ele-men-tary stud-ents.	Prepar-ing for college.		Grad-uates in the class that grad-uated in 1900.	College prepar-atory stud-ents in the class that grad-uated in 1900.								
							Male.	Female.		Male.	Female.		Male.	Female.							
															Male.	Female.	Male.					Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MISSISSIPPI—con- tinued.																					
2844	Tylertown.....	Normal Institute.....	J. Hinds Howie.....	1	1	25	15	50	50	4	8	2	1							300	\$2,500
2845	Tyto.....	School of Science.....	E. T. Keeton.....	1	1	6	9	34	35	4										100	1,000
2846	Utica.....	Graded School.....	James F. Wall.....	1	2	15	20	55	43	4	0										500
2847	Vaiden.....	High School.....	Prof. H. B. Rose.....	1	0	12	16	53	59	1	1	3	0	1	1						
2848	Vernon.....	Blue Ridge Academy.....	S. T. Gavin.....	1	1	4	6	56	56	4	5										
2849	Vicksburg.....	Cherry Street College (colored). High School.....	B. F. Shannon.....	2	5	52	225	0	0					0	10	0	4	4	4	154	8,000
2850	Waldo.....	W. J. Webb.....	Ind.....	1	1	11	15	43	33									3			1,000
2851	Walkers Bridge.....	J. H. Rimes.....	Ind.....	1	0	8	8	6	8												500
2852	Water Valley.....	Jas. W. Bell.....	Dept.....	1	3	34	61	0	0					6	4	3	2	3		300	8,000
2853	Wesson.....	H. J. Wilson.....	Dept.....	1	0	20	34	0	0					0	5	0	5	3		175	2,500
2854	West Point.....	H. A. Hayes.....	Dept.....	1	3	71	82	0	0	11	18			4	6			3		865	20,000
2855	Winona.....	W. T. Foster.....	Dept.....	2	1	20	30	0	0	0	3							4		500	12,000
2856	Yazoo City.....	Robt. Torrey.....	Dept.....	2	1	40	50	0	0	5	5			5	5	2	0	4		150	25,000
MISSOURI.																					
2857	Adrian.....	High School.....	Albert L. Ives.....	1	0	15	14	10	15	0	0	0	0	2	4	0	0	2		257	8,000
2858	Albany.....	do.....	J. H. Markley.....	2	0	24	28	0	0					1	5			4		1,800	20,000
2859	Appleton City.....	do.....	W. J. Wright.....	2	0	15	27	26	36					0	5	0	5	3		150	12,000
2860	Arrowrock.....	do.....	Ralph Alexander.....	1	1	3	6	40	49	3	6	0	0	0	0	0	0	4		0	3,000
2861	Ashtgrove.....	do.....	A. Page.....	1	1	10	13	0	0	0	0	0	0	2	3			4		300	7,000
2862	Aurora.....	do. *.....	D. L. Van Amburgh.....	3	0	20	40	0	0					1		1	8	4		150	20,000

Barnard	do	H. G. Case	Dept.	1	1	22	23	0	0	5	6	0	0	0	2	0	0	4	150
Belton	do	A. A. Wirt	Dept.	1	1	20	44	0	0	0	3	2	0	3	5	0	3	4	10,000
Bethany	do	J. B. Hale	Dept.	1	3	39	42	0	0	2	3	4	2	1	5	4	3	4	1,400
Bever	do	C. H. Hitchborn	Dept.	2	0	20	20	0	0	0	0	0	0	0	1	2	0	3	350
Billings	do	A. C. Farley	Dept.	1	1	18	23	0	0	0	0	0	0	0	2	0	0	2	100
Bloomfield	do	S. S. Thomas	Dept.	2	0	10	28	41	38	0	0	0	0	0	1	0	1	4	90
Bolivar	do	S. A. Hoover	Dept.	2	1	24	54	0	0	0	0	0	0	0	1	10	1	4	200
Bonnetterre	do	L. N. Gray	Dept.	3	0	23	65	0	0	0	0	0	0	0	1	11	1	0	4
Boonville	do	Wm. A. Annin (supt.)	Dept.	2	2	91	69	0	0	1	0	0	0	8	0	1	0	5	700
do	Summer High School (colored)	C. G. Williams	Dept.	1	1	10	22	0	0	0	2	3	0	2	0	2	0	3	450
Bowling Green	High School	W. J. Rowley	Dept.	1	2	20	23	0	0	0	0	0	0	1	2	1	2	3	250
Braymer	do	J. H. Eckelberry	Dept.	1	0	18	22	0	0	4	0	2	0	1	0	1	0	3	241
Breckenridge	do	E. C. Orr	Dept.	1	0	24	35	0	0	0	0	0	0	4	5	3	5	4	300
Brookfield	do	J. U. White	Dept.	2	2	60	65	0	0	0	0	0	0	5	6	3	5	4	400
Brunswick	do	J. H. Smith	Dept.	2	0	11	14	44	45	0	0	2	2	2	2	0	0	3	25
do	Elliot High School (colored)	J. H. Smith	Dept.	2	0	11	14	44	45	0	0	2	2	2	2	0	0	3	25
Buffalo	High School	C. L. Buckmaster	Dept.	2	0	26	32	0	0	0	0	5	7	5	7	5	7	3	500
Burke	do	W. A. Wilkinson	Dept.	1	0	16	40	0	0	0	0	2	0	1	0	3	0	3	200
Burlington Junction	Central High School	Chas. T. Baker	Dept.	1	0	14	16	50	40	0	0	0	0	0	0	0	0	0	0
Butler	High School	H. G. Davis	Dept.	1	1	31	39	0	0	2	3	0	0	1	0	3	4	250	
Calder	do	A. C. Givins	Dept.	2	2	50	60	6	0	0	3	8	0	1	7	1	7	4	625
Calmar	do	H. Clifford Moore	Dept.	1	1	12	15	0	0	0	0	0	0	0	0	0	0	4	16,000
Calvin	do	P. F. Stanley	Dept.	1	0	13	20	0	0	0	0	0	0	1	1	0	0	2	3,000
California	do	J. L. Rowe	Dept.	1	0	11	15	0	0	0	0	0	0	0	0	0	0	2	10,000
Camden	Amurra High School	J. W. Major	Dept.	2	1	20	43	0	0	2	2	0	0	0	7	2	7	4	5,000
Canton	High School	Miss Bertie L. Ensign	Dept.	1	3	40	60	0	0	0	0	0	0	0	0	0	0	0	400
Carrollton	do	A. O. Moore	Dept.	2	1	20	27	0	0	0	0	0	0	3	3	3	3	3	500
do	do	Miss Anna Cullenberry	Dept.	2	2	56	74	0	0	1	3	5	2	8	13	6	5	4	6,500
do	Lincoln High School (colored)	James W. Moore	Dept.	1	0	5	20	0	0	0	0	0	0	1	4	0	0	3	2,444
Cartersville	High School	A. A. Antles	Dept.	2	1	21	45	0	0	0	0	0	0	3	13	0	0	3	250
Carthage	do	Edwin Gray	Dept.	2	7	136	235	0	0	0	0	0	0	16	40	14	36	4	5,400
Caruthersville	do	Miss Dixie Dix	Dept.	1	2	27	26	0	0	2	1	4	6	3	1	1	1	4	410
Cassville	do	J. W. Wingo	Dept.	1	1	15	24	0	0	1	3	5	2	3	5	2	0	4	60
Chamolis	do	J. L. Bankston	Dept.	1	0	10	11	0	0	0	0	0	0	0	0	0	0	3	12,000
Charleston	do	A. R. Boone	Dept.	2	0	13	22	0	0	1	2	0	0	1	7	1	1	2	217
Chillicothe	Central High School	John W. Barton	Dept.	1	4	59	123	0	0	0	0	0	0	5	23	0	0	410	
do	Garrison High School (colored)	Joe E. Herrford	Dept.	1	0	9	60	65	0	0	0	0	0	3	0	1	2	7,000	
Clinton	High School	H. L. Green	Dept.	4	1	49	91	0	0	2	8	4	3	3	17	1	3	4	600
Colecamp	do	R. M. Scotlen	Dept.	1	0	23	43	0	0	0	0	0	0	3	8	1	3	1,200	
Columbia	do	R. H. Emberson	Dept.	3	3	67	100	0	0	9	18	45	39	3	15	3	12	4	4,500
Conder	do	Franklin Caskey	Dept.	1	0	13	17	0	0	6	7	0	0	3	2	2	0	3	500
Craig	do	W. L. Jordan	Dept.	1	0	9	13	0	0	0	0	0	0	0	0	0	0	3	300
Crystal City	do	G. O. Nations	Dept.	1	2	3	14	0	0	0	0	0	0	0	0	0	0	1	16
Dawn	do	A. T. Weatherly	Dept.	1	0	12	10	52	57	2	1	3	0	0	0	0	0	2	1,000
Deepwater	do	D. Walker Smith	Dept.	1	1	20	35	0	0	0	0	0	0	0	0	0	0	3	100
Desoto	do	C. K. Bliss	Dept.	2	1	55	43	0	0	0	0	0	0	0	0	0	0	4	172
do	do	do	Dept.	2	1	55	43	0	0	0	0	0	0	0	0	0	0	4	500

Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in 1900.				College prepar-atory stu-dents in the class that grad-u-ated in 1900.					
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
MISSOURI—cont'd.																							
2008	Dexter.....	C. M. Hall.....	Dept.	1	0	10	15	0	0	3	0	0	0	0	0	0	0	0	3	20	\$7,000		
2009	Doniphan.....	J. A. Presson.....	Dept.	2	0	12	30	0	0	—	—	—	—	—	—	—	—	—	4	100	10,000		
2010	Edina.....	A. R. Coburn.....	Dept.	1	1	25	31	0	0	—	—	—	—	—	—	—	—	—	4	350	10,000		
2011	Eldorado Springs.....	A. W. Duff.....	Dept.	1	1	15	31	0	0	0	0	3	3	4	2	1	0	4	300	9,000			
2012	Elsterry.....	B. P. Taylor.....	Dept.	1	0	12	27	0	0	—	—	—	—	—	—	—	—	—	4	300	1,000		
2013	Everton.....	George Melcher.....	Dept.	2	0	54	61	0	10	8	15	12	0	0	0	0	0	4	500	8,000			
2014	Excelsior Springs.....	J. F. Kennedy.....	Dept.	2	0	20	30	0	0	2	0	0	1	6	0	0	0	3	1,500	400			
2015	Fairfax.....	A. E. Kennedy.....	Dept.	1	1	22	24	0	0	—	—	—	—	8	1	1	—	3	200	1,500			
2016	Farmington.....	Mrs. Rachel N. Gies-sing.....	Dept.	0	1	17	36	0	0	1	4	—	—	1	4	—	—	3	1,280	10,000			
2017	.....do.....	W. A. Gunnell.....	Dept.	1	0	3	3	58	49	—	—	—	—	3	1	—	—	3	—	35,000		
2018	Fayette.....	J. L. Lynch.....	Dept.	1	2	35	40	0	0	4	4	0	2	4	6	4	6	3	760	2,400			
2019	.....do.....	Jacob M. Cockfield.....	Dept.	1	0	0	5	12	17	0	4	0	4	0	0	0	0	4	50	15,000		
2020	Ferguson.....	W. D. Grove.....	Dept.	1	0	6	10	0	0	0	0	0	0	0	0	0	4	2	500	7,000			
2021	Fillmore.....	Rupert Peters.....	Dept.	1	1	10	15	42	35	—	—	—	—	0	3	—	—	2	364	8,000			
2022	Forest City.....	J. R. Hodgins.....	Ind.	1	0	3	21	56	69	0	0	1	2	0	1	0	0	2	200	10,000			
2023	Fredericktown.....	T. E. Joyce.....	Dept.	1	1	25	30	0	0	—	—	—	—	0	1	0	1	3	400	30,000			
2024	Fulton.....	James C. Humphreys.....	Dept.	1	2	45	40	0	0	6	14	15	8	9	9	9	9	3	300	6,000			
2025	Glasgow.....	A. F. Willis.....	Dept.	1	1	20	30	0	0	—	—	—	—	6	2	2	5	3	193	10,000			
2026	Golden City.....	Will R. Crowther.....	Dept.	2	1	0	25	28	0	0	0	0	0	0	10	1	0	3	200	12,000			
2027	Granby.....	M. R. Floyd.....	Dept.	1	1	20	45	0	0	—	—	—	—	0	5	0	0	3	431	40,000			
2028	Grant City.....	H. N. Stampel.....	Dept.	3	0	34	54	0	0	0	3	2	4	0	7	0	0	3	400	11,000			
2029	Green City.....	J. Root, Coughlin.....	Dept.	1	0	24	16	0	0	8	3	2	0	1	7	5	0	3	100	4,000			
2030	.....do.....	L. N. Evvard.....	Dept.	2	1	37	50	0	0	—	—	—	—	1	2	1	2	4	400	11,000		
2031	Hamilton.....	B. C. Brous.....	Dept.	2	0	40	56	0	0	—	—	—	—	7	5	2	—	4	300	12,000			

2932	Hannibal	do	Miss Gertrude Ash-	Dept.	3	6	46	98	0	0	6	12	10	10	7	15	6	4	4	---	1,459	25,000	
2933	Hardin	do	G. T. Parish	Dept.	1	0	16	15	0	0	---	---	---	---	3	1	0	0	0	2	---	50	4,000
2934	Harris	do	Guy F. Davis	Dept.	1	0	3	9	57	56	---	---	---	---	---	---	---	---	---	---	---	300	10,000
2935	Harrisonville	do	Amos H. Fisher	Dept.	3	1	53	67	0	12	0	2	2	2	5	11	5	11	4	42	3,000	3,500	
2936	Hartsville	do	A. H. Bailey, B. S. D.	Dept.	1	0	20	15	0	0	---	---	---	---	---	---	---	---	---	---	---	1,300	10,000
2937	Hermann	do	C. C. Plundum	Dept.	2	0	30	15	0	0	0	20	10	---	3	3	---	---	---	---	300	2,000	
2938	Higbee	do	C. B. Adams	Dept.	2	0	30	40	0	0	0	0	0	0	0	0	0	0	3	---	185	2,000	
2939	Higginsville	Douglas High School	J. D. Walton	Dept.	1	0	0	7	0	0	0	2	0	0	0	0	0	0	4	---	---	---	
2940	do	(colored)	W. C. Sebring	Dept.	2	1	38	50	0	0	---	---	---	---	6	9	---	---	---	---	600	30,000	
2941	Holden	do	P. A. Boulton	Dept.	1	1	30	30	0	0	0	3	2	0	3	14	---	---	---	---	400	15,000	
2942	Lopkins	do	R. E. McCain	Dept.	2	0	27	33	0	0	---	---	---	---	6	4	4	0	4	---	650	10,000	
2943	Houston	do	R. E. Barnard	Dept.	1	1	20	33	0	0	0	0	0	0	0	0	0	0	2	---	500	10,000	
2944	Humansville	Academy-High School	S. W. Whitaker	Dept.	1	1	20	33	0	0	---	---	5	8	1	6	0	3	5	---	50	12,000	
2945	Hume	do	S. W. Pendegraft	Dept.	2	0	17	20	0	0	---	---	---	---	2	3	2	5	3	---	360	6,000	
2946	Huntsville	do	W. O. Doyle	Dept.	1	1	33	37	0	0	---	---	---	---	2	3	7	---	---	---	400	18,000	
2947	do	(colored)	S. T. Pettigrew	Dept.	1	0	0	6	0	0	4	---	---	---	---	---	---	---	---	---	62	3,000	
2948	Independence	High School	Wm. L. C. Palmer	Dept.	1	5	90	110	0	0	3	4	9	17	9	21	3	5	3	---	2,208	31,000	
2949	Ironton	do	Robt. E. Wilkinson	Dept.	1	0	12	10	0	0	0	3	2	3	3	4	3	3	3	---	325	18,000	
2950	Jackson	do	B. F. Lusk	Dept.	1	0	9	13	0	0	0	0	0	0	1	4	0	0	2	---	250	10,500	
2951	Jackson	do	A. H. Lowen	Dept.	1	0	8	12	0	0	0	0	0	0	0	2	0	0	3	---	40	3,000	
2952	Jamestown	do	H. H. Edmiston	Dept.	1	0	5	12	0	0	2	3	0	0	0	2	0	0	3	---	420	3,500	
2953	Jasper	do	John W. Spaul	Dept.	1	0	21	22	0	0	---	---	---	---	0	0	0	0	4	---	245	4,000	
2954	Jefferson City	do	John W. Richardson	Dept.	3	2	45	60	0	0	---	---	---	---	2	6	1	2	4	---	500	50,000	
2955	Jerico	do	J. A. Lowe	Dept.	1	0	10	12	0	0	---	---	---	---	0	0	---	---	---	---	30	2,000	
2956	Joplin	High School	J. M. Gwinn	Dept.	3	5	91	125	0	0	---	---	---	---	7	12	5	7	4	---	550	33,000	
2957	Kahoka	do	E. C. Higgins	Dept.	1	1	24	40	0	0	0	3	2	0	4	10	2	2	3	---	560	8,000	
2958	Kansas City	do	E. C. White, A. M., L. D.	Dept.	20	29	968	1214	0	0	---	---	---	---	100	187	---	---	---	---	330	253,000	
2959	do	Lincoln High School	G. N. Gresham	Dept.	4	2	79	149	0	0	0	0	0	0	6	18	0	0	4	---	---	---	
2960	do	(colored)	do	Dept.	18	17	546	698	0	0	0	0	0	0	26	33	---	---	---	---	1,000	175,000	
2961	do	Manual Training High School	G. B. Morrison	Dept.	4	7	69	141	0	0	0	2	---	---	3	16	0	2	4	---	---	---	
2962	do	Westport High School	S. A. Underwood	Dept.	1	1	38	40	0	0	0	6	4	15	10	7	4	7	0	2	---	300	10,500
2963	Kearyville	do	J. E. Brown	Dept.	2	0	17	21	0	0	0	0	0	0	6	7	0	0	2	---	300	15,000	
2964	King City	do	G. S. McKinney	Dept.	2	0	18	35	0	0	0	0	0	2	2	3	3	0	4	---	250	20,300	
2965	Kingston	do	J. E. Herriott	Dept.	1	0	12	14	0	0	---	---	5	9	1	3	1	3	3	---	150	10,000	
2966	Kirksville	do	O. H. Lind	Dept.	5	2	100	160	0	0	2	4	---	---	0	0	---	---	---	---	735	36,000	
2967	Kirkwood	do	R. G. Kinkead	Dept.	1	4	39	61	0	0	0	4	0	8	7	11	1	6	0	4	---	400	45,000
2968	Knobnoster	do	C. D. Thompson	Dept.	2	0	36	30	0	0	0	0	0	0	9	7	7	3	3	---	400	8,000	
2969	Knobnoster	do	W. S. Dodson	Dept.	1	0	9	15	0	0	0	3	2	1	5	2	3	2	3	---	---	---	
2970	Ladonia	do	A. S. Faulkner	Dept.	1	1	17	24	0	0	0	0	0	0	1	5	0	0	0	---	75	2,000	
2971	Ladonia	do	D. B. Jeter	Dept.	1	1	15	30	0	0	10	26	2	5	1	2	1	2	3	---	600	8,000	
2972	Lamar	do	do	Dept.	4	0	42	77	0	0	---	---	---	---	3	13	2	9	4	---	---	---	
2973	Lamonte	do	J. N. McElvain	Dept.	1	1	21	27	0	0	---	---	---	---	3	3	---	---	---	---	120	15,000	
2974	Lancaster	do	A. H. Smith	Dept.	3	1	21	14	0	0	6	1	3	0	5	1	4	0	4	---	400	10,000	

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Gradu-ates in the class that graduated in 1900.				College prepar-atory stu-dents.					
				Male.	Female.	Male.	Female.	Classi-cal course.		Scien-tific course.		Male.	Female.	Male.	Female.	Male.	Female.				
								Male.	Female.	Male.	Female.							Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MISSOURI—cont'd.																					
2975	Laplata		Dept.	2	1	20	25	0	0	1	1	0	0	3	5	1	1	4	---	325	\$10,000
2976	Lathrop	Walter Heninger.	Dept.	2	1	25	35	0	0	---	---	---	---	1	3	1	2	4	---	210	---
2977	Lebanon	J. W. Barley	Dept.	1	1	22	28	0	0	---	---	---	---	1	7	0	6	3	---	400	30,000
2978	Lees Summit	F. W. Ploger	Dept.	1	1	30	40	0	0	0	0	0	0	1	6	---	---	3	---	250	20,000
2979	Lexington	H. E. Robinson	Dept.	2	2	31	52	0	0	0	0	10	6	1	8	---	---	4	---	2,000	25,000
2980	Liberal	H. D. Demond	Dept.	1	1	41	46	0	0	---	---	---	---	0	0	0	0	4	---	125	2,500
2981	Liberty	N. A. Mackey	Dept.	2	2	52	70	0	0	---	---	---	---	---	---	---	---	2	---	800	25,000
2982	Licking	C. O. Nelson	Dept.	1	1	16	20	0	0	---	---	---	---	---	---	---	---	3	---	100	10,000
2983	Linneus	J. E. Smith	Dept.	1	1	20	25	0	0	---	---	---	---	2	2	---	---	3	---	125	6,000
2984	Louisiana	H. P. Bruce	Dept.	1	1	40	46	0	0	0	0	1	0	2	3	0	0	4	---	3,000	60,000
2985	do	R. R. Rowley	Dept.	1	0	9	6	0	0	3	2	---	---	0	1	---	---	2	---	650	---
2986	do	J. I. Lane	Dept.	1	0	10	19	0	0	3	5	0	0	---	---	---	---	3	---	24	3,000
2987	do	T. B. Burris	Dept.	3	1	54	83	0	0	4	9	4	6	4	9	4	6	4	---	450	42,000
2988	Madison	Henry King	Dept.	1	1	20	24	0	0	---	---	---	---	0	0	---	---	3	---	15	3,500
2989	Madison	H. F. Smith	Dept.	1	1	24	25	0	0	0	0	0	0	0	5	0	0	4	---	206	10,000
2990	Malden	J. U. Croson	Dept.	1	0	13	18	0	0	0	0	0	0	0	2	0	2	3	---	250	8,000
2991	Malta Bend	W. C. Fisher	Dept.	1	0	15	15	0	0	---	---	---	---	1	0	---	---	3	---	80	9,000
2992	Mansfield	W. F. Bland	Dept.	1	1	18	22	0	0	2	1	1	1	3	5	2	6	4	---	450	8,000
2993	Marionville	B. F. Woodford	Dept.	1	1	16	34	0	0	0	0	1	0	0	0	0	0	3	---	250	5,000
2994	Marshall	T. E. Spencer	Dept.	2	2	26	41	0	0	9	16	28	78	3	9	3	9	4	---	1,300	22,000
2995	Marshall	H. E. Blaine	Dept.	2	0	15	21	0	0	5	3	15	5	4	11	4	7	4	---	1,000	---
2996	Maryville	C. A. Hawkins	Dept.	2	4	61	46	0	0	0	0	0	0	0	0	0	0	3	---	200	20,000
2997	Maysville	Fred W. Urban	Dept.	2	0	15	21	0	0	0	0	0	0	0	0	0	0	4	---	1,000	---

[illegible]

*Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	Students.																						Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Department in independent.	Second-ary in-struct-ors.	Second-ary students.		Preparing for college.		Gradu-ates in 1900.	Length of course in years.		College prepar-atory.															
					Male.	Female.	Male.	Female.		Male.	Female.		Male.	Female.	Male.	Female.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22						
MISSOURI—cont'd.																											
3045	St. Louis	Wm. J. S. Bryan	Dept.	47	43	724	1265	0	0	7	35	21	33	38	75			4	30	1,200	\$406,530						
3046	do	Oscar M. Waring	Dept.			58	192	0	0	6	4			6	17	2	3	4		300	75,000						
3047	Salem	Colby H. Cowherd	Dept.	2	0	5	29	0	0	1	0			1	1			4		400	8,000						
3048	Salisbury	Wm. P. Noel	Dept.	1	1	11	25	0	0					0	4			3		200	15,000						
3049	Savoxie	E. McElree	Dept.	1	1	12	14	0	0				0					3		200	5,000						
3050	Savannah	L. M. Garrett	Dept.	2	1	25	55	0	0	7	12	2	0	1	16	1	10	4		750	20,000						
3051	Schell City	M. A. Cleveland	Dept.	1	1	12	18	0	0									3		150							
3052	Sedalia	J. D. Wilson	Dept.	5	6	136	254	0	0	50	70	25	20	10	43			4		300	50,000						
3053	Seneca	J. C. Honon	Dept.	2	0	16	36	0	0	0	0	0	0	0	0	0	0	4		200	12,000						
3054	Seymour	Chas. H. Simmons	Dept.	1	0	20	30	0	0	1	2	0	0	0	0	0	0	4		100	4,000						
3055	Shelbyville	Ida Richardson	Dept.	2	1	28	37	0	0	1	3			5	1	3	1	3		220	5,500						
3056	Shickston	John H. Goodin	Dept.	1	1	15	22	0	0	1	10	1	0	1	5	0	2	4		150	13,000						
3057	Southwest City	F. E. Zimmerman	Dept.	1	1	10	21	0	0	2	3	1	0	0	1			3		23	6,000						
3058	Stanberry	Rolt L. Kline	Dept.	2	0	23	27	0	0					0	1			2		200	25,000						
3059	Stewartsville	E. H. Homberger	Dept.	1	0	9	9	56	56									2		380							
3060	Stockton	J. A. Burke	Dept.	1	0	15	17	0	0	0				5	7			2		300	10,000						
3061	Sturgeon	F. M. Patterson	Dept.	1	1	17	16	0	0					1	0			3		225	12,500						
3062	Sweet Springs	M. A. O'Rear	Dept.	1	1	14	26	0	0					2	3			4		100	20,000						
3063	Tarkio	F. F. Starr	Dept.	1	2	32	40	0	0	20	25	0	0	4	5	3	3	3		700	18,000						
3064	Thayer	F. N. Dyer	Dept.	1	1	25	15	0	0	10	12	6	2	2	3	2	3	3		400	20,000						
3065	Tippecanoe	Benj. S. Couch	Dept.	1	1	18	23	0	0					5	3			3		30	4,000						
3066	Trenton	B. F. Guthrie	Dept.	4	1	64	77	0	0	0	1			6	18			4		50	50,000						
3067	Union Star	O. M. Peters	Dept.	1	1	4	17	0	0					0	3	0	3	3		400	20,000						
3068	Unionville	H. D. Kistler	Dept.	3	0	51	62	0	0	5	6	2	0					4		50	4,000						

3069	Utich	do	E. M. Hall	Dept.	1	1	20	18	0	0	0	0	0	0	0	3	2	0	0	157	4,000
3070	Utica	do	Cyrus G. Truitt	Dept.	1	0	9	11	50	69	10	12	5	0	0	2	2	0	0	200	2,000
3071	Vandalia	do	W. B. Ford	Dept.	2	1	30	51	0	0	0	0	0	0	0	3	4	0	0	340	10,500
3072	Vermont	do	I. P. Oratood	Dept.	1	0	12	17	0	0	0	0	0	0	0	3	4	0	0	130	4,000
3073	Versailles	do	W. S. Bate	Dept.	1	0	18	15	0	0	0	0	0	0	0	3	3	0	0	115	4,000
3074	Walker	do	I. L. Marquis	Dept.	1	0	10	15	0	0	0	0	0	0	0	3	3	0	0	100	2,550
3075	Walnugrove	do	A. L. Lacy	Dept.	2	5	77	149	0	0	0	0	0	0	0	2	2	4	0	163	40,000
3076	Warrensburg	do	J. Matt Gordon	Dept.	1	0	10	6	0	0	0	0	0	0	0	3	2	0	0	754	7,500
3077	Warsaw	do	Jacob Hunt	Dept.	1	0	23	20	0	0	0	0	0	0	0	0	3	0	0	50	6,000
3078	Washington	do	W. A. Farley	Dept.	1	0	14	19	0	0	0	0	0	0	0	0	3	0	0	300	35,000
3079	Waverly	do	U. E. Cunningham	Dept.	1	1	8	5	0	0	0	0	0	0	0	0	3	0	0	1,000	13,500
3080	Webb City	do	Jasper N. Tankersley	Dept.	1	0	18	19	0	0	0	0	0	0	0	0	3	0	0	300	10,000
3081	Webster Groves	do	J. W. Stornis	Dept.	2	4	44	85	0	0	0	0	0	0	0	4	3	0	0	300	3,000
3082	Wellsville	do	Miss Sarah J. Milligan	Dept.	0	5	11	21	0	0	0	0	0	0	0	2	0	0	0	250	450
3083	Wellsville	do	J. W. Dunsap	Dept.	2	0	25	35	0	0	0	0	0	0	0	2	0	0	0	250	450
3084	Weitzville	do	Wm. J. Dunsap	Dept.	1	0	12	13	0	0	0	0	0	0	0	1	5	0	0	450	12,000
3085	Weston	do	Jas. H. Turner, B. S. D.	Dept.	1	0	9	30	0	0	0	0	0	0	0	2	0	0	0	109	13,000
3086	West Plains	do	B. B. Cassell	Dept.	1	1	9	30	0	0	0	0	0	0	0	1	0	0	0	356	16,000
3087	Willowsprings	do	E. L. Hume	Dept.	2	0	10	40	0	0	0	0	0	0	0	3	2	1	0	300	300
3088	Windsor	do	Rugh A. Smith	Dept.	2	2	32	43	0	0	0	0	0	0	0	0	0	0	0	340	340
3089	Winfield	do	W. Salem Brown	Dept.	1	0	10	15	0	0	0	0	0	0	0	0	0	0	0	340	340
3090	Winston	do	F. W. Williams	Dept.	1	0	22	21	48	48	0	0	0	0	0	2	3	1	0	340	340
MONTANA.																					
3091	Anaconda	High School *	Richard R. Kilroy	Dept.	1	2	66	32	0	0	0	0	0	0	0	1	5	0	1	500	12,000
3092	Big Timber	do	J. D. Orr	Dept.	1	0	2	7	12	7	0	0	0	0	0	0	0	0	0	150	12,000
3093	Billings	do	H. M. Brayton	Dept.	2	1	25	27	0	0	0	0	0	0	0	1	4	1	2	723	26,000
3094	Boulder	do	Lewis Merrilliger	Dept.	1	0	7	8	0	0	0	0	0	0	0	1	2	0	0	500	10,000
3095	Bozeman	Gallatin County High School	George B. Swan	Ind	1	3	34	58	0	0	0	0	0	0	0	7	10	5	8	53	---
3096	Butte	High School	P. A. Leamy	Dept.	1	16	176	355	0	0	4	19	9	18	12	24	0	0	0	800	15,000
3097	Chinook	do	H. A. Davee	Dept.	1	0	4	6	69	65	1	3	0	0	0	0	0	0	0	150	10,000
3098	Deer Lodge	do	G. T. Bramble	Dept.	1	1	12	35	0	0	0	0	0	0	0	3	7	1	0	330	---
3099	Great Falls	do	Miss Helen Edgerton	Dept.	1	4	36	67	0	0	0	6	12	5	0	1	0	0	0	200	---
3100	Hamilton	do	J. G. McKay	Dept.	1	1	11	25	16	20	0	4	1	0	1	2	1	2	4	600	20,000
3101	Helena	do	Wm. H. Johnson	Dept.	4	6	134	181	0	0	0	1	7	43	70	26	8	11	4	800	180,000
3102	Kalispell	Flathead County High School	E. A. Steere	Ind	1	2	23	57	0	0	0	0	0	0	0	6	4	1	3	56	---
3103	Lewistown	High School *	P. M. Salloway	Dept.	2	0	13	18	12	17	0	0	0	0	0	0	0	0	0	542	15,000
3104	Livingston	do	F. S. Montoy	Dept.	1	1	20	30	0	0	0	5	7	4	6	3	6	3	6	370	35,000
3105	Marquette	do	Jas. E. S. Bell	Dept.	2	0	10	14	0	0	0	0	0	0	0	3	2	0	0	350	10,000
3106	May City	do	N. C. Tutus	Dept.	1	2	28	22	0	0	0	8	5	2	3	3	2	2	0	1,543	22,000
3107	Philipsburg	do	Jonas Cook	Dept.	1	2	15	23	0	0	0	0	0	0	0	7	4	0	0	777	3,690
3108	Red Lodge	do	John M. Ke...	Dept.	1	1	13	12	0	0	0	0	0	0	0	7	1	0	0	500	13,000
3109	White Sulphur Springs.	do	Walter E. Rowe	Dept.	1	1	13	16	0	0	0	8	10	6	2	4	2	0	0	400	1,500
NEBRASKA.																					
3110	Adams	High School	S. H. Thompson	Dept.	1	0	5	9	0	0	0	0	0	0	0	0	3	0	3	150	---
3111	Ainsworth	do	R. E. Giffin	Dept.	1	0	7	30	0	0	0	0	0	0	0	1	0	0	1	280	13,800

* Statistics of 1898-99.

3337	Bennett	do	George E. Jones	Dept.	1	0	21	12	0	45	2	0	1	0	5	4	2	500	2,000
3338	Berrand	do	W. E. Bicknell	Dept.	1	4	1	87	0	0	5	11	6	10	2	17	4	300	3,500
3339	Blair	do	M. M. Patterson	Dept.	1	1	18	24	0	0	0	0	0	0	0	1	0	300	3,000
3340	Bloomfield	do	T. C. Grimes	Dept.	1	1	1	23	42	0	0	3	12	0	1	4	0	300	3,000
3341	Bluehill	do	W. C. Farrand	Dept.	2	0	31	39	0	0	0	1	0	3	7	0	2	250	3,500
3342	Bluesprings	do	G. R. McCrary	Dept.	2	0	26	38	0	0	0	0	0	0	0	0	0	200	12,000
3343	Bradshaw	do	Miss Fannie M. Byerly	Dept.	1	0	22	48	0	0	3	3	1	2	1	8	0	200	4,000
3344	Brady	do	Raymond F. Marquis	Dept.	1	0	22	48	0	0	3	3	1	2	1	8	0	200	4,000
3345	Braithard	do	Harry E. Worrell	Dept.	1	0	2	8	45	41	0	0	1	0	2	0	1	71	4,000
3346	Brock	do	O. H. Smith	Dept.	1	0	4	6	67	63	0	0	0	0	0	2	7	160	2,000
3347	Brook	do	M. H. Carman	Dept.	1	0	4	9	0	0	0	0	0	0	0	4	12	100	30,000
3348	Broken Bow	do	J. E. Adams	Dept.	2	1	50	86	0	0	0	0	0	0	0	0	0	60	2,500
3349	Brownville	do	W. P. Barrett	Dept.	1	0	7	3	25	20	0	0	0	0	0	0	0	46	3,000
3350	Burchard	do	J. A. Combs	Dept.	1	0	8	7	67	61	0	1	3	0	0	0	0	1,000	
3351	Butte	do	C. F. Norton	Dept.	1	0	7	14	0	0	0	0	0	0	0	0	0	1,000	
3352	Callaway	do	Emil K. Greabeltel	Dept.	1	0	9	9	0	0	0	0	0	0	0	6	0	265	3,000
3353	Cambridge	do	J. O. Lyne	Dept.	1	2	31	48	0	0	0	0	0	0	0	10	0	350	3,000
3354	Cedar Rapids	do	Geo. E. Kinder	Dept.	1	1	10	20	0	0	0	2	3	0	2	5	3	300	15,000
3355	Central City	do	R. H. Wade	Dept.	1	2	36	58	0	0	0	0	0	0	0	0	0	250	25,000
3356	Chadron	do	O. H. Hermle	Dept.	1	1	10	50	0	0	0	0	0	0	0	0	0	350	3,050
3357	Chester	do	J. G. Mote	Dept.	1	0	11	16	0	0	0	2	6	8	0	3	0	400	11,275
3358	Clarks	do	R. V. Clark	Dept.	1	1	13	26	0	0	0	0	0	0	0	3	1	200	3,000
3359	Clay Center	do	L. E. Moyer	Dept.	1	0	21	13	0	0	0	0	0	0	0	3	0	300	5,000
3360	Collegeview	do	M. E. Kern	Ind	1	0	8	14	0	0	0	1	0	3	5	0	2	30	10,000
3361	Collegeview	do	I. H. Bretell	Dept.	1	0	9	11	0	0	0	0	0	0	0	0	0	402	29,000
3362	Columbus	do	C. H. Kindig	Dept.	4	0	39	57	0	0	2	3	1	2	6	9	0	24	500
3363	Cook	do	A. L. Langston	Dept.	1	1	4	8	53	45	0	0	0	0	0	0	0	50	1,500
3364	Cortland	do	Clinton M. Barr	Dept.	1	1	13	20	0	0	0	7	9	3	7	2	5	50	4,000
3365	Cozad	do	S. E. Clark	Dept.	1	1	20	30	0	0	0	0	0	0	0	0	0	109	10,000
3366	Craig	do	J. F. Carnahan	Dept.	1	1	17	28	0	0	9	12	3	0	4	3	3	1,200	12,000
3367	Crawford	do	Mrs. Emily K. Man-	Dept.	1	1	28	39	0	0	0	0	0	0	0	0	0	600	30,000
3368	Creighton	do	ville.	Dept.	4	1	17	30	0	0	0	2	3	20	25	11	1	500	8,000
3369	Crete	do	Chas. A. Tucker	Dept.	2	4	41	87	0	0	2	3	0	0	0	0	0	200	200
3370	Culbertson	do	J. H. Kelly	Dept.	1	0	8	6	0	0	1	1	1	0	2	2	0	1,25	5,100
3371	Dakota	do	Samuel L. Anderson	Dept.	1	1	22	19	0	0	0	0	0	0	3	4	0	100	1,000
3372	Davis	do	A. J. Mercer	Dept.	1	0	19	14	0	0	5	3	0	0	9	8	0	250	4,000
3373	Davenport	do	George Crocker	Dept.	2	0	18	26	0	0	10	10	8	7	1	6	1	3,800	3,800
3374	Dawson	do	S. H. Martin	Dept.	1	0	22	23	0	0	0	0	0	0	5	4	2	200	6,000
3375	Dewitt	do	Professor Bolner	Dept.	1	1	0	2	48	67	0	0	0	0	0	5	0	65	6,000
3376	Diller	do	L. B. Roscoe	Dept.	1	1	14	15	0	0	0	0	0	0	0	0	0	3	3,000
3377	Doniphan	do	L. W. Wimberley	Dept.	1	1	10	21	10	19	0	0	0	0	0	1	9	1,200	1,200
3378	Dorchester	do	E. H. Beebe	Dept.	1	0	3	0	43	52	0	4	0	0	0	0	0	35	3,600
3379	Dubois	do	J. F. Harlin	Dept.	1	1	0	10	3	0	0	0	0	0	0	0	0	250	4,110
3380	Dunbar	do	C. B. Atkinson	Dept.	1	0	3	0	0	0	3	6	1	1	7	4	1	200	2,000
3381	Edgar	do	S. C. Lamborn	Dept.	2	3	39	50	0	0	0	0	0	0	0	0	0	290	6,000
3382	Elgin	do	W. W. Elliott	Dept.	1	0	12	9	60	57	0	0	0	0	6	5	0	106	2,000
3383	Elkhorn	do	F. D. Lellman	Dept.	1	1	10	26	44	44	0	0	0	0	6	0	0	50	10,000
3384	Elmore	do	W. R. Rose	Dept.	1	1	20	34	0	0	0	0	2	0	2	0	0	350	8,900
3385	Elmore	do	F. W. Montgomery	Dept.	1	0	3	6	70	72	0	0	2	0	2	0	0	50	6,500
3386	Elmwood	do		Dept.	1	0	3	6	70	72	0	0	2	0	2	0	0	2,500	2,500

* Statistics of 1938-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	4	2		3		Students.										21	22			
				1	2	3	4	5	6	Second-ary in-struct-ors.		Element-ary stu-dents.		Preparing for college.		Gradu-ates in the class that gradu-ated in 1900.				Length of course in years.	Number in military drill.	
										Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.
NEBRASKA—con- tinued.																						
3187	Emerson.	High School	Dept.	1	1	13	31	0	0							0	3			3	280	\$4,250
3188	Eustis	do	Dept.	1	0	5	7	55	68							4	0	1	3		100	5,925
3189	Ewing	do *	Dept.	1	0	15	15	52	54	1	2					2	2	4	4		450	9,000
3190	Exeter	do	Dept.	1	1	19	42	0	0							4	7	2	3		300	15,000
3191	Fairbury	do	Dept.	2	2	50	100	0	0	10	20	15	25			4	6				200	
3192	Fairfield	do	Dept.	1	1	40	38	0	0	0	1	4	0			4	4	1	4		300	12,000
3193	Farmington	do	Dept.	3	2	30	54	0	0	3	2	2	0			8	3	3	3		2,000	3,500
3194	Falls City	do	Dept.	1	0	13	12	62	56	3	2	1	1			5	6	0	2		100	3,500
3195	Farnam	do	Dept.	1	0	13	9	52	49	3	1	1	1			3	3	0	1		800	17,500
3196	Fillet	do	Dept.	1	0	2	8	121	101	0	1					0	7	0	2		60	4,000
3197	Florence	do	Dept.	1	0	10	27	0	0							2	7		2		350	
3198	Franklin	do	Dept.	1	5	37	133	0	0							13	18	5	12		200	10,000
3199	Fremont	do	Dept.	1	2	37	60	0	0							10	10	4	3		200	10,000
3200	Friend	do	Dept.	1	1	49	54	0	0							9	13	9	13		238	15,000
3201	Fullerton	do	Dept.	3	0	32	53	0	0	2	10	3	6			9	25	6	10		300	25,000
3202	Geneva	do *	Dept.	1	1	14	26	0	0							0	0	0	3		220	
3203	Gering	do	Dept.	1	1	13	12	0	0							3	2	3	2		50	5,000
3204	Gibson	do	Dept.	1	1	25	38	0	0							1	6	0	3		200	4,000
3205	Gordon	do	Dept.	1	1	15	25	0	0							1	10	0	2		200	10,800
3206	Gothenburg	do	Dept.	1	1	21	34	0	0			1	0			0	0	0	0		100	18,000
3207	Grant	do	Dept.	1	1	15	33	0	0							3	20	0	3		150	3,500
3208	Grant Island	do	Dept.	2	0	74	133	0	0			3	20			3	20	4	4		350	
3209	Grant	do	Dept.	1	0		4	38	34			1	0			1	3	20	4		40	

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*Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Element-ary stu-dents.		Preparing for college.				Gradu-ates in 1900.				College prepar-atory class that grad-uated in 1900.					
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
NEBRASKA—con- tinued.																							
3262	Newman Grove.	High School	Dept.	1	0	26	29	0	0					0	0	0	0			100	---		
3263	Niobrara	do	Dept.	1	0	12	12	0	0					1	2					100	\$35,000		
3264	Norfolk	do	Dept.	1	0	28	60	0	0	1	0	2	0	4	11	3	0			200	15,000		
3265	North	do	Dept.	1	1	25	32	0	0					2	1	0	1			150	2,000		
3266	North Bend	do	Dept.	1	0	10	30	40	50					2	14	2	2			500	20,000		
3267	North Platte	do	Dept.	2	2	43	64	0	0	3	8	2	2	2	0	0	1			200	5,000		
3268	Oakdale	do	Dept.	1	1	23	61	0	0					3	8	0	1			300	1,550		
3269	Oakland	do	Dept.	1	1	16	25	0	0	2	2			3	8	2	2			400	3,000		
3270	Ogallala	do	Dept.	2	0	18	20	0	0	8	5			4	10	4	6			150	7,000		
3271	Ogallala	do	Dept.	1	0	16	18	0	0					0	0	0				2,000	55,000		
3272	Omaha	do	Dept.	13	30	610	908	0	0	23	47	187	364	37	95					500	8,250		
3273	Omaha	do	Dept.	1	1	17	43	0	0					3	9	5	3			300	25,000		
3274	O'Neill	do	Dept.	2	1	55	63	0	0	21	16	12	15	9	9	4	5			500	12,000		
3275	Ord	do	Dept.	1	1	43	44	0	0	11	14	3	0	3	1	3	4			275	12,000		
3276	Orleans	do	Dept.	1	1	12	25	0	0					4	8					500	10,000		
3277	Oscola	do	Dept.	1	1	4	15	0	0					2	2	1	2			50	---		
3278	Osmond	do	Dept.	1	0	12	26	0	0					2	6					400	---		
3279	Oxford	do	Dept.	1	0	8	1	39	0	5	6			2	6					43	1,570		
3280	Palmer	do	Dept.	1	1	20	24	36	48	0	0	0	0	4	1	0	3			150	8,000		
3281	Palmyra	do	Dept.	1	1	1	1	1	1					6	5	2	0			1,300	28,000		
3282	Pawnee City	do	Dept.	2	0	51	93	0	0					2	4	1	4			50	15,000		
3283	Pender	do	Dept.	2	0	20	40	0	0	10	20			1	8	1	4			200	5,000		
3284	Petersburg	do	Dept.	1	1	9	16	0	0					1	4					100	10,000		
3285	Pierce	do	Dept.	1	1	12	18	0	0	4	5			1	2	1	2			---	---		

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*Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	4	Students.										Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in 1900.						College prepar-atory stu-dents in the class that gradu-ated in 1900.			
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NEBRASKA—con- tinued.																					
3337	High School	Wilson Tont.	Dept.	1	0	10	19	0	0	3	0	1	0	3	8	1	0	2	—	86	\$5,500
3338	do	R. H. Watson	Dept.	1	1	25	40	0	0	—	—	—	—	—	—	—	—	—	400	17,000	
3339	Valley	A. L. Shaw	Dept.	1	1	25	34	0	0	—	—	—	—	—	—	—	—	—	150	10,000	
3340	Valparaiso.	G. H. Graham	Dept.	1	0	9	22	0	0	1	6	1	3	0	2	0	2	0	100	3,000	
3341	Verdon	S. A. Christer	Dept.	1	1	17	18	0	0	—	—	—	—	—	—	—	—	—	75	4,000	
3342	Waco	William Whelan	Dept.	1	0	10	10	50	75	4	2	5	4	3	5	3	3	2	100	2,000	
3343	Wahoo	S. R. Cook	Dept.	4	1	55	65	0	0	15	10	5	4	5	13	3	2	4	1,200	55,000	
3344	Wakefield	F. E. Hunt	Dept.	1	1	15	24	0	0	0	2	0	1	0	0	0	0	3	80	—	
3345	Waterloo	F. E. Mendenhall	Dept.	1	0	15	21	39	45	—	—	—	—	—	—	—	—	—	400	5,000	
3346	Wausa	C. J. Malone	Dept.	1	1	0	14	0	0	—	—	—	—	—	—	—	—	—	—	—	
3347	Waverly	Oscar R. Bowman	Dept.	1	1	11	18	43	52	1	0	2	3	0	4	0	1	1	—	—	
3348	Wayne	U. S. Conn.	Dept.	1	2	35	60	0	0	—	—	—	—	—	—	—	—	—	325	6,000	
3349	Weeping Water	H. P. Nielsen	Dept.	1	2	22	44	0	0	—	—	—	—	—	—	—	—	—	350	15,000	
3350	Western	N. A. Housel	Dept.	1	0	16	27	0	0	1	4	—	—	1	5	1	4	4	150	3,000	
3351	Weston	D. B. Juckett	Dept.	1	0	5	8	0	0	—	—	—	—	—	—	—	—	—	150	2,000	
3352	Wilber	H. Jennings	Dept.	1	0	5	11	0	0	0	3	2	0	4	3	4	3	3	840	15,800	
3353	Wilcox	Fred Carrico	Dept.	1	1	22	11	0	0	0	3	2	0	4	3	4	3	3	893	1,200	
3354	Wilsonville	H. A. Kelsey	Dept.	1	0	12	8	50	50	2	3	1	2	0	1	1	0	2	100	3,500	
3355	Windsor	C. H. Bright	Dept.	1	1	25	27	44	53	2	5	0	0	4	4	0	3	4	200	7,000	
3356	Wisner	M. R. Snodgrass	Dept.	2	1	30	40	0	0	—	—	—	—	6	8	—	—	3	250	15,000	
3357	Wood River	J. A. Beard	Dept.	1	3	25	33	0	0	—	—	—	—	—	—	—	—	—	163	12,000	
3358	Wymore	Miss Anna S. Batten	Dept.	1	34	53	0	0	0	—	—	—	—	2	7	0	4	4	412	33,800	
3359	York	Merle S. Brown	Dept.	3	75	95	0	0	0	—	—	—	—	1	11	—	—	4	40	150	40,000

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Ele-ment-ary stu-dents.		Preparing for college.						College prepar-atory							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NEW HAMPSHIRE—continued.																					
3363	Milford	High School	Dept.	1	1	12	14	0	0	0	9	2	0	4	8	0	5	4	70	220	\$50,000
3404	Milton Mills	do.*	Dept.	1	0	1	11	15	20	0	0	0	0	0	0	0	0	4	4	3,500	
3405	Nashua	do.	Dept.	2	7	102	116	0	0	0	0	0	0	12	24	6	8	4	102	942	140,000
3406	New Boston	do.	Dept.	0	1	14	14	0	0	0	0	0	0	0	2	0	0	4	4	50	3,000
3407	Newmarket	do.	Dept.	1	1	12	14	0	0	0	0	1	0	1	1	1	0	3	3	—	—
3408	Newport	Richards High School	Dept.	1	3	45	48	0	0	5	7	0	0	5	4	0	0	4	25	300	50,000
3409	Newtown	High School	Dept.	1	1	0	3	10	11	7	0	0	2	0	0	0	0	4	4	—	—
3410	Peterboro	do.	Dept.	1	1	26	21	0	0	5	1	3	0	7	6	0	0	3	50	25,500	
3411	Pittsfield	do.	Dept.	1	2	27	43	0	0	0	2	1	3	0	12	4	1	4	200	10,000	
3412	Plymouth	do.	Dept.	1	3	38	49	0	0	6	3	4	1	4	11	3	0	4	2,500	70,000	
3413	Portsmouth	do.	Dept.	4	4	92	137	0	0	7	1	9	2	12	22	4	1	4	500	25,000	
3414	Raymond	do.	Dept.	0	2	7	10	12	11	0	0	0	0	0	0	0	0	5	0	0	0
3415	Salmon Falls	Franklin High School	Dept.	0	8	10	15	5	0	0	0	0	0	0	0	0	0	5	0	0	0
3416	Somersworth	do.	Dept.	1	3	49	44	0	0	10	18	16	0	4	7	4	0	4	200	20,000	
3417	Sunapee	do.	Dept.	1	0	21	15	0	0	4	1	0	0	4	4	4	0	4	—	—	—
3418	Troy	do.	Dept.	1	0	1	6	4	6	0	0	0	0	1	6	0	2	1	1	—	—
3419	Walpole	do.	Dept.	1	1	12	13	30	30	0	0	0	0	0	0	0	0	3	48	12,000	
3420	Warner	Symonds High School	Dept.	1	1	20	28	0	0	0	0	2	3	1	7	1	2	4	48	350	10,000
3421	West Lebanon	do.	Dept.	1	0	13	10	57	61	3	2	1	3	1	4	0	4	4	60	10,000	
3422	Whitfield	do.	Dept.	1	1	16	13	0	0	4	1	2	1	3	1	2	1	4	150	8,000	
3423	Wilton	do.	Dept.	1	1	15	17	0	0	2	0	0	0	3	5	1	0	4	—	—	—
3424	Winchester	do.	Dept.	0	2	9	21	0	0	0	1	2	0	2	1	0	4	4	—	—	—
3425	Woodsville	Union High School	Dept.	1	0	11	14	0	0	2	0	0	0	2	1	0	0	4	4	—	—

NEW JERSEY.																			
Asbury Park	High School	Dept.	2	9	51	69	0	0	9	9	1	0	3	12	1	3	4	1,072	94,000
Atlantic City	do.*	Fred S. Shepherd, Ph. D.	2	4	83	97	0	0	0	0	0	0	8	10	2	0	4	800	50,000
Bayonne	do.	Henry P. Miller	2	1	6	30	105	0	0	0	0	0	2	23	1	1	4	250	150
Belleville	do.*	P. H. Smith	2	4	22	27	0	0	0	0	0	0	6	8	2	0	3	300	1,500
Belvidere	do.	Marcellus Oakley	2	2	1	23	29	0	0	6	0	2	0	6	3	0	4	1,200	35,000
Bloomfield	do.	R. M. Van Horn	2	4	39	90	0	0	0	20	3	5	4	6	3	2	4	2,380	25,000
Bordentown	do.	Wm. E. Chancellor	1	3	21	32	0	0	0	0	0	0	3	3	4	0	4	635	25,000
Caldwell	do.	Wm. Macfarland	1	2	19	19	0	0	0	0	0	0	4	3	4	0	4	150	125,000
Caldwell	do.	Clarence E. Headden, A. B.	1	2	19	19	0	0	0	0	0	0	4	3	4	0	4	150	125,000
Canden	Manual Training and High School	James E. Bryan	3	10	92	184	0	0	0	0	0	0	12	23	0	0	4	1,000	30,000
Cape May	High School	M. S. M. Unter	2	3	14	14	0	0	0	0	0	0	2	3	1	0	4	300	14,000
Carlstadt	do.	M. Bamberger	2	1	9	3	0	0	0	0	0	0	4	0	0	0	2	200	15,000
Chatham	do.	A. F. Stauffer	2	0	10	10	0	0	0	0	0	0	1	1	0	0	3	300	15,000
Clayton	do.*	W. T. Fox	1	0	6	12	0	0	0	0	0	0	1	0	0	0	2	200	3,000
Clinton	do.	E. Dale Field, A. B.	1	0	6	11	0	0	0	3	1	0	0	2	0	0	3	200	3,000
Closter	Harrington Township High School	W. H. Steeger	1	1	4	14	0	0	0	1	0	1	4	0	1	12	600	10,000	
Cranford	Grant High School	Richard E. Clement	1	2	13	18	0	0	0	0	0	3	0	0	0	0	3	800	30,000
Dover	High School	J. H. Hulsart	2	4	51	67	0	0	0	2	2	4	0	1	9	0	4	130	3,000
Dumellen	Whittier High School	Lester Meseroll	1	0	9	14	0	0	0	0	0	1	6	0	0	0	300	135,000	
East Orange	High School	L. E. Bowler	5	18	195	265	0	0	0	10	11	6	23	40	14	11	4	2,500	10,000
Egg Harbor City	do.	Henry M. S. Cressman, A. B.	1	3	3	11	0	0	0	1	0	0	0	11	0	0	3	550	10,000
Elizabeth	Battin High School *	W. J. Shearer	4	5	124	203	0	0	0	0	4	0	22	59	0	0	3	557	25,000
Englewood	High School	Marcellus Oakley, M. A.	2	3	16	30	0	0	0	3	0	1	2	0	0	0	3	300	25,000
Flemington	Reading Academy	Chas. H. Le Fevre, A. M.	1	2	20	31	0	0	0	0	0	1	5	0	0	0	4	300	25,000
Fort Lee	High School	Chas. P. DuBois	1	0	17	13	0	0	0	0	4	0	0	0	0	0	4	400	8,000
Freehold	do.	John Enright	2	4	72	80	0	0	0	2	4	0	14	11	6	1	4	894	40,000
Gloucester City	do.	William Dougherty	1	1	20	10	0	0	0	0	0	0	2	2	0	0	4	300	40,000
Hackensack	do.	Nelson Haas, Ph. D.	2	3	40	105	0	0	0	3	2	1	0	13	17	2	0	683	40,000
Hackettstown	do.	A. L. Johnson	3	1	4	50	0	0	0	0	0	0	9	10	0	0	300	13,000	
Haddonfield	do.	David Davis	2	4	18	17	0	0	0	3	1	0	0	0	0	0	3	300	13,000
Hammonton	do.	N. C. Holdridge, M. A.	1	1	20	31	0	0	0	0	0	0	5	9	0	0	3	500	17,500
Hightstown	do.	Miss Helen D. Crower	2	4	8	65	173	0	0	0	0	0	1	7	2	0	3	300	17,500
Hoboken	do.	Cornelius J. Brower	2	2	8	65	173	0	0	0	0	0	15	49	0	0	2	405	11,500
Irvington	do.	F. H. Morrill, A. B.	1	3	23	77	0	0	0	0	0	0	28	79	14	11	4	1,223	60,000
Jersey City	do.	J. J. Hopkins	1	13	283	773	0	0	0	23	27	4	0	0	0	0	0	850	20,000
Keyport	do.	Jas. T. Schick	2	3	24	42	0	0	0	0	0	0	7	16	0	0	3	1,223	60,000
Lakewood	do.	Chas. E. Osborne, Ph. B.	2	2	25	15	0	0	0	1	0	2	0	4	1	0	0	647	35,000
Linden	do.*	E. S. Lundy	1	0	4	1	75	55	0	0	0	0	0	0	0	0	0	405	11,500
Long Branch	do.	Christopher Gregory	2	3	78	129	0	0	0	3	2	4	0	9	23	2	2	1,000	30,000
Madison	do.	L. A. Beardsley	1	1	3	20	30	0	0	0	0	0	5	4	4	0	4	1,000	30,000
Manasquan	do.	Samuel B. Van Stone	1	1	3	30	37	0	0	1	0	6	5	4	4	0	4	275	30,000
Matawan	do.	W. A. Miller	1	0	0	20	24	0	0	0	0	1	0	1	0	1	0	400	20,000
Mays Landing	do.*	E. D. Riley, A. M.	1	1	0	20	24	0	0	0	0	3	2	3	3	0	4	300	8,000

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Port Republic	do	Dept.	1	0	8	10	10	13				1	1	8	1	1	3		40
Railway	do	Dept.	1	2	22	43	0	0	0	2	1	0	1	5	0	1		245	
Ramsey	Public School No. 1	Dept.	1	0	5	118	124	0	0	0	0	0	1	5	0	0	3	357	
Baritan	High School	Dept.	1	0	8	32	0	0	0	0	0	0	0	0	0	0	2	300	
Redbank	do	Dept.	2	1	4	48	0	0	2	5	6	3	1	11	0	0	3	940	
Ridgewood	do	Dept.	2	2	1	30	26	0	0	0	0	0	5	2	0	0	3	800	
Rockaway	Borough High School	Dept.	2	1	14	33	0	0	0	2	3	0	4	4	2	1	3	120	
Roselle	do	Dept.	2	2	15	25	0	0	0	0	6	4	0	0	3	0	2	380	
Livingston High School	do	Dept.	1	0	5	21	0	0	3	0	2	0	9	15	2	0	2	420	
Eutherford	Park Avenue School	Dept.	1	2	27	44	0	0	0	0	0	0	7	7	7	1	5	1,100	
Salem	High School	Dept.	1	3	45	83	0	0	0	0	0	0	0	0	0	0	3	50	
Scotch Plains	Fanwood Township School No. 1	Dept.	1	1	4	15	0	0	0	2	0	2	6	2	1	700	20,650		
Scotenville	High School No. 1	Dept.	1	1	3	32	27									111	1,500		
Somerville	High School No. 2	Dept.	0	3	19	31	0	0	0	3	4	0	0	8	0	1	3	200	
South Amboy	High School	Dept.	2	1	2	15	28	0	0	0	0	0	1	8	0	0	868		
South Orange	do	Dept.	1	2	67	91	20	29	10	13	7	2	3	11	2	3	4	327	
	do	Dept.																	
Stockton	do	Ind	1	0	5	5	74	70	0	0	0	0	1	3	0	0	1	15	
Summit	do	Dept.	3	6	35	47	0	4	4	6	0	6	2	5	0	4	700		
	do	Dept.																	
Swedesboro	do	Dept.	0	1	8	17	0	0	0	3	4	1				3	84		
Tenafly	Public School	Dept.	1	0	3	4	121	111					2	3	0	0	1	905	
Tenafly	do	Dept.	1	0	8	17	0	0	0	3	4	1						15,000	
Tom's River	High School	Dept.	1	0	10	31	0	0	1	1			0	0	0	4	600		
Trenton	High School	Dept.	2	14	20	359	0	0	4	3	4	0	28	56	4	0	35	345	
	do	Dept.	9	13	67	111	0	0	10	2	12	9	7	22	5	3	4,000		
	do	Dept.																150,000	
Union	Connecticut Farms High School	Dept.	1	0	1	4	51	55								3	300	4,000	
Vineland	High School	Dept.	1	5	65	88	0	0	3	2	3	0	14	9	1	1	4	1,600	
Washington	do	Dept.	3	1	19	37	0	0	0	0	4	2	0	0	0	0	4	441	
Weehawken	Town of Union High School	Dept.	6	5	79	120	0	0			2	2	8	12	2	2	4	6,000	
	do	Dept.																	
Westfield	Lincoln High School	Dept.	1	3	50	52	0	0	5	5	10	3	8	9	0		4	400	
West Hoboken	High School	Dept.	1	2	15	45	0	0	0	0	0	2	9	0	0	3	1,500		
West Orange	do	Dept.	1	5	21	34	0	0	3	6	2	0	1	1	1	0	4	1,000	
Woodbridge	do	Dept.	1	2	7	36	0	0	1	1	0	0	3	1	0	0	200		
Woodbury	do	Dept.	0	1	4	23	0	0	0	0	1	0	1	7	1	0	2	28,000	
Woodstown	do	Dept.	1	2	13	29	22	37	1	0			2	5	1	0	2	991	
	do	Dept.															200		
NEW MEXICO.																			
Albuquerque	High School	Dept.	2	1	20	19	0	0			9	11	0	0			2	150	
Carlsbad	do	Dept.	1	0	8	22	0	0	0	0	0	0	0	0	0		350	20,030	
Deming	do	Dept.	2	1	16	22	0	0	8	10			4	3	1	3	3	250	
East Las Vegas	do	Dept.	4	3	25	24	0	0					0	0	0	0	4		
Gallup	do	Dept.	1	0	6	7	0	0	0	1	1	0	0	1	0	0	2	280	
Raton	do	Dept.	2	1	1	1	41	0	0				0	1	0	2	300	15,000	
Santa Fe	do	Dept.	2	2	13	8	0	0	0	0	2	3	1	2	1	4	300	2,500	

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Bainbridge	do	F. W. Crumb.	Dept.	1	2	40	45	0	0	0	3	2	7	4	3	10	3	4	4	1,400	
Baldwinsville	Union Free Academy	Horace D. Pickard	Dept.	1	4	40	64	0	0	0	5	0	2	0	4	7	2	1	4	1,388	
Baldwinsville	High School	A. A. Lavery	Dept.	1	3	21	34	0	0	0	3	0	2	2	4	9	6	3	4	565	
Batavia	do	John Kennedy	Dept.	1	8	50	130	0	0	0	3	5	0	13	14	6	3	4	11,554		
Bath-on-Hudson	do	William H. Good	Dept.	1	3	35	40	0	0	0	3	8	11	5	7	11	2	6	4	55,380	
Bayshore	do	Chas. W. Mulford	Dept.	1	2	11	18	0	0	0	0	0	0	0	0	0	0	0	4	384	
Belfast	do	Frederick W. Gray	Dept.	2	1	2	51	77	0	0	0	2	0	2	7	6	0	0	4	1,947	
Belmont	do	Chas. H. Munson, A. B.	Dept.	1	2	18	18	0	0	0	5	1	3	10	3	2	1	4	1,000		
Bergen	do	Elwin A. Ladd, Ph. B.	Dept.	1	1	30	20	0	0	0	3	0	7	0	23	37	14	9	4	18	
Binghamton	do	S. G. Landon	Dept.	1	18	300	391	0	0	0	7	9	7	0	23	37	14	9	4	1,000	
Bolivar	do	E. E. McDowell	Dept.	1	1	12	24	0	0	0	4	0	6	6	1	6	3	0	4	850	
Boonville	do	Walter T. Couper	Dept.	2	3	59	80	0	0	0	4	0	6	6	1	6	3	0	4	750	
Brasher Falls	Brasher and Stockholm High School.*	Horatio P. Baum	Dept.	1	1	20	30	0	0	0	0	0	0	0	4	5	1	1	4	850	
Brewster	High School	Eugene M. Weeks	Dept.	1	2	35	47	0	0	0	4	1	0	0	4	3	1	0	4	454	
Bridgewater	Union School	Arthur L. Smith	Ind.	2	0	26	18	30	23	0	0	0	0	0	0	0	0	0	4	250	
Brocton	High School	P. E. Marshall	Dept.	1	2	37	51	0	0	0	2	1	0	0	2	3	0	1	4	600	
Brookfield	do	Carroll P. Miner	Dept.	2	1	28	27	46	41	0	0	0	1	0	0	0	0	0	4	600	
Brooklyn	Boys' High School	John Mickleborough	Dept.	39	0	1535	0	0	0	500	0	20	0	68	0	68	0	0	4	4,835	
do	Commercial High School	Wm. L. Felter	Dept.	24	0	824	0	0	0	0	0	0	0	0	217	0	0	0	2	1,200	
do	Erasmus Hall High School.	Walker B. Gunnison	Dept.	33	25	357	1220	0	0	0	0	0	0	35	81	6	9	4	2,500		
do	Girls' High School	Calvin Patterson	Dept.	4	72	0	2865	0	0	0	42	0	4	0	4	0	304	0	46	4	500,000
do	Manual Training High School.	Chas. D. Larkins	Dept.	20	13	515	582	0	0	0	0	0	45	25	38	14	10	1	4	3,006	
Buffalo	Central High School	Frederick A. Vogt	Dept.	9	36	542	1067	0	0	0	20	10	48	3	61	109	8	20	4	3,881	
do	Masten Park High School.	Frank S. Fosdick, A. M.	Dept.	5	29	524	734	0	0	0	46	37	48	3	61	109	8	20	4	1,212	
Cambridge	High School	Ernest E. Smith	Dept.	1	3	27	46	0	0	0	0	2	0	4	13	0	1	4	4	4,500	
Camden	do	H. T. Skerritt, A. B.	Dept.	1	2	45	41	0	0	0	1	0	7	4	4	4	3	3	4	598	
Campbell	Union School	Reed J. Snyder	Ind.	1	0	16	14	37	30	0	0	0	2	0	4	5	2	0	3	365	
Canajoharie	High School	Schuyler F. Herron, M. A.	Dept.	1	5	50	69	0	0	0	3	4	8	2	1	13	1	2	4	2,383	
Canandaigua	Academy	J. Carlton Norris, A. M., Ph. D.	Dept.	3	8	153	218	0	0	0	0	0	0	0	14	10	7	5	4	3,500	
Canaseraga	High School	L. D. Wilcox	Dept.	1	1	13	14	0	0	0	0	0	0	0	0	0	0	0	3	700	
Canastota	do	Geo. H. Ottaway	Dept.	1	4	28	47	0	0	0	0	0	0	0	0	0	0	0	4	1,347	
Candor	Academy	Edgar L. Andrews	Dept.	1	2	25	31	0	0	0	1	0	4	1	3	6	1	0	4	1,700	
Canistota	High School	F. K. Congdon, M. A.	Dept.	1	2	40	65	0	0	0	0	0	0	0	0	0	0	0	4	9,825	
Canton	do	Allen H. Knapp	Dept.	1	2	68	83	0	0	0	0	0	0	2	5	2	5	4	930		
Cape Vincent	do	Clarence A. Fetterly	Dept.	1	2	18	37	0	0	0	3	0	2	0	4	1	3	0	4	717	
Carthage	do	M. F. Perry	Dept.	1	4	25	45	0	0	0	8	1	0	6	0	9	1	6	0	1,340	
Castile	do	Geo. H. Stratton	Dept.	1	1	21	29	0	0	0	1	1	0	0	3	9	0	0	4	635	
Catskill	do	Mrs. H. M. Maco	Dept.	3	5	56	57	0	0	0	6	6	4	0	13	12	1	2	4	2,000	
Cattaraugus	do	G. A. Bolles, A. M., Ph. D.	Dept.	1	3	45	67	0	0	0	2	3	5	8	1	8	1	5	4	2,549	
Central Square	do	C. O. Du Bois	Dept.	1	2	36	24	37	47	0	0	5	3	4	1	4	1	4	4	600	
Champlain	Union School	Willard I. Hyatt, A. B.	Dept.	1	1	12	18	0	0	0	2	0	0	0	3	3	3	2	4	953	
Charlotte	High School	Herbert G. Reed, A. B.	Dept.	1	2	25	20	0	0	0	6	5	0	2	2	3	2	3	4	780	
Chateaugay	do	Eugene F. McKinley	Dept.	1	3	30	50	0	0	0	0	0	0	0	1	1	1	1	4	2,000	

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department in independent.	Students.																		Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.						Preparing for college.						College prepar-atory stu-dents in the class that gradu-ated in 1900.							
				Second-ary in-struct-ors.		Ele-ment-ary stu-dents.		Classi-cal course.		Scien-tific course.		Grad-uates in 1900.		College prepar-atory stu-dents in the class that gradu-ated in 1900.		Length of course in years.		Number in military drill.					
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	18	19	20	21		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
NEW YORK—con- tinued.																							
3595	Chatham	High School	Willbur H. Lynch	Dept.	1	5	34	65	0	0	4	12		0	3	6	1	4	4		5,000	\$45,630	
3596	Chester	do	W. A. Wheatley	Dept.	1	2	31	40	0	0	0	0	2	0	1	1	0	0	4		1,500	13,000	
3597	Chittenango	Yates High School	Wm. M. Fort, Ph. B.	Dept.	1	15	35	0	0	2	3	2	5	1	7	2	7	4		2,000	16,000		
3598	Churchville	High School	N. Lee	Dept.	1	20	40	0	0	10	8	0	4	2	4	0	0	4		1,000	14,000		
3599	Cincinnatus	Union School	H. F. Lake	Dept.	1	17	25	39	45	0	0	0	0	0	2	0	0	4		1,325	3,000		
3600	Clarence	Parker High School	Frank R. Stutley	Dept.	1	3	35	35	0	0	1	0	4	2	1	0	4	1	4		1,300	8,000	
3601	Clayton	do	Ernest Robinson	Dept.	1	2	56	34	0	0	3	4	2	1	0	4	1	0	4		659	31,252	
3602	Clayville	do	Stanard D. Butler	Dept.	1	2	27	35	0	0	2	1			3	6	1	0	4		833	7,500	
3603	Clinton Springs	do	H. G. Wolcott	Dept.	1	2	21	28	0	0	3	1			3	4	1	0	4		953	5,425	
3604	Clinton	do	Percy L. Wight	Dept.	2	3	38	56	0	0	18	2			3	1	3	1	4		2,070	37,000	
3605	Clyde	do	Chas. E. Allen	Dept.	1	5	70	82	0	0	12	8	15	12	8	11	5	0	4		2,000	40,000	
3606	Cobleskill	do	W. H. Ryan, A. M.	Dept.	1	4	45	113	0	0	6	11	0	3	1	3	3	4	4		1,500	47,000	
3607	Cohoes	Egberts High School	Wm. P. Thomson	Dept.	1	4	31	75	0	0	6	11	0	3	1	0	1	0	4		2,500	30,000	
3608	Coldspring	Haldane High School	Otis Montrose	Dept.	1	1	25	18	0	0	1	3	1	3	1	0	2	5	4		2,500	41,550	
3609	Cooperstown	High School	W. D. Johnson	Dept.	1	5	68	81	0	0	1	0	3	1	13	13	10	5	4		4,000	22,000	
3610	Copenhagen	do	F. A. Walker	Dept.	1	1	29	43	0	0	1	0	3	1	2	2	1	0	4		1,770	7,080	
3611	Corfu	Union School	La Fayette Capp	Dept.	1	0	8	16	0	0	0	0	0	0	0	0	0	0	4		1,600	5,710	
3612	Corinth	High School	A. M. Hollister, A. M., Ph. D.	Dept.	1	2	45	55	0	0	2	3	6	0	7	16	4	3	4		1,200	40,000	
3613	Corning	Free Academy	Leigh R. Hunt	Dept.	1	4	73	83	0	0	2	1	20	15	4	12	4	12	4		935	60,000	
3614	Corwall-on-Hud- son.	High School	F. C. White	Dept.	1	2	10	35	0	0	2	1	0	1	0	0	0	0	4		903	23,400	
3615	Cortland	Union School	F. E. Smith	Dept.	1	3	41	48	0	0	0	0	0	0	5	13	0	0	3		1,450	40,000	
3616	Coxsackie	High School	George W. Fairgrieve	Dept.	1	2	31	23	0	0	4	1	6	0	1	2	1	2	4		720	27,000	

[illegible]

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.										Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.				
				Second-ary in-struct-ors.		Element-ary stud-ents.		Preparing for college.				Grad-ates in the class of 1900.						College prepar-atory stud-ents in the class that gradu-ated in 1900.			
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NEW YORK—con- tinued.																					
3729 Middle Granville.....	Union School	F. W. Davies.....	Dept.	1	1	17	25		0	0		0	0	0	0	0	0	4	---	580	\$9,000
3730 Middleport.....	High School	Edward J. Manly.....	Dept.	1	3	30	40		0	0		0	0	0	0	0	0	4	---	1,400	21,000
3731 Middletown.....	do	James F. Tutbill.....	Dept.	3	2	52	103		0	0		0	19	0	0	2	2	4	---	1,005	41,500
3732 Middleville.....	Union School	Gustavus S. Hardy.....	Dept.	1	2	20	14		0	0		0	0	0	0	0	0	3	---	563	3,185
3733 Mineville.....	High School	Samuel D. McClellan.....	Dept.	1	1	24	39		0	0		0	2	4	2	0	0	4	---	782	---
3734 Mohawk.....	do	S. A. Watson.....	Dept.	1	3	40	34		0	0		0	3	3	1	0	0	4	---	579	11,397
3735 Montgomery.....	do	J. I. Harkness.....	Dept.	1	1	26	37		0	0		0	0	0	0	0	0	4	---	1,150	19,000
3736 Monticello.....	do	Alexander J. Glennie.....	Dept.	1	3	30	40		0	0		0	1	0	0	0	0	4	---	1,138	20,405
3737 Moravia.....	do	John D. Bigelow.....	Dept.	2	2	43	77		0	0		0	2	0	0	2	1	4	---	1,016	23,857
3738 Morris.....	do	Frank Stanbro.....	Dept.	1	3	31	47		0	0		0	0	3	1	0	0	4	---	1,450	10,550
3739 Morrisville.....	do	Clifford Stark.....	Dept.	1	1	35	19		0	0		0	0	0	0	0	0	4	---	700	4,000
3740 Mount Kisco.....	Union School	W. J. Miller.....	Dept.	1	1	23	30		0	0		0	2	2	2	4	0	3	---	1,422	20,000
3741 Mount Morris.....	do	L. N. Steele.....	Dept.	1	2	23	37		0	0		0	2	0	0	2	0	4	---	1,400	20,000
3742 Mount Vernon.....	do	A. B. Davis, M. A.....	Dept.	2	10	154	241		20	40		10	0	0	23	6	11	4	---	1,100	85,000
3743 Naples.....	do	Wm. C. Noll.....	Dept.	1	2	36	37		0	0		0	0	0	4	6	4	4	---	2,159	2,300
3744 Newark.....	do	C. A. Hamilton, A. M.....	Dept.	1	1	5	48		1	2		4	6	4	6	0	2	4	---	1,800	13,625
3745 Newark Valley.....	do	J. Stanton Kingsley.....	Dept.	2	1	1	39		0	0		0	0	0	0	0	0	4	---	1,024	14,500
3746 New Berlin.....	do	Arthur R. Mason.....	Dept.	1	1	16	46		0	0		0	0	0	0	1	0	4	---	410	7,500
3747 Newburg.....	Academy	James M. Crane.....	Dept.	5	12	171	213		83	62		10	6	27	19	37	5	3	---	1,045	85,650
3748 Newfield.....	Union School	Frederic V. Webster.....	Dept.	2	1	19	18		0	0		0	2	0	1	6	1	2	---	438	3,938
3749 New Hartford.....	do	Arthur M. Scripture, A. M.....	Dept.	1	2	16	27		0	0		0	1	2	0	1	2	0	---	650	3,895
3750 New Rochelle.....	High School	Miss Ida M. Babcock.....	Dept.	1	8	71	89		0	0		0	6	11	0	10	5	4	---	300	---

3751	New York	Boys' High School of Manhattan.	Jno. T. Buchanan	Dept.	52	14	2855	0	0	0	827	0	124	0	29	0	21	0	4	---	1,570	---
3752	do	Boys and Girls' High School.	Edward J. Goodwin	Dept.	26	32	943	1195	0	0	---	---	---	---	10	32	6	26	4	---	1,219	---
3753	do	Evening High School for Women.	Miss Mary E. Tate	Dept.	0	17	0	1053	0	0	---	---	---	---	---	---	---	---	---	---	---	---
3754	do	Girls' High School	John G. Wight, Ph. D., Litt.D.	Dept.	6	63	0	2942	0	0	0	130	---	---	0	80	0	8	4	---	600	---
3755	do	Harlem Evening High School.	Edward A. Page	Dept.	25	0	2955	0	0	0	---	---	---	---	67	0	---	---	3	---	---	---
3756	do	New York Evening High School.	Samuel Ayers	Dept.	22	0	2786	0	0	0	---	---	---	---	40	0	---	3	---	---	350,000	---
3757	New York Mills	Union School	Lester G. Wanful	Dept.	1	0	9	10	32	14	0	0	0	0	0	0	0	0	3	---	800	8,000
3758	Niagara Falls	Fifth Street School.*	R. A. Taylor	Dept.	2	6	55	86	0	0	1	2	2	0	4	4	1	2	4	---	---	---
3759	Nichols	Union School	Edson L. Moore	Ind	1	0	5	15	58	50	1	0	0	0	1	1	1	0	3	---	407	4,725
3760	North Brookfield	do	H. T. Case	Dept.	1	0	21	10	58	21	1	0	0	0	0	0	0	4	---	800	4,922	
3761	North Conchocton	North Conchocton and Atlanta High School	Angelo O. Tucker	Dept.	1	2	31	49	0	0	3	6	4	4	0	3	0	0	4	---	719	3,500
3762	North Tarrytown	Union School *	Nathan H. Dumond	Dept.	1	2	15	14	0	0	0	0	0	0	0	0	0	0	2	---	1,351	25,852
3763	North Tonawanda	High School	Frank J. Beardsey, A. B.	Dept.	3	8	143	117	0	0	8	12	---	---	7	9	---	---	4	---	598	55,000
3764	Northville	Union School	Samuel E. Longwell	Dept.	1	1	8	29	0	0	1	1	---	---	1	1	0	1	4	---	500	8,000
3765	Norwich	High School	B. C. Van Ingen	Dept.	1	6	66	134	0	0	7	3	10	0	12	14	8	10	4	---	5,190	55,552
3766	Norwood	do	Wm. C. Davis	Dept.	1	2	37	43	0	0	---	---	---	---	4	7	0	1	4	---	1,080	19,400
3767	Nunda	do	John P. Stocum	Dept.	1	2	33	54	0	0	2	2	---	---	0	4	0	1	4	---	1,412	15,000
3768	Nyack	do	Ira H. Lawton	Dept.	1	5	50	68	0	0	---	---	---	---	11	10	5	2	4	---	1,412	15,000
3769	Oakfield	do	A. H. Downey	Ind	1	2	30	35	0	0	2	1	1	0	3	2	3	1	4	---	1,000	7,000
3770	Olean	do	Ohn Wilson Wood	Dept.	2	7	89	153	0	0	13	4	---	---	4	12	12	12	10	4	2,900	50,000
3771	do	do	Avery W. Skinner, A. B.	Dept.	1	5	110	114	0	0	11	4	40	34	14	14	7	5	4	---	5,352	45,213
3772	Onesonta	do	Robt. S. Roulston	Dept.	1	5	70	59	0	0	---	---	---	---	6	10	2	0	4	---	461	---
3773	Onondaga Valley	Onondaga Academy	Homer W. Harris	Dept.	1	3	69	81	0	0	4	2	5	0	4	2	3	0	4	---	1,190	31,200
3774	Orchard Park	High School	A. C. Hoag	Ind	1	1	15	17	65	68	0	0	1	1	18	22	3	2	1	4	1,143	6,357
3775	Oswego	do	Chas. W. Richards	Dept.	1	8	190	239	0	0	1	0	5	5	16	22	3	2	4	---	888	13,560
3776	Ovid	do	Benj. E. Birge	Dept.	1	1	15	32	0	0	4	2	---	---	0	4	0	0	4	---	830	20,000
3777	Owego	Academy	Ezra J. Peck	Dept.	2	5	43	90	0	0	6	6	10	0	7	12	8	0	4	---	---	---
3778	Oxford	do	Robt. K. Toaz, A. B.	Dept.	1	3	43	44	0	0	5	3	20	10	3	5	2	0	4	---	2,500	29,800
3779	Painted Post	Union School and Academy.	B. E. Hicks	Dept.	1	1	15	18	0	0	4	3	---	---	1	5	1	2	4	---	475	14,000
3780	Palatine Bridge	Union School	David G. George	Dept.	1	1	12	8	52	50	1	0	1	0	2	1	2	1	4	---	1,341	12,000
3781	Palmyra	High School	William J. Deans	Dept.	1	5	78	75	0	0	---	---	---	---	4	12	2	4	4	---	3,227	40,000
3782	Parish	do	Edwin Cornell	Dept.	1	2	11	11	0	0	---	---	---	---	1	1	---	---	4	---	880	9,200
3783	Patchogue	do	W. E. Gordon	Dept.	1	4	60	62	0	0	2	0	5	0	12	5	6	0	4	---	1,000	20,000
3784	Peekskill	do	John Millar	Dept.	1	3	35	62	0	0	2	0	0	0	4	8	0	0	4	---	585	12,550
3785	do	Drum Hill School	A. D. Dunbar	Dept.	1	4	60	54	0	0	0	0	0	0	7	0	0	4	4	---	700	60,000
3786	Penn Yan	Oakside School	Howard Conant	Dept.	1	5	86	102	0	0	8	12	10	0	8	16	4	4	4	---	350	15,000
3787	Perry	Academy	Herbert C. Jeffers	Dept.	2	4	50	80	0	0	---	---	---	---	15	0	3	0	1	4	1,000	20,000
3788	Peterboro	Union School	Arthur H. Jackson	Dept.	1	0	22	9	34	40	0	0	0	0	0	0	0	0	4	---	22	800
3789	Phelps	Union and Classical School	Willis A. Ingalls	Dept.	1	2	31	52	0	0	1	0	---	---	1	---	2	0	4	---	1,028	17,130

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stud-ents.		Preparing for college.						Gradu-ates in the class of 1900.		College prepar-atory stud-ents in the class that graduated in 1900.		Length of course in years.	Number in military drill.		
								Male.	Female.	Male.	Female.	Male.	Female.									Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NEW YORK—con- tinued.																					
Philadelphia.	Senior School *	H. D. Hull.....	Dept.	1	1	20	35	0	0	—	—	2	5	1	5	1	5	4	—	560	\$7,000
Phoenix.	High School	J. S. Fox.....	Dept.	1	4	50	60	0	0	—	—	—	—	—	7	—	—	4	—	763	19,400
Pittsford	do	Benj. G. Estes.....	Dept.	1	3	26	31	0	0	15	8	5	6	7	6	—	—	4	—	588	18,515
Plattsburg	do	Miss Helen D. Wood- ward.....	Dept.	1	3	75	54	0	0	6	2	9	2	14	9	14	5	4	—	1,751	80,000
Pompey	Union School	Samuel B. Crandall.....	Ind.	1	1	15	11	55	45	—	—	—	—	2	0	2	0	4	—	768	4,175
Port Byron.	High School	C. H. Phelps.....	Dept.	1	2	27	30	0	0	1	0	0	0	3	1	0	0	4	—	300	15,000
Port Chester.	do	Miss Mary E. Kehler.....	Dept.	0	4	32	55	0	0	1	0	0	0	1	12	1	0	4	—	44,200	41,200
Port Henry.	do *	P. F. Burke.....	Dept.	—	—	10	33	11	22	1	0	0	0	1	3	1	2	4	—	640	5,730
Port Jervis.	do	Edward P. Smith.....	Dept.	2	5	71	137	0	0	2	0	7	4	1	10	2	1	4	—	20,200	20,200
Port Leyden.	do	Allen B. Rider.....	Dept.	1	1	21	47	0	0	1	1	5	5	5	10	2	4	4	—	970	6,949
Portville.	do	L. H. Felt.....	Dept.	1	0	12	20	0	0	2	1	1	0	1	0	1	0	4	—	600	—
Poughkeepsie.	do	James Wynne, A. M.....	Dept.	10	166	219	0	0	0	3	6	7	11	8	20	1	2	4	—	431	56,414
Prattsburgh.	Franklin Academy *	James M. Glass.....	Dept.	2	23	36	0	0	0	8	5	2	0	0	3	0	2	4	—	2,000	9,000
Pulaski	Union School and Acad- emy.*	Charles M. Bean.....	Dept.	2	5	51	59	0	0	11	4	5	3	6	8	4	1	4	—	1,630	8,000
Redcreek	Union Seminary.	Walter A. Ward.....	Ind.	1	2	38	21	52	51	—	—	—	—	2	2	—	—	4	—	450	4,500
Red Hook.	Union School	D. C. Lehman.....	Dept.	1	0	9	14	0	0	1	1	2	2	2	0	0	0	4	—	400	7,000
Rensselaer.	High School	Louis F. Robins.....	Dept.	1	4	20	42	0	0	1	5	3	2	1	4	0	0	4	—	401	45,000
Rhinebeck.	Union School	Burtis E. Whitaker.....	Dept.	1	1	26	33	0	0	2	0	1	0	3	1	3	0	4	—	1,005	—
Richburg	do	T. W. Stewart.....	Dept.	1	1	21	27	34	23	1	0	0	0	0	0	0	0	4	—	1,005	—
Richfield Springs.	High School	J. Anthony Bassett.....	Dept.	2	2	30	82	0	0	10	15	5	9	2	2	3	0	4	—	1,162	22,500
Ripley.	Union School	Hiram J. Baldwin.....	Dept.	1	1	7	28	0	0	0	2	0	0	2	2	0	0	4	—	423	19,000
Rochester.	High School.	John G. Allen.....	Dept.	7	31	441	525	0	0	225	175	—	—	43	61	31	23	4	—	2,476	169,150

[illegible]

*Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.	
				Preparing for college.												College preparatory students in the class that graduated in 1900.		Length of course in years.	Number in military drill.			
				Second-ary in-struct-ors.		Ele-men-tary stu-dents.		Classi-cal course.		Sci-entific course.		Grad-uates in 1900.		Male.		Female.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
NEW YORK—con-tinued.																						
3859	Theresa.....	High School.....	Dept.....	1	1	23	25	0	0	2	0	3	0	3	2	1	0	4	—	500	\$9,000	
3860	Ticonderoga.....	do.....	Dept.....	1	4	22	68	0	0	1	1	5	10	2	7	2	4	4	20	600	12,200	
3861	Tioga Center.....	Union School *.....	Dept.....	1	0	8	7	34	34	0	0	0	0	0	0	0	0	0	—	—	—	
3862	Tonawanda.....	High School.....	Dept.....	1	4	58	79	0	0	0	0	6	0	11	9	3	0	4	—	—	—	
3863	Troy.....	do.....	Dept.....	5	7	86	164	0	0	23	10	13	20	13	13	4	5	4	—	2,445	66,719	
3864	Trumansburg.....	do.....	Dept.....	1	2	40	60	0	0	4	5	6	12	5	13	2	2	4	—	1,000	4,000	
3865	Tully.....	do.....	Dept.....	1	3	41	48	0	0	2	2	4	11	5	11	1	2	4	—	802	4,000	
3866	Unadilla.....	High School and Acad-emy *.....	Dept.....	2	3	35	48	0	0	4	0	4	2	1	4	1	1	4	—	1,865	29,850	
3867	Union.....	Union School.....	Dept.....	1	2	20	25	0	0	—	—	5	11	—	—	—	—	3	—	1,100	5,000	
3868	Union Springs.....	High School.....	Dept.....	1	2	30	45	0	0	2	2	2	3	1	7	1	4	4	—	1,200	17,400	
3869	Utica.....	Free Academy.....	Dept.....	6	9	234	269	0	0	26	21	20	24	16	8	4	8	4	—	3,486	—	
3870	Valatie.....	High School.....	Dept.....	1	1	19	21	0	0	2	3	0	0	0	4	0	0	4	—	—	1,297	11,556
3871	Vernon.....	Union School.....	Dept.....	1	1	19	23	0	0	1	0	0	0	4	2	1	0	4	—	654	6,200	
3872	Victor.....	High School.....	Dept.....	1	2	40	39	0	0	3	1	0	0	1	3	0	0	4	—	1,800	14,295	
3873	Waddington.....	Union School.....	Dept.....	1	1	19	21	47	48	1	0	1	0	0	0	0	0	4	—	1,260	4,900	
3874	Walton.....	High School.....	Dept.....	1	5	90	113	0	0	18	12	4	0	15	11	8	4	4	—	2,500	8,200	
3875	Wappingers Falls.....	Wappingers Graded School.....	Dept.....	1	0	7	12	160	168	—	—	7	2	0	0	0	0	2	—	660	13,000	
3876	Warrensburg.....	High School.....	Dept.....	1	2	6	16	0	0	0	3	—	—	—	—	—	0	3	4	1,389	37,385	
3877	Warsaw.....	do.....	Dept.....	2	3	67	107	0	0	20	21	8	10	4	9	3	5	4	—	5,000	20,000	
3878	Warwick.....	Institute.....	Dept.....	1	1	12	22	0	0	1	1	4	6	3	2	1	0	4	—	1,500	30,000	

3879	Washingtonville	High School	Louis R. Herzog	Dept.	1	1	8	13	63	64	1	0	2	1	5	0	0	0	2	316	6,750
3880	Waterford	do	H. J. Gibson	Dept.	1	2	30	55	0	18	2	0	2	0	0	0	0	0	4	470	10,000
3881	Waterford	Union School	Melvin F. Gearhart	Dept.	1	1	28	32	12	0	35	20	10	0	9	17	4	2	2,290	3,000	
3882	Watertown	High School	G. M. Jones	Dept.	2	9	110	213	0	0	0	0	8	3	10	3	4	2	500	32,050	
3883	Watkins	do	Thos. E. Hayden	Dept.	2	2	60	64	0	0	0	0	4	8	3	17	4	3	340	45,000	
3884	Waverly	do	Samuel S. Johnson	Dept.	2	2	60	85	0	0	0	0	10	5	5	13	4	3	3,425	15,860	
3885	Webster	do	H. J. Water	Dept.	2	4	54	107	0	0	2	1	5	7	5	13	4	3	709	20,000	
3886	Webster	do	Frederick J. Modden	Dept.	1	2	52	43	0	4	1	0	2	1	3	1	0	2	1,500	30,000	
3887	Westfield	do	L. E. Hopkins	Dept.	1	2	50	54	2	2	1	0	1	4	16	0	2	1	950	20,000	
3888	Westville	do	Lewis W. Craig	Dept.	1	4	46	98	0	0	2	2	2	5	4	7	0	2	100	1,500	
3889	Westville	Union School	H. Van Arnum	Dept.	1	0	1	5	19	30	0	0	0	0	0	0	0	1	2,500	4,000	
3890	Westford	High School	Preston K. Pattison	Dept.	3	1	76	72	0	0	3	2	6	0	12	18	3	2	1,500	20,000	
3891	West Hedron	Union School	George E. Baldwin	Ind.	1	1	25	18	23	53	2	0	0	0	0	0	0	4	275	7,000	
3892	Westport	Union High School	Edgar W. Ames	Dept.	1	2	55	35	0	0	0	0	4	6	2	11	3	1	150	20,000	
3893	West Winfield	High School	Edwin M. Rames	Dept.	3	1	55	35	0	0	0	7	8	4	6	2	2	1	800	20,000	
3894	Whitehall	Central High School	Miss Mary M. Humphrey	Dept.	0	5	19	41	35	50	2	1	2	0	3	9	3	1	1,500	41,770	
3895	Whiteplains	High School	G. H. McNair	Dept.	3	4	86	92	0	0	0	7	3	0	0	4	3	8	1,000	25,670	
3896	Whitesboro	do	Chas. V. Boothout	Dept.	1	3	34	35	0	0	0	4	3	0	3	0	3	0	700	12,550	
3897	Whitney Point	do	Henry G. Grubel	Dept.	1	1	30	68	0	0	4	0	0	3	0	3	0	4	430	10,000	
3898	Williamsville	do	Daniel B. Albert	Dept.	2	0	30	25	0	0	0	0	5	1	2	3	2	3	900	14,000	
3899	Wilson	do	C. C. Scheck	Dept.	1	3	40	52	0	0	5	2	0	0	2	1	1	0	1,802	14,125	
3900	Windsor	do	C. W. Vandegrift	Dept.	1	2	11	59	0	0	0	0	0	0	0	0	0	4	410	30,000	
3901	Wolcott	Leavenworth Institute and High School	Howard N. Tolman	Dept.	1	3	32	68	0	0	0	0	0	0	2	8	0	4	731	30,000	
3902	Woodhaven	Middle Regents School, No. 58	Cyrus E. Smith	Dept.	0	3	12	19	0	0	0	0	0	0	0	0	0	2	312	4,700	
3903	Woodhull	Union School	John P. Mabon	Dept.	2	0	17	21	44	45	3	1	1	2	3	3	1	0	400	4,700	
3904	Worcester	High School	Henry L. Tipple, Ph. B.	Dept.	1	3	20	30	0	0	3	1	2	3	1	3	4	800	15,000		
3905	Wyoming	do	Chas. H. Seaver, B. A.	Dept.	1	1	12	24	0	0	0	3	5	0	2	6	1	3	400	5,000	
3906	Yonkers	do	Thos. O. Baker, A. M., Ph. D.	Dept.	6	10	175	199	0	0	0	0	0	0	13	28	7	10	92	781	
NORTH CAROLINA.																					
3907	Ashboro	High School	Howard B. Holmes	Dept.	1	1	15	20	0	0	0	2	8	0	0	1	0	1	0	1,300	17,000
3908	Asheville	do	R. J. Tighe	Dept.	3	2	100	120	0	0	0	13	7	9	3	3	0	3	2,000	5,000	
3909	Cobbs	Bellview High School	Wm. M. Stancell	Dept.	1	1	11	53	89	54	10	8	5	0	2	1	3	2	250	400	
3910	Concord	High School	C. C. Orr	Dept.	2	1	17	28	0	0	0	0	0	7	8	3	2	3	480	10,000	
3911	Curtis	Friendship High School	Chas. R. Case	Dept.	1	0	4	2	34	32	0	0	0	0	0	0	0	0	0	500	20,000
3912	Durham	Whitted High School (colored).	W. G. Pearson	Dept.	1	1	6	29	13	20	0	0	0	0	12	0	7	3	480	10,000	
3913	Eli	Bethany Academy	J. L. Fisher	Dept.	1	0	9	8	40	42	5	2	0	0	0	0	0	0	50	500	
3914	Goldsboro	High School	Robert E. Coker	Dept.	1	1	3	45	63	0	0	0	0	3	5	6	3	3	3,000	20,000	
3915	Greensboro	do	E. D. Broadhurst	Dept.	1	3	51	55	0	0	0	0	0	3	15	5	15	3	3,000	15,000	
3916	Henderson	do	Miss Lila Tucker	Dept.	0	1	8	25	0	0	0	0	0	0	0	0	0	0	0	800	1,200
3917	Hominy Creek	Sand Hill High School	G. M. Garron	Dept.	1	0	3	2	34	41	0	0	0	0	0	0	0	0	0	800	1,200
3918	Lexington	Pilgrim Academy	H. A. M. Holsouser, A. B.	Ind.	1	0	4	3	36	35	4	3	0	0	0	0	0	4	1,200	5,000	
3919	Lowell	High School	A. W. Lowry	Dept.	1	1	10	8	30	40	0	5	1	0	1	2	1	2	1	5,000	5,000
3920	Mountairy	Graded School	Frank H. Curtis	Dept.	1	2	35	40	0	0	0	5	1	0	1	2	1	2	3	5,000	5,000

* Statistics of 1898-99.

Jamestown	do	Miss Anna M. Morrow	Dept.	1	3	34	46	0	0	0	0	0	0	0	0	0	1	4	0	0	4	600	25,000
Lamoure	do	Charles W. De Graff	Dept.	1	0	10	20	0	0	0	1	3	1	1	1	1	1	3	1	1	3	200	3,000
Langdon	do	Thomas Sheehan	Dept.	1	1	9	21	0	0	0	0	1	3	1	1	1	1	3	1	1	3	350	11,000
Laramore	do	P. S. Rogers	Dept.	1	2	13	23	0	0	0	0	0	0	0	0	0	3	7	1	1	4	1,250	13,000
Lisbon	do	T. C. Williams	Dept.	1	2	13	23	0	0	0	0	0	0	0	0	0	8	10	2	1	4	325	20,000
Madison	Lincoln High School	J. E. McCarmey, Ph.B.	Dept.	1	3	12	29	0	0	0	0	0	0	0	0	0	2	12	0	0	4	520	---
Minot	High School	A. M.	Dept.	2	0	6	29	0	0	0	0	0	0	0	0	0	0	0	0	0	4	225	20,000
Minto	do	S. Henry Wolfe	Dept.	1	0	12	14	0	0	0	0	0	0	0	0	0	0	0	0	0	4	300	15,000
Oakes	do	E. L. Kimball	Dept.	1	0	9	14	0	0	0	0	0	0	0	0	0	0	0	0	0	4	300	15,000
Park River	do	Edwin F. Crocker	Dept.	1	0	15	18	0	0	0	0	0	0	0	0	0	0	0	0	0	4	400	5,000
Pemba	do	W. E. Hoover	Dept.	1	0	12	15	0	0	0	0	0	0	0	0	0	0	0	0	0	4	350	5,000
St. Thomas	do	W. A. Godward	Dept.	1	0	16	14	0	0	0	0	0	0	0	0	0	0	0	0	0	4	400	15,000
St. Thomas	do	George Martin	Dept.	1	0	16	14	0	0	0	0	0	0	0	0	0	0	0	0	0	3	800	10,000
Valley City	do	G. W. Hanna	Dept.	1	0	18	14	0	0	0	0	0	0	0	0	0	0	0	0	0	4	400	30,000
Walhapon	do	W. R. Kilpatrick	Dept.	2	2	24	25	0	0	0	0	0	0	0	0	0	1	3	2	1	4	500	30,000
OHIO.																							
Aberdeen	High School	N. D. Johnson	Dept.	1	0	8	15	0	0	0	0	0	0	0	0	0	0	0	0	0	3	15,000	---
Adamsville	do	Edward Spencer	Dept.	1	1	23	18	47	28	0	0	0	0	0	0	0	0	0	0	0	4	50	3,600
Adelphi	do	J. B. Seelig	Dept.	1	0	9	21	66	44	0	2	1	0	1	2	1	0	1	2	1	3	100	5,000
Akron	do	E. H. Birney	Dept.	8	10	279	346	0	0	0	0	0	0	0	0	0	0	18	22	9	8	500	150,000
Albany	do	A. H. Dixon	Dept.	1	0	20	19	0	0	0	0	0	0	0	0	0	0	3	4	0	3	1,000	---
Alexandria	St. Albans Township High School	E. L. Bishop	Dept.	2	0	21	19	0	0	0	0	0	0	0	0	0	0	5	2	0	4	200	5,000
Alpha	High School	J. W. Guthrie	Dept.	2	2	65	95	0	0	0	0	0	0	0	0	0	0	5	4	0	3	2,000	60,000
Alphie	Beaver Creek High School	F. C. Hubbell	Dept.	1	1	20	22	0	0	2	3	1	1	1	1	1	1	5	2	3	4	300	5,500
Amanda	High School	G. M. Morris, Ph. B.	Dept.	1	1	28	30	52	40	0	0	0	0	0	0	0	0	5	5	2	4	200	3,500
Anderson	do	E. P. Clark	Dept.	2	2	51	56	0	0	5	12	0	0	0	0	0	0	2	2	0	4	300	15,000
Anna	do	S. E. Pearson	Dept.	1	1	28	22	0	0	0	0	0	0	0	0	0	0	3	3	0	4	100	7,500
Antwerp	do	J. H. Secrest	Dept.	2	0	40	45	0	0	1	0	0	0	0	0	0	0	0	1	0	3	500	15,000
Applecreek	do	H. D. Wile	Dept.	1	0	20	18	42	34	1	0	0	0	0	0	0	0	0	0	0	3	35	3,200
Arcadia	Washington Township High School	W. N. Shank	Dept.	1	0	22	15	0	0	2	3	0	0	0	0	0	0	0	0	0	3	---	---
Arcanum	High School	W. O. Smith	Dept.	2	0	20	20	0	0	0	0	0	0	0	0	0	0	1	3	0	4	20	15,000
Archbold	do	C. G. Miller	Dept.	2	0	14	13	0	0	0	0	0	0	0	0	0	0	1	2	0	4	75	20,000
Ashland	do	W. S. Robinson	Dept.	3	2	51	81	0	0	12	14	6	0	0	0	0	0	11	16	6	8	1,200	20,000
Ashley	do	W. E. Maddock	Dept.	1	0	20	28	0	0	4	3	0	0	0	0	0	0	2	3	2	0	300	5,000
Ashmun	High School	A. H. Pontius	Dept.	2	2	20	109	0	0	0	0	0	0	0	0	0	0	11	1	3	4	350	50,000
Ashmun (Station A)	Harbor High School	W. H. King	Dept.	2	1	21	28	0	0	0	0	0	0	0	0	0	6	4	1	5	0	540	20,000
Ashville	Harrison Township High School	E. C. Myers	Dept.	1	1	20	20	0	0	0	0	0	0	0	0	0	0	1	2	0	4	100	---
Athens	High School	C. C. Henson	Dept.	2	1	25	42	0	0	0	0	0	0	0	0	0	0	7	7	0	4	1,000	---
Attica	do	John E. Scherck	Dept.	2	0	22	25	0	0	3	2	0	4	2	3	1	4	3	1	4	325	1,200	
Atwater	do	P. E. Norton	Dept.	1	0	4	2	21	28	0	0	0	0	0	0	0	0	0	0	0	25	40	4,500
Avondale	do	J. D. Hunt	Dept.	1	0	9	10	47	39	0	0	0	0	0	0	0	0	2	0	0	0	---	---
Bainbridge	do	J. A. Sannou	Dept.	1	0	10	7	5	0	0	0	0	0	0	0	0	0	0	0	0	4	---	---
Bainbridge	do	J. W. Insley	Dept.	1	0	10	10	15	16	0	0	0	0	0	0	0	0	0	0	0	0	---	---
Baltimore	do	L. C. Kemp	Dept.	1	0	8	17	52	48	5	3	3	0	0	0	0	0	2	3	2	3	178	1,500
Baltimore	do	L. C. Kemp	Dept.	1	0	8	17	52	48	5	3	3	0	0	0	0	0	2	3	2	3	178	1,500

* Statistics of 1898-99.

4005	Berlin	do.*	A. F. Schmidt.	Dept.	1	0	15	10	0	4	0	3	0	3	200	2,000	
4006	Bern	Carlisle High School	W. M. Hesson.	Dept.	1	0	10	11	37	28	0	0	0	0	2,400	2,400	
4007	Beverly	High School	J. F. Wagner.	Dept.	1	0	9	18	0	0	0	1	1	140	17,000		
4008	Bladenburg	do.	M. C. Cummins.	Dept.	1	0	7	11	0	0	0	0	0	0	0	8,000	
4009	Blake Mills	Lockport High School	R. A. Murphy.	Dept.	1	0	4	5	80	85	0	0	0	0	200	25,000	
4010	Blanchester	High School	R. E. Andrew.	Dept.	2	0	20	25	0	0	5	1	5	1	3,000	3,000	
4011	Bloomersburg	do.	Jesse McCord.	Dept.	1	0	10	10	0	0	0	0	3	0	200	6,000	
4012	Bloomville	do.	E. N. Loyd.	Dept.	1	1	18	23	0	0	1	3	0	4	1,000	1,000	
4013	Bluecreek	Jefferson Township High School	Root, J. Sempie.	Ind.	1	0	15	10	0	0	0	0	0	0	300	20,000	
4014	Bluffton	High School	E. C. Ackerman.	Dept.	2	0	25	27	0	0	6	4	3	3	80	8,000	
4015	Bollivar	do.	L. G. Kuhn.	Dept.	1	0	12	10	55	64	0	3	3	4	300	1,500	
4016	Bourneville	Twin Township High School	Albert S. Wilson.	Dept.	1	0	7	4	8	10	0	2	3	0	1	0	0
4017	Bowerston	High School	W. D. Kail.	Dept.	1	0	10	18	59	55	0	3	6	1	75	3,000	
4018	Bowersville	do.	Clinton Madden.	Dept.	1	0	4	1	81	69	0	1	0	0	173	3,750	
4019	Bowling Green	do.	M. E. Hard (supt.)	Dept.	2	3	84	112	0	0	15	21	14	15	1,000	1,000	
4020	Brilliant	do.	R. S. Thompson.	Dept.	2	0	12	25	0	0	0	0	3	5	0	0	0
4021	Bradford	do.	B. O. Bistine.	Dept.	1	1	4	14	38	22	0	0	4	5	0	0	0
4022	Brandt	Bethel Township High School	R. S. Parsons.	Dept.	2	0	46	32	0	0	2	3	0	4	3	700	8,000
4023	Bremen	High School	M. E. Osbourne.	Dept.	1	0	22	22	35	55	0	1	0	0	75	10,000	
4024	Bridgeport	do.	C. L. Beatty.	Dept.	2	0	48	53	0	0	0	11	11	4	35,000	35,000	
4025	Bridgetown	do.*	A. E. Finchpugh.	Ind.	1	0	5	3	30	32	0	0	2	1	65	7,000	
4026	Briggle	do.	J. E. Scamahorn.	Dept.	1	0	13	22	0	0	0	0	0	0	0	0	0
4027	Bristolville	do.	G. H. McKay.	Dept.	1	0	15	25	25	35	0	2	3	3	50	3,000	
4028	Brooklyn	do.	Chas. M. Knight.	Dept.	1	1	18	25	0	0	1	2	1	4	150	40,000	
4029	Brookville	Perry Township High School	J. Reuben Beachler.	Dept.	2	0	24	15	0	0	1	2	2	0	15,000	15,000	
4030	Broughton	Broughton-Hedges High School.*	George O. Rice.	Dept.	1	0	7	13	0	0	2	0	4	3	5,000	5,000	
4031	Brownhelm	High School	W. E. Crandall.	Dept.	1	0	20	20	0	0	0	2	8	0	36	4,000	
4032	Bucyrus	do.	E. H. K. McComb.	Dept.	2	1	63	81	38	37	3	6	1	2	1,300	13,000	
4033	Burbank	do.*	H. H. Geigey.	Dept.	1	0	3	5	22	45	1	1	0	0	300	2,500	
4034	Burlington	do.	R. G. Russell.	Dept.	1	0	3	5	0	0	0	0	0	0	0	0	0
4035	Burton	do.	C. E. Barney.	Dept.	1	0	15	25	0	0	0	0	0	0	0	0	0
4036	Butler	do.	E. J. Ramey.	Dept.	1	0	20	20	40	60	3	0	1	0	300	8,000	
4037	Evesville	do.	T. Elmer Trotter.	Dept.	1	0	13	12	0	0	0	1	0	2	3	2,000	2,000
4038	Cadiz	do.*	Miss Maude Potts.	Dept.	1	1	2	30	25	0	0	0	4	0	0	0	0
4039	Calais	do.	James N. Johnson.	Dept.	1	1	7	7	36	28	0	0	0	0	0	0	0
4040	Caldwell	do.	E. E. McLaughlin.	Dept.	2	0	20	25	0	0	6	4	1	1	300	8,000	
4041	Caledonia	do.*	G. V. Gordon.	Dept.	2	0	16	23	0	0	3	0	0	3	250	10,000	
4042	Cambridge	do.	Perry E. Bart.	Dept.	2	2	40	66	0	0	6	2	3	3	1,000	25,000	
4043	Campen	do.	J. E. Randall.	Dept.	2	1	14	20	0	0	0	3	2	0	3	5,000	5,000
4044	Campbelltown	Jackson Township High School	B. S. Davis.	Dept.	1	0	28	24	0	0	0	10	12	0	388	5,000	
4045	Canal Dover	Dover High School	Frank P. Geiger.	Dept.	2	1	26	39	0	0	2	1	1	0	1,000	50,000	
4046	Canal Fulton	High School	John H. Focht.	Dept.	1	1	25	22	0	0	1	0	4	6	200	30,000	
4047	Canal Winchester	do.	W. T. Hellman.	Dept.	1	1	27	24	0	0	5	4	3	1	200	1,200	
4048	Canton	do.	John M. Sarver.	Dept.	7	8	126	246	0	0	0	0	12	22	400	115,000	
4049	Cardington	do.	N. D. O. Wilson.	Dept.	1	2	34	38	0	0	11	15	6	8	500	40,000	

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in the class that grad-uated in 1900.				College prepar-atory.					
										Classi- cal course.		Scien- tific course.		Gradu-ates in the class that grad-uated in 1900.		Male.		Female.					
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
OHIO—continued.																							
4050 Carey	Union High School	Thomas Bonser	Dept.	1	0	28	35	0	0	4	3	5	6	3	3	2	1	4	---	900	\$31,500		
4051 Carlisle	High School	C. H. Young	Dept.	1	0	10	16	33	36	---	---	---	---	---	---	---	---	---	---	250	10,000		
4052 Carroll	do	W. S. Brandt	Dept.	2	0	25	15	47	40	---	---	---	---	---	---	---	---	---	---	---	3,000		
4053 Carrollton	do	W. H. Ray	Dept.	2	0	30	37	0	0	0	0	0	0	3	2	0	0	4	---	200	8,000		
4054 Carthage	do	P. C. Hill	Dept.	1	2	7	14	0	0	---	---	---	---	---	---	---	---	---	---	850	30,000		
4055 Castown	do	H. G. Carter	Dept.	1	0	11	10	42	35	---	---	---	---	2	1	---	---	---	---	230	4,000		
4056 Castalia	Margaretta Township High School.	J. W. Overmyer	Dept.	1	0	15	20	45	55	---	---	---	---	0	0	---	---	---	---	50	2,000		
4057 Cedarville	High School	John H. Seay	Dept.	1	2	22	35	0	0	---	---	---	---	3	5	0	2	4	---	250	10,000		
4058 Celina	do	Miss Orie M. Miller	Dept.	1	2	40	46	0	0	---	---	---	---	---	---	---	---	---	---	370	40,000		
4059 Centerville	do	H. S. Adams	Dept.	2	0	23	29	0	0	---	---	---	---	1	3	1	---	---	---	700	10,250		
4060 Centerville	Washington Township High School.	W. H. Leiter	Dept.	1	1	18	25	0	0	0	2	1	0	0	1	0	0	4	---	300	4,500		
4061 Chagrin Falls	High School	F. P. Shumaker	Dept.	2	0	25	37	0	0	8	12	4	5	7	5	3	2	3	---	802	40,000		
4062 Chandlersville	do	Geo. O. Kean	Dept.	1	1	3	11	35	35	3	3	---	---	0	0	0	0	---	---	0	1,000		
4063 Chardon	do	H. S. Forte	Dept.	1	2	60	65	0	0	20	25	20	20	0	0	---	---	---	---	800	20,000		
4064 Cherryfork	Wayne Township High School.	E. H. Baldrige	Dept.	1	6	14	21	0	0	---	---	---	---	2	3	---	---	---	---	---	10,000		
4065 Cheshire	High School	E. S. McCall	Dept.	1	0	7	4	55	48	2	2	---	---	---	---	---	---	---	---	150	3,000		
4066 Chesterhill	Chesterfield High School	S. H. Mott	Dept.	2	0	17	16	37	37	3	3	3	2	1	1	1	0	4	---	450	3,000		
4067 Chesterville	High School	John B. Gordon	Dept.	1	0	10	22	23	35	---	---	---	---	0	3	---	---	---	---	500	6,000		
4068 Chillicothe	do	Ralph E. Upton, A. B., LL. M.	Dept.	3	3	108	130	0	0	15	20	10	15	11	17	7	11	4	52	250	30,000		
4069 Chippewa Lake	do	Lewis Randall	Dept.	1	0	11	13	13	16	1	0	1	1	4	3	1	1	3	---	50	1,000		
4070 Christiansburg	Addison High School	B. W. Gearheart	Dept.	1	0	15	11	38	29	---	---	---	---	0	1	---	---	---	---	225	5,000		

Cincinnati	Hughes High School	E. W. Coy	Dept.	8	10	255	371	0	0	40	35	40	20	57	1	2	4	2,500	75,000	
Cincinnati (Station H.)	Norwood High School	W. S. Cadman (supt.)	Dept.	1	2	36	65	0	0	1	2	5	5	5	1	2	4	400	15,000	
Cincinnati	Woodward High School	Geo. W. Harper	Dept.	11	293	402		0	0	12	4	35	47	22	50	9	4	90	250,000	
Cincinnati	Everts High School	O. C. Hulvey	Dept.	3	60	120		0	0				8	22	6	10	40	20,000		
Clarksville	High School	Charles Troy	Dept.	1	0	10	20	0	0				2	4				7,000		
Clarksville	do	J. T. Seaton	Dept.	1	0	16	17	0	0									30		
Cleveland	Central High School	Edward L. Harris	Dept.	24	32	918	1213	0	0	135	50			85	131	73	50	4	5,500	
do	South High School	Gustav A. Ruetenik	Dept.	6	7	140	255	0	0	60	25	30	0	10	35	7	15	4	600	
do	West High School	Theo. H. Johnston	Dept.	12	385	589		0	0	34	14			53	81	22	19	4	1,800	
do	High School	M. C. McConkey	Dept.	1	0	15	18	57	55					6	6			350	10,000	
Clinton	do	M. C. Heminger	Dept.	1	0	9	17	0	0					0	0			4,000		
Clyde	do	A. H. Wicks	Dept.	1	1	25	35	0	0	5	2	0	0	4	9	4	2	4	800	
Coal Grove	do	W. D. Lydenstricker	Dept.	1	0	13	17	0	0									237	1,400	
Colinwood	do	E. A. Stocker	Dept.	1	1	18	22	15	18	1	0			1	2			1,200	25,000	
Columbiana	do	Miss Linda L. Snyder	Dept.	1	1	27	22	0	0									437	75,000	
Columbiana	Central High School	Chas. E. Albright	Dept.	19	335	404		0	0	37	65	10		19	35	12	15	4		
do	East High School	F. B. Pearson	Dept.	11	235	295		0	0					12	20	12	20	4		
do	North High School	Chas. D. Everett	Dept.	13	294	354		0	0	2	9	2	0	4	6	2	3	4	400	22,000
Columbus Grove	High School	F. B. Moore	Dept.	1	30	35		0	0	4	5	2	0	0	0	0	0	500	8,000	
Congress	do	L. S. Knight, A. M.	Dept.	2	13	10	16	28	1	0	0	0	0	0	0	0	0	400		
Conneaut	do	J. F. Ullery	Dept.	3	68	93		0	0	4	5			5	15					
Conover	Lena and Conover High School	F. P. Timmons	Dept.	1	0	15	13	27	34	1	0			0	0	0	0	14	4,000	
Continental	High School	O. H. Peters	Dept.	1	0	12	28	0	0					1	3			30	15,000	
Convoy	do	J. L. Fortney	Dept.	1	0	19	9	0	0	0	0	0	0	2	4	0	0	200	10,000	
Coolville	do	Albert Weatherbee	Dept.	1	2	21	37	37	37	2	0	0	0	0	0	0	0	115	3,000	
Cooley	do	Frank L. Lytle	Dept.	1	0	14	33	13	18					2	7	0	2	250	2,500	
Corning	do	Geo. W. DeLong	Dept.	1	1	30	34	0	0	1	2	1	5	2	1	0	4	500	12,000	
Cortland	do	A. H. High	Dept.	2	1	29	41	0	0					3	7	1	2	650	12,000	
Coshocton	do	William L. Bieher	Dept.	4	0	30	72	0	0	4	5	2	0	6	14	3	4	2,100	30,000	
Covington	do	Lee A. Dollinger	Dept.	2	1	61	69	0	0					7	5	4	0	1,000	35,000	
Crestline	do	W. F. Rimer	Dept.	2	1	25	31	0	0	2	2	2	0	5	4	4	0	600	4,200	
Crestline	do	James L. Zaring	Dept.	1	0	25	23	0	0	6	4	2	0	2	4	1	1	200	5,000	
Gridersville	do	G. E. Kelly	Dept.	1	0	10	22	0	0					2	0	2	0	300	2,000	
Groton	do	A. S. Hill	Dept.	2	2	56	87	0	0	1	2	0	2	16	1	1		550	2,000	
Cumberland	do	D. W. Wallace	Dept.	1	0	10	15	0	0					3	8			150	10,000	
Dalton	do	T. W. Kimbier	Dept.	1	0	22	19	0	0	0	0	0	0	4	3	0	0	300	10,000	
Dauville	do	W. H. Yearley	Dept.	1	0	18	19	0	0	10	4			5	3	2	3	650	2,000	
Dayton	Union School	William Werthner	Dept.	19	18	508	536	0	0	28	23			52	87	19	7	1,900	350,000	
Dean	Steele High School	Chas. J. Fox	Ind.	1	0	3	4	22	28					1	0			32	2,000	
Deavertown	Van Buren Township High School	J. Chas. Stone	Dept.	2	0	8	12	21	39					4	3					
Deerfield	do	J. J. Armstrong	Dept.	1	0	12	15	0	0											
Defiance	do	Miss Nellie Moore	Dept.	1	3	55	80	0	0									1,500		
DeGraff	do	Miss Harriet E. Slover	Dept.	3	2	63	69	0	0	10	15	4	7	16	10	2	8	4	250	20,000
Delaware	do	Miss Ida M. Windate	Dept.	2	0	19	28	47	47					1	1	4	4	150	30,000	
Delroy	do	John R. Kail	Dept.	1	0	15	24	20	21					1	5			400	40,000	
Delphos	do	E. W. Hastings	Dept.	1	0	15	24	0	0	1	1	0	0	0	3	0	1	300	40,000	
Demison	do	Geo. G. Stahl	Dept.	2	1	7	24	0	0					0	0			200		

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	4	Students.																Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Element-ary stu-dents.		Preparing for college.				Gradu-ates in 1900.		College prepar-atory.		Length of course in years.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
OHIO—continued.																							
Derby.....	Township High School.	J. B. Fairchild.....	Dept.	1	0	10	10	60	50												75	\$4,000	
Deshler.....	High School.....	Prof. French.....	Dept.	1	1	25	25	0	0												25	20,000	
Dexter City.....	do.....	Mark Warren.....	Dept.	1	0	15	20	24	22												145	3,000	
Dodds.....	Utica High School.....	W. Z. Roll.....	Dept.	1	1	4	4	28	26												300	12,000	
Doylstown.....	High School.....	E. E. Adair.....	Dept.	1	0	15	20	0	0												734	20,000	
Dresden.....	do.....	E. E. Snook.....	Dept.	2	0	26	35	20	17												200		
Dublin.....	Washington Township High School.	S. T. Price.....	Dept.	2	0	13	20	0	0														
Dunkirk.....	High School.....	F. J. Stinchcomb.....	Dept.	2	0	16	27	0	0														
Duport.....	do.....	E. R. Hunt.....	Dept.	1	0	2	11	13	13														
East Claridon.....	do.....	D. E. Graver.....	Ind.	1	3	39	8	25	16														
East Cleveland.....	do.....	W. H. Kirk.....	Dept.	2	3	39	70	0	0														
East Liverpool.....	do.....	Miss Florence Upde-graft.	Dept.	3	3	64	109	0	0														
East Palestine.....	do.....	Hugh Nevin.....	Dept.	2	2	25	39	0	0														
East Townsend.....	Townsend High School.	W. G. Scroggie.....	Dept.	1	0	23	22	0	0														
Eaton.....	High School.....	Will Buck.....	Dept.	3	1	49	56	0	0														
Edgerton.....	do.....	G. R. Anderson.....	Dept.	1	1	21	25	0	0														
Edinburg.....	do.....	E. J. McCall.....	Dept.	1	0	5	11	20	27														
Edison.....	do.....	E. W. Green.....	Dept.	1	0	12	15	53	48														
Edon.....	do.....	J. W. Cummings.....	Dept.	1	0	19	16	0	0														
Eldorado.....	do.....	C. S. Ronger.....	Dept.	1	0	12	9	0	0														
Elida.....	do.....	William McGirr, A. B.	Dept.	1	0	14	12	0	0														
Elmore.....	do.....	B. W. Strohl.....	Dept.	1	1	24	32	0	0														
Elyria.....	do.....	H. M. Ebert.....	Dept.	1	6	120	175	0	0														

[illegible]

* Statistics of 1898-99.

4211	Harveysburg	do.	Ira F. Birony	Dept.	1	1	0	8	12	0	0	1	2	3	1092
4212	Haskins	do.	S. W. Bowman	Dept.	1	0	0	50	51	0	0	0	0	1	4,000
4213	Hayesville	do.	D. E. Black	Dept.	2	0	16	92	433	30	0	0	0	4	10,000
4214	Hemlock	do.	Frank Kirk	Dept.	2	0	22	0	0	0	0	7	0	0	250
4215	Hemlock	do.	Frank Adcock	Dept.	1	0	0	0	0	0	0	0	0	0	2,000
4216	Hicksville	do.	Daniel Kruse	Dept.	3	0	25	47	0	0	0	1	2	4	400
4217	Higginsport	do.	C. F. Hansman	Dept.	1	0	0	0	0	0	3	1	1	3	20,000
4218	Highland	New Lexington High School.	Delos S. Ferguson	Dept.	1	1	16	10	52	53	2	2	2	3	50
4219	Hillard	High School	H. E. Axline	Dept.	1	0	26	24	0	0	4	0	12	16	300
4220	Hillsboro	do.	H. E. Conrad	Dept.	3	2	59	77	0	0	0	0	10	13	5,000
4221	Holgate	do.	Wm. H. Smith	Dept.	1	0	14	13	0	0	0	0	3	2	25
4222	Home City	Delli Station High School.	Miss Amy L. Foote	Dept.	1	2	6	29	0	0	0	0	7	0	300
4223	Homer	Burlington Township High School.	L. E. Leamon	Dept.	1	0	14	19	0	0	3	5	2	0	4
4224	Hoyville	High School	C. E. Otto	Dept.	1	0	7	11	63	66	0	0	1	1	7,000
4225	Hudson	do.	W. B. Randolph	Dept.	1	1	20	33	0	0	0	0	1	2	10,000
4226	Huntsburg	do.	Miss Cornelia Butman	Dept.	1	2	20	52	51	50	6	2	4	2	3,000
4227	Huntsville	Union School	George W. Mehl	Dept.	1	0	13	19	55	61	1	4	0	0	0
4228	Huron	High School	W. H. Block	Dept.	1	2	15	39	0	0	1	0	0	0	80
4229	Iberia	do.	F. H. Flickinger	Dept.	1	2	13	53	39	31	0	0	0	4	50
4230	Independence	do.	J. W. Severy	Dept.	1	0	12	11	0	0	0	0	0	0	3,200
4231	Inland	Green Township High School.	D. C. Cooper	Dept.	1	0	57	15	0	0	0	0	0	3	200
4232	Jackson	High School	W. J. Shumate	Dept.	2	1	57	95	0	0	11	13	4	1	600
4233	Jackson Center	do.	Chas. A. Seger	Dept.	1	0	12	10	0	0	0	0	4	3	135
4234	Jacksontown	do.	W. L. Atwell	Dept.	1	0	17	13	33	27	8	7	0	3	2,000
4235	Jacksonville	do.	S. M. Johnson	Dept.	1	0	16	15	0	0	3	5	0	0	300
4236	Jamestown	do.	H. L. Lawver	Dept.	2	0	19	28	0	0	1	0	4	2	5,000
4237	Jefferson	Educational Institute	D. F. Grier	Dept.	2	3	77	78	0	0	2	2	2	2	200
4238	Jeffersonville	High School *	Geo. W. Hoffman	Dept.	1	1	20	25	0	0	9	6	3	1	300
4239	Jerome	do.	E. H. Hutton	Dept.	1	0	20	55	55	0	6	1	4	3	200
4240	Jerry City	do.	J. C. Buto	Dept.	1	0	11	11	0	0	0	0	0	0	0
4241	Jersey	do.	F. P. Housholder	Dept.	1	0	23	23	25	22	0	0	4	4	30
4242	Jewett	do.	Geo. W. Grissinger	Dept.	1	0	12	22	0	0	4	4	0	0	300
4243	Junction City	do.	R. M. Small	Dept.	1	0	16	16	0	0	0	0	4	3	5,300
4244	Kalida	do.	G. R. Miller	Dept.	1	0	5	15	0	0	1	0	0	0	0
4245	Kelleys Island	do.	J. F. Herten	Dept.	1	1	16	18	0	0	1	3	0	3	2,500
4246	Kent	do.	Charles Elliott	Dept.	2	3	58	83	0	0	0	0	3	4	30
4247	Kenton	Central High School	J. A. Culler	Dept.	1	1	80	130	0	0	13	10	9	1	300
4248	Killbuck	do.	C. G. Johnson	Dept.	1	1	15	13	50	37	0	12	2	0	50
4249	Kimbolton	do.	G. W. Berry	Dept.	1	0	12	57	57	0	0	2	2	0	7,000
4250	Kings Creek	do.	D. C. Bryant	Dept.	1	1	9	21	38	31	4	5	0	1	200
4251	Kings Mills	do.	S. J. Brown	Dept.	2	0	8	11	37	43	0	0	2	0	3
4252	Kingsport	do.	A. L. Ellis	Dept.	1	0	20	30	0	0	10	5	10	5	3
4253	Kingsville	do.	L. E. York	Dept.	2	0	34	28	0	0	3	3	3	3	100
4254	Kipton	do.	Byron D. Hirst	Dept.	1	1	25	13	0	0	2	2	2	0	10,000
4255	Kirkersville	Camden Township High School.	D. M. Byam	Dept.	1	1	15	39	0	0	0	0	4	0	815
4256	Kirkersville	High School	C. H. Ensweiler	Dept.	1	1	24	23	41	39	5	7	0	4	4,000

* Statistics of 1898-1899.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.			
				Second-ary in struct-ors.				Preparing for college.				College prepar-atory stu-dents in the class that gradu-ated in 1900.										
				Second-ary stu-dents.		Elem-entary stu-dents.		Classi-cal course.		Scien-tific course.		Gradu-ates in 1900.		College prepar-atory stu-dents in the class that gradu-ated in 1900.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
OHIO—continued.																						
4257	Kirtland	Philip E. Ward	Dept.	2	0	11	19	9	4			2	0	0	0	0	0	3		175		
4258	Kunkle	L. C. Buchner	Dept.	1	0	19	23	21	35			2	0	5	2	2	0	3		0	\$2,000	
4259	Lagrange	B. O. Martin	Dept.	1	1	11	16	0	0	0	8	2	0	5	4	4	2	4		280	10,000	
4260	Lakeside	J. E. Ockerman	Dept.	2	1	17	52	0	0									4		100	25,000	
4261	Lancaster	Wm. J. Dunn	Dept.	1	0	13	14	19	17	1	1			3	5	1	1	4		200	12,000	
4262	do.	T. C. Coates	Dept.	2	2	62	80	0	0	2	2			3	11			4			50,000	
4263	Larue	W. D. Pepler	Dept.	2	2	29	40	0	0					6	15			4			20,000	
4264	Latty	M. E. Klingler	Dept.	1	0	5	11	0	0	0	0	0	0	2	0	0	0	3		325	10,000	
4265	Lawrenceville	J. R. Clarke	Dept.	1	0	32	18	0	0	3	2			8	4	3	2	4		300	1,500	
4266	Lebanon	J. M. Hamilton	Dept.	3	2	31	51	0	0					13	5			4			50,000	
4267	Lebanon	F. M. Reynolds	Dept.	1	0	13	15	0	0	4	9	10	0	0	1	2	0	1	3		300	1,400
4268	Leesburg	Walter S. Pulse	Dept.	1	0	13	15	0	0	3	1			1	2	1	1	3		150	10,000	
4269	Lees Creek	E. K. Barnes	Dept.	1	0	16	17	0	0					2	5			3		50	1,000	
4270	Lectonia	Thos. C. Woodward	Dept.	2	0	16	27	0	0	0	1	1	0	1	4	1	0	4		500	62,500	
4271	Leipsic	W. S. Sackett	Dept.	1	1	1	23	22	0	1	3			2	6	2	2	4		120	15,000	
4272	Leroy	J. F. Smith	Dept.	2	0	23	28	0	0					2	6	2	2	4		1,000	7,000	
4273	Lewistown	L. Lance Burlingame	Dept.	1	0	10	10	0	0	0	3	2	0	3	3	0	3	4		100	4,000	
4274	Lexington	H. H. Phelps	Dept.	1	0	28	32	0	0	0	6	8		3	3	2	1	4		50	10,000	
4275	Lima	S. Steffins	Dept.	1	1	91	201	0	0					8	34			4		500		
4276	Lindsey	E. B. Thomas	Dept.	1	1	15	13	16	7					1	1			3		50	2,500	
4277	Lisbon	H. M. Crooks	Dept.	2	1	20	36	0	0					1	3	1	5	4		200		
4278	Litchfield	A. W. Breckley	Dept.	1	1	23	23	36	33	0	1	1	0	1	3	1	2	4		250		
4279	Lithopolis	L. L. Mitchell	Dept.	1	0	22	7	21	52			4	2	1	1	1	0	4		36	6,000	

4280	Lockbourne	Hamilton, Township High School.	Samuel M. Sark	Dept.	1	0	12	18	48	44	---	---	0	0	0	0	4	---	100	5,000
4281	Lockington	High School.	E. Simmons.	Dept.	1	0	24	41	34	25	---	---	2	6	2	4	3	4	200	3,000
4282	Lockland	do	S. T. Dial.	Dept.	1	0	13	2	17	25	---	---	---	---	---	---	---	---	300	600
4283	Locks Grove	do	H. R. Allen	Dept.	1	0	13	27	0	0	---	---	2	7	1	4	4	---	480	20,000
4284	Lodi	do	Miss Belva Dix.	Dept.	1	2	40	69	0	0	---	---	10	15	0	8	15	4	400	50,000
4285	Logan	do	Miss Katharine Rowley.	Dept.	1	2	26	48	2	2	---	---	---	---	---	---	---	---	---	---
4286	London	do	C. N. Voorhees	Dept.	1	2	53	100	0	0	---	---	---	---	---	---	---	---	400	---
4287	Lorain	do	A. C. Edridge	Dept.	2	1	43	39	0	0	---	---	---	---	---	---	---	---	829	20,000
4288	Loudonville	do	G. H. Rooth	Dept.	2	1	43	39	0	0	---	---	---	---	---	---	---	---	290	18,000
4289	Louisville	do	H. C. Roehner	Dept.	1	0	23	29	0	0	---	---	0	3	1	4	0	3	200	16,250
4290	Loveland	do	J. C. Little	Dept.	1	0	16	13	0	0	---	---	0	2	2	2	2	3	170	---
4291	Lowellville	do	John S. Alan.	Dept.	1	0	14	12	0	0	---	---	1	2	0	3	0	3	500	900
4292	Loyalsock	Norton Center High School.*	John C. Cooper	Dept.	1	0	9	13	0	0	---	---	0	1	0	3	0	1	100	---
4293	Lucas	do	John F. Cramer	Dept.	1	0	12	20	50	42	---	---	1	0	0	5	4	3	40	4,500
4294	Lucasville	High School	J. H. Finney	Dept.	1	0	6	8	72	61	---	---	0	0	0	1	7	0	600	10,000
4295	Lynchburg	do	C. A. Puckett	Dept.	1	0	24	30	0	0	---	---	0	0	0	0	0	4	13	1,500
4296	Lyons	do	L. M. Higgins	Dept.	1	0	3	8	44	46	---	---	0	0	0	0	0	4	150	2,500
4297	Lytle	do	W. E. Keever	Dept.	1	0	2	4	46	46	---	---	0	0	0	1	2	0	350	5,500
4298	McArthur	do	M. A. Henson	Dept.	1	0	26	30	0	0	---	---	---	---	---	---	---	---	---	---
4299	McClure	do	T. J. Williams	Dept.	2	1	24	31	0	0	---	---	2	2	2	15	2	2	100	16,500
4300	McComb	do	C. J. Foster	Dept.	2	0	20	39	0	0	---	---	0	3	5	1	3	4	500	---
4301	McConnelsville	do	H. M. Findley	Dept.	2	3	17	35	0	0	---	---	0	3	5	1	3	4	---	---
4302	Mack	Green Township High School.	U. D. Clephane.	Dept.	1	0	6	8	0	0	---	---	---	---	---	---	---	---	---	---
4303	Macksburg	do	W. E. Ellison.	Dept.	1	0	16	17	0	0	---	---	2	5	---	---	---	---	400	3,000
4304	Madison	do	Homor N. Kimball	Dept.	1	1	25	27	35	35	---	---	1	1	0	7	6	3	230	12,500
4305	Madisonville	do	F. B. Dyer	Dept.	1	2	43	63	0	0	---	---	6	6	1	9	10	3	500	35,000
4306	Magnolia	do	H. A. Richardson	Dept.	1	0	13	28	0	0	---	---	---	---	---	---	---	---	125	6,700
4307	Maineville	do	R. C. Schlotman	Dept.	1	0	4	2	48	58	---	---	0	0	0	0	0	0	---	---
4308	Malta	do	Mott H. Arnold	Dept.	2	0	18	18	0	0	---	---	---	---	---	---	---	---	250	20,000
4309	Malvern	do	C. H. Carlisle	Dept.	1	3	31	39	0	0	---	---	3	2	2	4	1	2	400	2,400
4310	Manchester	do	H. E. Denig	Dept.	2	1	29	39	0	0	---	---	0	0	0	12	0	0	150	12,000
4311	Mansfield	do	D. C. Meek	Dept.	1	7	127	170	0	0	---	---	3	5	3	15	25	3	1,000	90,000
4312	Mantua	do	F. A. Turner	Dept.	1	0	18	19	0	0	---	---	3	4	2	6	2	2	0	---
4313	Mantua Station	do	D. W. McGlenen	Dept.	2	0	12	18	0	0	---	---	3	4	3	0	3	0	1,000	15,000
4314	Maplewood	High School	T. Burton Snow	Dept.	1	0	5	3	41	36	---	---	2	0	2	3	2	5	130	4,000
4315	Margento	do	S. B. Moul	Dept.	3	4	65	129	34	33	---	---	0	1	2	12	19	3	1,500	10,000
4316	Marietta	do	Edward D. Meek	Dept.	3	0	15	15	35	45	---	---	0	1	2	3	0	0	20	---
4317	Marlboro	do	J. R. Campbell	Dept.	0	1	17	14	44	45	---	---	3	3	3	2	4	1	100	8,000
4318	Marshallville	do	C. W. Biddle (supt.)	Dept.	1	0	17	14	44	45	---	---	3	3	3	2	4	1	87	1,850
4319	Marshfield	do	J. E. Miller	Dept.	1	0	3	13	9	12	---	---	3	4	3	2	2	2	450	4,500
4320	Martinsburg	do	Calvin V. Trott	Dept.	2	2	0	18	17	25	---	---	3	4	3	2	2	1	400	40,000
4321	Martins Ferry	do	Meredith D. Morris	Dept.	2	2	0	43	71	0	---	---	0	1	1	11	12	9	35	1,000
4322	Martinsville	do	A. I. McVey	Dept.	2	2	0	8	17	0	---	---	0	1	1	3	0	2	1,100	8,000
4323	Marysville	do	Miss Nelle Roney	Dept.	2	2	0	37	45	0	---	---	0	1	1	7	14	4	20	22,000
4324	Mason	do	A. L. Baldwin	Dept.	2	2	0	21	12	60	---	---	0	0	0	3	2	8	975	6,000
4325	Massillon	do	William Johns	Dept.	1	3	2	58	87	0	---	---	1	1	1	14	31	3	300	30,000
4326	Maumee	do	L. N. Van Tassel	Dept.	1	0	8	11	0	0	---	---	---	---	---	---	---	---	---	---

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Ele-ment-ary stu-dents.		Preparing for college.				Grad-uates in 1900.				College prepar-atory stu-dents in the class that grad-uated in 1900.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
OHIO—continued.																							
4327 Medina	High School	J. R. Kennan	Dept.	1	2	44	59	0	0	2	3	8	10	10	16	3	3	4	—	600	—		
4328 Mendon	Union Township High School.	C. E. Thomas	Dept.	1	0	21	22	0	0	—	—	—	—	3	3	—	—	3	—	400	—		
4329 Mercer	High School	Frank G. Houle	Ind.	1	0	1	6	27	26	0	1	—	—	0	3	0	0	2	—	60	\$9,500		
4330 Mercer	do.	R. D. Deuman	Dept.	2	0	3	25	40	34	0	0	0	0	0	3	0	1	4	—	100	1,500		
4331 Mesopotamia	do.	W. E. Barnes	Dept.	1	0	13	12	26	19	—	—	—	—	1	3	—	—	—	—	100	—		
4332 Miamiburg	do.	Miss Mabel Buckley	Dept.	2	2	40	46	0	0	—	—	—	—	—	—	—	—	—	—	—	—		
4333 Middleburg	Zane Township High School.*	O. E. Van Voorhis	Ind.	1	0	14	9	11	16	1	0	—	—	1	4	1	0	4	—	200	1,200		
4334 Middlecreek	Middleburg High School.*	J. W. Watson	Ind.	1	0	8	7	43	31	0	0	—	—	0	0	0	—	—	—	—	—		
4335 Middlefield	High School	Geo. T. Robinson	Dept.	1	0	8	17	0	0	4	0	—	—	2	5	—	—	3	—	170	8,000		
4336 Middlepoint	do.	H. F. Ireland (supt.)	Dept.	1	0	14	13	0	0	—	—	—	—	0	2	0	0	—	—	—	—		
4337 Middleport	do.	J. P. West	Dept.	2	0	41	22	0	0	1	1	—	—	4	0	1	1	4	—	100	40,000		
4338 Middletown	do.*	Hinckley Smith	Dept.	1	4	35	77	0	0	—	—	—	—	4	1	5	—	—	—	1,000	40,000		
4339 Midland	do.	J. F. Harper	Dept.	1	1	10	14	50	54	0	0	0	0	0	4	5	1	0	3	0	4,000		
4340 Milford	do.	Geo. W. Witham	Dept.	2	0	39	25	0	0	—	—	—	—	4	5	1	0	3	—	200	15,000		
4341 Milford Center	do.	J. A. Runyan	Dept.	1	2	20	25	0	0	—	—	—	—	4	6	4	0	3	—	25,000	1,200		
4342 Millbury	do.	D. S. Black	Dept.	1	0	7	4	64	46	—	—	—	—	4	4	1	0	3	—	600	2,700		
4343 Millersburg	do.	C. M. Swingle	Dept.	2	1	37	41	0	0	1	0	3	3	8	9	2	0	3	—	150	2,700		
4344 Millville	do.	J. C. Williams	Dept.	1	0	6	2	10	20	—	—	—	—	0	1	1	1	4	—	30	8,000		
4345 Mineral City	do.	J. M. Richardson	Dept.	1	0	12	18	0	0	—	—	—	—	1	4	0	0	3	—	200	15,000		
4346 Mineral Ridge	do.	J. C. York	Dept.	1	0	13	24	0	0	—	—	—	—	6	8	0	0	2	—	1,000	22,000		
4347 Minerva	do.	O. W. Kurtz	Dept.	2	0	29	31	0	0	—	—	—	—	5	6	6	—	—	—	—	—		
4348 Minster	do.	F. J. Boeger	Dept.	1	0	16	15	0	0	—	—	—	—	1	3	—	—	3	—	400	—		

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in the class that gradu-ated in 1900.		College prepar-atory students in the class that gradu-ated in 1900.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
OHIO—continued.																							
4394	Ney	Washington Township High School.	Ind	1	1	3	2	12	18			1	1					3		10	\$800		
4395	Niles	W. W. Heater	Dept.	4	1	14	46	16	25	0	0	0	0	3	8	1	1	3		100	30,000		
4396	North Amherst	W. H. C. Newington.	Dept.	1	1	21	28	0	0	0	0	3	11	5	6	0	0	3		318	30,000		
4397	North Baltimore	Miss Lillian Morse	Dept.	2	1	21	32	0	0	0	0	1	2	3	0	0	0	4		259	2,000		
4398	North Bloomfield	J. E. McFadden	Dept.	1	1	18	20	25	35	2	4	2	0	1	3	1	1	3		200	1,500		
4399	North Fairfield	H. M. Morrison	Dept.	1	1	12	13	28	0			4	2	0	3	2	1	4		200	1,500		
4400	Northfield	Ashley Hoffman	Dept.	1	0	8	13	23	32					3	3	2	1	4		200	10,000		
4401	North Kingsville	C. L. Burrell	Dept.	2	0	8	23	0	0	3	4			1	3	0	0	3		100	10,000		
4402	North Lewisburg	Martin C. Smith	Dept.	1	0	15	14	56	52					0	6	0	0	3		269	10,000		
4403	North Lima	D. D. Bates	Dept.	1	0	4	10	16	8	3	3			1	2	1	1	2		0			
4404	North Monroe	F. P. Tompkins	Dept.	3	3	62	125	0	0	4	12	12	20	4	21	4	14	4		300	2,000		
4405	Norwalk	Jas. E. Cole	Dept.	1	2	37	48	0	0	3	0	2	4	6	6	2	3	4		1,000	5,000		
4406	Oak Harbor	Miss Mary E. Graham	Dept.	1	0	16	25	0	0					2	0			2		60	62,000		
4407	Oakwood	L. M. Eschbach	Dept.	1	4	61	91	0	0	5	2	4	8	11	11	12	11	3		0	15,000		
4408	Oberlin	Miss Mary E. Edwards	Dept.	1	0	2	10	0	0					1	4	0	0	3		20	2,000		
4409	Ohio City	G. W. Hurliss	Dept.	1	0	14	8	56	48	3	0			3	1			4		20	2,000		
4410	Onsted Falls	W. B. Locke	Dept.	1	1	6	16	18	14	3	5			0	2			3		20	5,000		
4411	Orangeville	Thomas Owens	Dept.	1	1	10	10	15	25					9	5			3		500	6,000		
4412	Oregonia	D. C. Jack	Dept.	3	1	47	49	0	0									3		20	2,000		
4413	Orrville	John Adams	Dept.	1	1	15	30	17	18					1	3			4		500	6,000		
4414	Orwell	L. J. Addicott	Dept.	1	1	15	30	17	18					1	3			4		500	6,000		

Osborn	Bath Township High School.	D. H. Barnes	Ind	1	0	17	9	0	1	2	0	0	1	1	0	1	4	109
do	do	Geo. P. Harmount	Dept.	1	1	16	21	0	0	0	2			0	3	0	2	4
Osnaburg	do	M. E. McFarren	Dept.	1	0	10	10	0	0	1	1	0	0	0	0	0	3	200
Ostrander	do	C. S. V. Bovey	Dept.	1	0	12	14	0	0	0	0	0	0	1	1	0	0	6,000
Ottawa	do	S. M. Glenn, jr	Dept.	1	2	0	25	50	0	0	3	1	0	4	6	2	4	150
Owensville	Boston High School	J. B. Duzan	Dept.	1	0	12	10	33	30	0	0	0	0	2	1	2	4	600
Oxford	High School	Miss Mary E. Greiman	Dept.	1	2	17	41	0	0	5	3	20	17	0	3	5	4	800
Painesville	do	F. H. Kendall	Dept.	4	4	88	157	0	0	33	3	0	8	23	3	4	40	
Palmyra	do	J. O. Shaffer	Ind	1	0	20	15	25	33	3	0	0	0	4	0	0	3,000	
Pandora	Riley Township High School.	P. D. Amstutz	Dept.	1	0	27	30	0	0	0			8	3		4	8,000	
Parkman	High School	Ernest C. Gray	Dept.	2	0	5	11	39	59				1	5	0	0	350	
Pataskala	do	Ed. A. Evans	Dept.	2	0	34	28	0	0	3	1		5	3	3	1	7,000	
Patterson	do	J. B. Gilmore	Dept.	1	0	3	2	45	47				0	0	0	0	50	
Paulding	do	W. H. Yant	Dept.	1	3	2	40	50	0	0	0	0	5	4	2	1	200	
Payne	do	L. F. Chalfant (supt.)	Dept.	2	0	12	21	0	0				1	4			30,000	
Pemberville	do	F. W. Toan	Dept.	1	0	18	19	0	0			3	2	4	0		20,000	
Penfield	do	H. W. Noble	Dept.	1	0	2	38	42	62				0	0			100	
Peninsula	do	S. V. Cox	Dept.	1	0	17	20	9	3	4	1		4	7	1	0	4,000	
Perry	do	F. E. Morrison	Dept.	1	2	40	34	0	0								500	
Perrysburg	do	F. E. Cosgrove	Dept.	1	1	28	40	0	0	0	1	0	5	10	1	0	15,000	
Perrysville	do	E. C. Kiplinger	Dept.	1	1	13	20	0	0	3	8		0	2	3	4	9,003	
Petersburg	do	F. R. Ormsby	Dept.	1	0	7	10	49	45				5	3			200	
Pierpont	do	L. E. Gray	Dept.	1	0	19	24	40	42					1	1		250	
Piketon	do	T. F. Johnson	Dept.	1	0	17	13	0	0	1	1		2	0	0		4,100	
Pioneer	do	E. D. Longwell	Dept.	1	0	10	19	0	0	0	0		0	4			25	
Piqua	do	Miss Mary E. Hall	Dept.	1	3	59	114	0	0	9	10		0	6	14	2	10,258	
Plain City	do	D. N. Cross	Dept.	2	0	24	30	0	0	0	3		0	5	1	3	500	
Plainfield	do	Geo. E. Miller	Dept.	1	0	16	14	42	47			1	0	2	1		300	
Pleasant City	do	W. A. Hunt	Dept.	1	1	15	33	0	0	0	0						5,000	
Pleasantville	do	C. H. Teach	Dept.	1	1	28	32	0	0	0	5		0	3	3	3	1,000	
Plymouth	do	H. D. Clark	Dept.	3	1	15	30	0	0	5	5		0	6	5	0	400	
Poland	do	M. A. Kimmel	Dept.	1	1	5	3	64	28			1	1	1	0	0	450	
Polk	do	F. J. Ryan	Dept.	1	0	9	8	0	0	0	0		0	0	0	0	750	
Pomeroy	do	C. T. Coates	Dept.	2	1	33	28	0	0	2	1	4	6	9	1	1	300	
Port Clinton	do	J. P. Burson	Dept.	2	0	18	26	0	0	1	5	1	3	4	0	0	490	
Portage	do	Alf. J. Garraty	Dept.	1	19	26	0	0	0	0	0	0	3	0	0	0	377	
Port Washington	do	J. L. Hudson	Dept.	2	4	73	106	0	0	3	3		7	17	4	4	200	
Port Clinton	do	W. E. Beck	Dept.	1	0	8	7	59	62	0	0	0	0	0	0	0	88	
Port Washington	do	W. E. Riggs	Dept.	1	0	8	15	68	49	2	5	1	2	0	0	0	400	
Powhatan High School	do	Dan H. Wade	Dept.	2	0	11	11	0	0	0	0	0	0	2	0	0	250	
Prairie Depot	do	T. B. W. Fisher	Dept.	2	0	22	25	0	0	5	2	5	0	3	5	0	400	
Proctorville	do	J. C. Old	Dept.	1	0	22	18	4	0	0	0	0	0	0	0	0	12,000	
Prospect	do	W. G. Wolfe	Dept.	1	0	25	10	0	0	0	0	2	1	0	0	0	659	
Put-in-Bay	do	O. G. Hershey	Dept.	2	0	9	13	0	0	0	0	0	0	0	0	0	15,000	
Quaker City	do	W. R. Turnbull	Dept.	1	0	13	13	29	21	0	0	0	0	3	9	2	100	
Quincy	do	W. J. Dodge	Dept.	4	2	40	60	0	0	0	0	0	0	0	0	0	225	
Randolph	do	H. J. Nowlan	Dept.	1	0	13	12	30	35				8	10		4	1,700	
Ravenna	do	A. J. Cross	Dept.	1	0	13	12	30	35				1	2	0	0	25,000	
Rawson	do																	
Readsville	do																1,500	

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Ele-men-tary stu-dents.		Preparing for college.						Gradu-ates in 1900.		College prepar-atory stu-dents in the class that gradu-ated in 1900.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
				5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20				21	22
OHIO—continued.																						
4464 Reesville	High School	Frank P. Sayrs	Dept.	1	0	4	9	53	45					0	2						140	\$5,500
4465 Republic	do	M. K. Weber	Dept.	1	0	14	11	45	43	2	3	0	0	4	2	2	1				139	4,000
4466 Rex	Bethel Township High School	R. S. Parsons	Dept.	1	1	32	29	0	0	0	0	0	0	5	3						630	8,000
4467 Reynoldsburg	High School	Albert C. Hood	Dept.	1	0	21	22	0	0			6	0	1	2	1	0				200	10,000
4468 Richfield	Central High School	A. A. Rottrock	Ind.	1	0	7	16	10	18	1	1			2	3	1	1				288	4,000
4469 Richmondale	Jefferson Township High School	W. W. Staats	Dept.	1	0	13	17	77	83	2	0										100	14,500
4470 Richwood	High School	W. H. Wagers	Dept.	2	0	21	21	0	0	1	2			5	4	1	2				400	20,000
4471 Ridgeville Corners.	Ridgeville Union School	W. O. Rittenhouse	Dept.	1	0	3	8	65	48												0	4,000
4472 Ridgeway	High School	Wilbur O. Weir	Dept.	1	0	15	18	54	48	1	2			0	4	0	2					
4473 Ripley	do	Tom Wyhe	Dept.	2	0	25	26	0	0					6	5							
4474 Rising-sun	do	C. E. Stinebaugh	Dept.	1	0	12	18	0	0	3	4			0	6	0	3				400	12,000
4475 Rittman	do	C. E. Fisher	Dept.	1	0	23	15	41	28	0	0	4	2	1	0	1	0				50	3,000
4476 Rockcreek	do	H. A. Haywood	Dept.	1	1	11	13	57	58	0	0	0	0	1	2	0	0				160	12,000
4477 Rockford	do	L. H. Beeler	Dept.	2	0	30	38	0	0	1	2			3	4	2	1				300	14,000
4478 Rockyridge	do	Geo. H. Myers	Dept.	1	0	16	8	0	0					0	0	0	0				130	10,000
4479 Rocky River	Beach High School	E. O. Parker	Dept.	1	0	12	15	53	69					0	0	0	0				215	2,000
4480 Rootstown	High School *	R. S. Baker	Dept.	1	0	3	4	31	26					2	0	1	0				100	9,100
4481 Roscoe	do. *	W. S. Dean	Dept.	2	1	62	45	0	0					1	6	1	6				10	22,000
4482 Roseville	do	D. W. Macklin	Dept.	1	1	12	18	0	0	3	7			4	2	0	0				30	4,000
4483 Rushsylvania	do	W. L. Shoots	Dept.	1	0	12	14	4	5	2	0	0	0	2	2	0	0				25	1,500
4484 Rushville	do	J. H. Horton	Dept.	1	0	6	12	14	4													
4485 Russell	do	E. F. Ellis	Dept.	1	0	12	12	38	32					0								

4554	Tuscarawas	Central High School	C. W. Hamilton	Dept.	1	0	21	21	0	0	2	1	1	0	7	8	3	1	3	290	10,000
4555	Twinsburg	High School	A. W. Carrier	Dept.	1	2	56	54	0	0	4	6	12	0	1	4	1	3	4	200	10,000
4556	Urichsville	do	L. E. Everett	Dept.	3	0	13	73	0	0	2	0	0	0	0	7	0	0	1,000	30,000	
4557	Unionville Center School	Dartmouth Township High School	J. M. Martin	Dept.	1	0	6	18	0	0	0	0	0	0	3	0	6	0	50	6,000	
4558	Upper Sandusky	High School	F. E. Brooke	Dept.	2	2	50	60	0	0	2	0	2	0	8	8	4	0	4	600	35,000
4559	Urbana	do	Roland A. Trees	Dept.	2	2	67	84	0	0	2	2	0	0	5	14	2	2	150	50,000	
4560	Utica	do	H. C. Fickell	Dept.	1	1	22	21	0	0	3	0	0	0	9	4	3	0	300	10,000	
4561	Vanite	do	M. E. Hammond	Dept.	2	2	16	11	0	0	0	0	0	0	5	4	3	0	11	15,000	
4562	Van Wert	do	Ira W. Stahl	Dept.	2	0	10	110	0	0	2	6	10	0	6	17	4	3	240	16,000	
4563	Vermilion	do	J. C. Seemann	Dept.	2	0	10	30	0	0	0	0	0	0	2	0	0	0	200	16,000	
4564	Versailles	do	J. C. Long	Dept.	2	0	20	31	0	0	0	0	0	0	2	6	0	0	143	20,000	
4565	Vinton	do	H. J. Ward, B. S.	Dept.	1	0	1	5	57	65	3	2	1	0	3	13	2	1	0	450	12,000
4566	Wadsworth	do	F. M. Plank	Dept.	2	1	30	37	0	0	0	0	0	0	2	4	0	0	130	450	
4567	Wakefield	Scioto Township High School	R. W. Talbott	Dept.	1	0	10	11	0	0	0	0	0	0	3	4	0	0	150	5,000	
4568	Wakeman	High School	F. P. Whitney	Dept.	1	0	19	19	55	54	2	3	0	0	3	4	0	0	1,500	---	
4569	Wapakoneta	do	Jas. E. Yarnell	Dept.	2	2	57	44	0	0	6	6	37	60	10	11	8	8	4	---	
4570	Warren	do	F. E. Ostrander	Dept.	4	4	48	125	0	0	1	3	1	0	3	1	0	4	4	---	
4571	Warrensburg	do	R. P. Benton	Dept.	1	0	7	10	30	17	1	0	0	0	1	3	1	0	400	2,000	
4572	Warsaw	do	C. E. Crawford	Dept.	1	0	10	15	39	55	1	0	0	0	3	5	1	0	100	12,000	
4573	Washington C. H.	do	H. L. Cash	Dept.	1	0	6	19	34	41	1	0	0	0	3	5	1	0	160	3,000	
4574	Washingtonville	do	J. A. Barlor	Dept.	2	2	57	84	0	0	5	10	2	0	10	6	2	3	4	---	
4575	Washingtonville	do	E. S. Freed	Dept.	1	1	12	34	0	0	4	3	0	0	7	0	0	0	243	20,000	
4576	Watford	do	C. S. Joseph	Dept.	1	0	18	21	0	0	3	0	2	0	3	3	2	0	100	3,000	
4577	Waterville	do	C. E. Gove	Dept.	1	0	25	27	0	0	0	0	0	0	2	2	0	0	100	10,000	
4578	Watkins	Millcreek Township High School	F. Z. Ballinger	Dept.	1	0	8	12	52	63	2	0	0	0	3	3	2	0	50	2,500	
4579	Wauseon	High School	C. M. Carrick	Dept.	2	1	40	43	0	0	4	8	0	0	1	8	2	3	4	200	30,000
4580	Waverly	do	B. O. Skinner	Dept.	2	0	45	40	0	0	0	0	0	0	2	3	1	2	4	1,200	18,000
4581	Waynesburg	do	S. F. Bowman	Dept.	1	1	0	4	56	65	0	0	0	0	1	0	0	0	60	3,000	
4582	Waynesfield	do	A. E. Rankin	Dept.	1	1	20	22	50	53	0	0	3	0	7	9	3	6	550	20,000	
4583	Waynesville	do	S. A. Stilwell	Dept.	2	0	21	17	9	10	0	0	0	0	5	12	3	6	4	---	
4584	Wellington	do	Miss E. K. Bates	Dept.	1	3	56	71	0	0	0	8	6	0	10	11	8	3	650	4,500	
4585	Wellston	do	R. L. Ervin	Dept.	3	0	27	60	0	0	0	0	0	0	6	4	3	4	300	8,000	
4586	Wellsville	do	Miss Ruby E. C. Mason	Dept.	0	3	40	70	0	0	2	2	2	1	0	0	0	0	15	12,000	
4587	West Alexandria	do	L. Disher	Dept.	1	0	20	22	0	0	0	0	0	0	7	1	0	0	100	2,000	
4588	West Baltimore	do.*	C. R. Leas	Dept.	1	0	20	9	0	0	0	0	0	0	4	7	1	0	300	20,000	
4589	West Carrollton	do	W. C. Weiland	Dept.	1	0	16	19	34	37	0	0	0	0	1	0	6	0	100	2,000	
4590	West Elkton	do	J. W. Jones	Dept.	2	0	1	0	16	19	0	0	2	1	0	0	2	0	125	7,300	
4591	West Farmington	do	Miss Fannie E. Burton	Dept.	2	0	1	5	19	36	24	0	0	0	0	0	1	0	400	15,000	
4592	West Jefferson	do	L. C. Dick	Dept.	1	0	5	11	0	0	0	0	0	0	3	5	2	0	300	5,000	
4593	West Lafayette	do	J. E. Walton	Dept.	2	1	20	20	0	0	0	10	12	0	0	4	4	0	49	---	
4594	West Liberty	do	W. S. Jones	Dept.	2	0	20	30	0	0	1	1	0	0	4	4	2	3	200	5,000	
4595	West Manchester	do	C. M. Eikenberry	Dept.	1	0	16	12	55	43	0	0	0	0	3	0	1	0	49	---	
4596	West Mansfield	High School	R. W. Solomon	Dept.	1	0	16	24	0	0	0	0	0	0	1	5	0	2	110	13,400	
4597	West Mentor	do	H. T. Haber	Dept.	1	0	5	14	55	38	0	0	1	0	1	5	1	0	90	5,000	
4598	West Millgrove	do	L. W. Ingle	Dept.	1	0	10	7	52	34	0	0	0	0	0	0	0	0	200	10,000	
4599	West Milton	do	F. E. Harris	Dept.	2	0	23	17	0	0	0	0	0	0	3	3	0	1	---	12,000	

* Statistics of 1898-99.

4825	Xenia.....	Central High School.....	G. J. Graham.....	Dept.....	3	4	58	104	0	0	0	0	0	0	2	1	6	14	4	600	25,000	
4826	do.....	East Main Street High School (colored).....	T. D. Scott.....	Dept.....	1	2	17	31	0	0	0	0	0	0	0	0	1	8	4	501	5,000	
4827	do.....	Ohio Soldiers and Sailors' Home School.....	T. A. Edwards.....	Ind.....	1	2	45	39	0	0	4	4	0	0	0	0	15	15	0	3	45	3,500
4828	Yellow Springs.....	High School.....	J. E. Collins.....	Dept.....	1	1	21	30	0	0	0	0	0	0	0	0	3	10	0	3	100	8,000
4829	Youngstown.....	Rayon High School.....	Geo. F. Jewett.....	Dept.....	6	8	20	240	0	0	0	0	0	0	50	20	29	42	7	5	4	2,000
4830	Zaleski.....	High School.....	W. F. McNamara.....	Dept.....	1	0	4	8	0	0	0	0	0	0	0	0	1	3	1	1	180	5,000
4831	Zanesfield.....	do.....	Frank March.....	Dept.....	1	0	21	17	46	44	0	0	0	0	0	0	1	3	1	1	60	250
4832	Zanesville.....	do.....	Willis M. Townsend.....	Dept.....	3	7	123	148	0	0	0	0	0	0	0	0	7	14	4	2	230	---
OKLAHOMA.																						
4833	Elreno.....	High School.....	F. N. Howell.....	Dept.....	2	1	20	30	0	0	0	0	0	0	3	2	2	1	1	1	4	400
4834	Guthrie.....	do.....	G. W. Stevens.....	Dept.....	2	1	24	32	0	0	5	1	0	0	4	7	4	1	4	1	4	500
4835	Kingfisher.....	do.....	Miss Mary Vasey.....	Dept.....	2	1	15	31	0	0	0	0	0	0	0	0	2	1	0	3	250	
4836	Oklahoma.....	Douglas High School (colored).....	John W. Sharpe.....	Dept.....	1	1	4	9	0	0	1	0	1	0	0	0	0	0	0	0	300	4,000
4837	do.....	High School.....	Miss Virginia Graves.....	Dept.....	2	3	39	82	0	0	3	1	2	5	4	7	4	6	4	4	420	
4838	Perry.....	do.....	N. L. Falls.....	Dept.....	1	1	15	15	0	0	0	0	0	0	0	0	7	4	3	188	---	
OREGON.																						
4839	Albany.....	High School.....	Miss J. Gertrude Hulse.....	Dept.....	1	2	35	50	0	0	18	30	0	0	0	6	12	5	8	3	580	
4840	Ashland.....	do.....	C. A. Hirschcock.....	Dept.....	1	1	26	27	0	0	0	0	0	0	0	7	6	0	0	3	650	
4841	Astoria.....	do.....	Wm. W. Payne.....	Dept.....	1	3	42	58	0	0	0	0	0	0	0	1	3	0	0	4	600	
4842	Baker City.....	do.....	W. H. Stalker.....	Dept.....	2	2	63	72	0	0	222	3	15	7	7	5	4	2	4	1,000		
4843	Butte.....	do.....	E. E. Alard.....	Dept.....	1	0	1	4	43	57	0	0	0	0	0	0	7	5	4	250		
4844	Grants Pass.....	do.....	S. W. Holmes.....	Dept.....	1	2	12	21	0	0	0	0	0	0	0	5	8	1	1	30	---	
4845	Heppner.....	do.....	W. W. Stray.....	Dept.....	1	2	30	36	0	0	6	5	0	0	0	2	3	1	1	300		
4846	Independence.....	do.....	W. H. Powell.....	Dept.....	1	0	5	9	0	0	0	0	0	0	0	0	0	0	0	200		
4847	Jacksonville.....	do.....	J. M. Horton.....	Dept.....	1	0	15	25	0	0	0	0	1	0	1	9	1	0	2	150		
4848	McMinnville.....	do.....	N. L. Reynolds.....	Dept.....	1	1	0	17	0	0	6	10	0	0	5	4	4	4	3	300		
4849	Medford.....	do.....	W. L. Narregans.....	Dept.....	1	1	20	30	0	0	4	8	1	0	6	6	4	4	3	400		
4850	Oregon City.....	do.....	L. W. McDams.....	Dept.....	2	2	24	51	0	0	3	5	6	12	7	17	0	0	3	300		
4851	Pendleton.....	do.....	E. B. Conklin.....	Dept.....	3	1	33	29	0	0	0	0	0	0	0	0	12	15	0	3	400	
4852	Portland.....	do.....	P. T. Davis.....	Dept.....	10	11	339	653	0	0	0	0	0	0	0	0	21	67	4	1,307		
4853	Roseburg.....	do.....	L. R. Traver.....	Dept.....	1	0	14	17	0	0	5	8	0	0	0	8	0	0	0	300		
4854	The Dalles.....	do.....	J. S. Landers.....	Dept.....	2	1	52	70	0	0	11	6	12	7	10	11	7	5	3	180		
4855	Union.....	do.....	G. H. Dunn.....	Dept.....	1	1	22	30	0	0	4	10	4	5	2	3	1	2	3	300		
PENNSYLVANIA.																						
4856	Albington.....	High School.....	E. L. Flack.....	Dept.....	1	0	11	15	46	57	0	0	0	0	0	1	3	0	0	214		
4857	Alexandria.....	do.....	Edwin R. Keedy, A. B.....	Dept.....	1	0	14	16	45	54	3	1	3	0	1	4	1	0	3	30		
4858	Allegheny.....	do.....	Jas. E. Morrow.....	Dept.....	12	7	229	380	0	0	0	0	0	0	0	31	83	2	6	4	170,000	
4859	Allentown.....	do.....	J. Hiram Schwartz.....	Dept.....	5	4	189	174	0	0	8	0	2	0	0	34	41	10	0	1,000		
4860	Altoona.....	do.....	Geo. D. Robb.....	Dept.....	4	6	132	268	0	0	6	2	14	5	1	4	1	4	3	0	60,000	
4861	Alverton.....	do.....	P. D. Reinhardt.....	Dept.....	2	0	13	13	0	0	3	4	1	0	2	2	2	2	2	0	---	
4862	Ambler.....	East Huntingdon Township High School.....	Warren R. Rahn.....	Dept.....	1	1	10	16	0	0	0	0	0	0	0	0	5	0	3	300		

* Statistics of 1898-99.

4684	Berrysburg	Seminary	Prof. John Myers	Dept.	1	0	14	16	0	0	0	0	0	0	0	0	0	0	300	4,700	
4685	Berwick	High School	Chas. H. Winder	Dept.	2	0	30	37	0	0	3	5	12	15	3	3	3	4	600	35,000	
4686	Berwyn	Easttown High School	J. Alexander Clarke	Dept.	2	1	17	23	0	0	3	5	12	15	3	3	3	4	600		
4687	Bethlehem	Franklin High School	John E. Stocker, B. S.	Dept.	3	0	32	43	23	29	2	0	0	0	4	7	2	0	350		
4688	do	West Bethlehem High School	Chas. T. Bender	Dept.	3	0	32	43	23	12	6	0	0	0	0	0	0	3	350	35,000	
4689	Birdsboro	High School	J. A. Grier	Dept.	1	0	15	23	0	0	0	0	0	0	3	2	0	3	314		
4690	Bismarck	Central High School	R. P. Wolfenberger	Dept.	2	0	32	38	0	0	0	0	0	0	2	1	0	3	100	14,000	
4691	Blairsville	High School	J. P. Archibald	Dept.	2	0	30	35	0	0	13	10	5	5	2	4	2	4	100	35,000	
4692	Bloomington	do	W. L. Metznerbachler	Dept.	1	0	9	13	26	0	0	0	0	0	2	4	1	0	600	3,000	
4693	Bloomsburg	do	L. Parvin Stierner	Dept.	4	1	41	62	0	0	5	1	0	0	5	13	1	0	500	2,000	
4694	Blossburg	do	H. F. Walker	Dept.	1	2	10	40	39	34	0	0	0	0	1	7	0	0	600	2,000	
4695	Blue Bell	Whitpain High School	W. D. Bayer	Dept.	1	0	11	21	0	0	0	0	0	0	0	3	0	3	224	5,000	
4696	Boalsburg	High School	Chas. E. Hower	Dept.	1	0	3	13	3	20	13	1	0	1	1	3	0	1	300	20,000	
4697	Boyetown	do	Geo. K. Markel	Dept.	1	0	15	33	38	42	2	4	0	3	0	7	7	4	0	100	14,000
4698	Bradford	do	Leon Lewis Todd	Dept.	2	1	16	38	0	0	4	0	0	0	4	5	2	0	100	35,000	
4699	do	High School	S. E. McGovern	Dept.	2	0	17	38	0	0	1	0	6	0	4	5	2	0	100	35,000	
4700	Bradford	High School	A. E. Colgrove	Dept.	6	4	119	227	0	0	6	3	0	0	21	37	6	5	4	225	50,000
4701	Bridgport	do	W. N. Lehman	Dept.	1	0	15	10	0	0	0	0	0	0	4	2	0	0	3	100	40,000
4702	Bristol	do	Miss Mary E. Watson	Dept.	1	0	6	18	0	0	0	0	0	0	3	6	0	0	3	100	40,000
4703	Brookwayville	do	R. L. Armstrong	Dept.	1	0	6	18	0	0	0	0	0	0	1	6	0	0	3	100	40,000
4704	Brookville	do	T. E. Galbraith	Dept.	1	0	6	18	0	0	0	0	0	0	3	12	0	0	3	100	40,000
4705	Brownsville	do	S. Grant Miller	Dept.	1	0	6	18	0	0	0	0	0	0	3	12	0	0	3	100	40,000
4706	Burgessville	do	David A. Brown, B. E.	Dept.	1	0	6	18	0	0	0	0	0	0	3	12	0	0	3	100	40,000
4707	Butler	do	V. K. Irvine	Dept.	1	0	6	18	0	0	0	0	0	0	3	12	0	0	3	100	40,000
4708	Cambridge Spr gs	do	T. E. Lytle	Dept.	2	1	4	46	94	0	0	0	2	0	10	0	2	2	200	25,000	
4709	Canonsburg	do	J. M. Shaffer	Dept.	2	1	18	25	0	0	11	8	1	0	11	27	6	1	1,000	25,000	
4710	Canton	do	Willis L. Rowlands	Dept.	1	1	2	24	25	0	0	4	5	0	2	11	2	2	400	40,000	
4711	Carbondale	do	H. J. Hockenberry	Dept.	3	1	21	31	0	0	0	0	0	0	3	5	0	3	250	25,000	
4712	Carlisle	Central High School *	E. L. Cross	Dept.	3	5	50	157	0	0	20	5	0	0	3	21	0	3	1,674	50,000	
4713	do	High School *	Jos. J. George	Dept.	2	1	5	50	68	0	0	10	8	0	13	17	3	4	1,674	50,000	
4714	Carnegie	High School	T. J. George	Dept.	1	0	2	16	0	0	0	0	0	0	1	2	0	1	150		
4715	Catsanqua	do	H. J. Reimhard	Dept.	1	3	28	52	0	0	4	2	2	1	0	6	8	4	2	50	45,000
4716	Catskill	do	C. W. Corbin	Dept.	2	0	23	50	0	0	2	2	1	0	4	10	3	1	610	50,000	
4717	Centerhall	do	B. M. Wagonseller, A. B.	Dept.	2	0	27	21	0	0	8	5	0	0	8	5	0	0	1,000	3,000	
4718	Chambersburg	do	D. Edgar Rice	Dept.	3	1	47	103	0	0	0	0	0	0	0	0	0	2	25		
4719	Charlottesville	do	J. A. Shodgrass	Dept.	0	1	6	21	0	0	0	0	0	0	1	7	0	0	1,000		
4720	Chester	do	Thomas S. Cole	Dept.	3	5	59	142	0	0	7	4	5	0	7	27	1	0	1,300	17,000	
4721	Christiana	do	H. C. Snyder	Dept.	1	0	13	17	12	16	0	3	1	0	3	3	0	3	30	5,000	
4722	Clarton	do	L. L. Himes	Dept.	1	0	10	20	0	0	2	3	1	0	4	7	0	2	800	30,000	
4723	Cleaveland	do	B. C. Youngman	Dept.	2	0	18	49	0	0	0	0	0	0	2	6	0	4	45		
4724	Clifton Heights	do.	Miss Cilla A. Simpson	Dept.	0	1	15	16	0	0	0	0	0	0	2	6	0	3	400	1,000	
4725	Coal Dale	do.	W. G. Jones	Dept.	1	1	9	27	0	0	0	0	0	0	0	0	0	3	400		
4726	Cochran	do	A. L. Irey	Dept.	1	0	35	39	0	0	4	2	2	0	13	12	11	10	200	6,000	
4727	Collegeville	Borough High School	A. B. Hess, A. B.	Dept.	2	0	9	14	51	44	9	12	0	2	2	5	3	4	100	10,000	
4728	Columbia	High School	Miss Mary V. Welsh	Dept.	1	0	9	14	51	44	9	12	0	2	2	5	3	4	250	5,000	
4729	Conemaugh	do	T. F. Luning	Dept.	2	0	25	35	0	0	1	3	1	0	7	9	5	1	500		
4730	Conneautville	do	C. O. Rundell	Dept.	1	0	16	16	8	12	1	0	1	0	1	5	1	4	300	25,000	
4731	Connellsville	do	Miss Ella Skiff	Dept.	0	1	3	32	60	0	0	0	0	0	4	6	2	13	1,000	25,000	

* Statistics of 1893-94.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Ele-men-tary stu-dents.		Preparing for college.				Grad-uates in the class of 1900.		College prepar-atory stu-dents in the class that grad-uated in 1900.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
PENNSYLVANIA—continued.																							
4732	Conshohocken.....			1	1	19	8	0	0					4	9			3		919	\$35,700		
4733	Coopersburg.....	I. Horace Landis	Dept.	1	0	8	7	4	8					2	2			4		100	4,000		
4734	Coplay.....	M. N. Huttel	Dept.	1	0	11	18	0	0					0	0			4		743	15,000		
4735	Cornwall.....	P. Z. Krumer	Dept.	1	0	9	17	0	0	0	0	0	0	0	1	7	0	0					
4736	Corry.....	Cyrus Borer	Dept.	1	4	56	93	0	0	17	20	11	2	0	0	0							
4737	Condersport.....	Mrs. Jennie W. Davis	Dept.	1	1	10	18	15	22					0	5			4		375	25,000		
4738	Cowan.....	E. W. Stevens	Dept.	1	0	1	5	10	5	0	0	0	0	0	0	0	0	0					
4739	Curwensville.....	Milton E. Best	Dept.	1	0	11	24	0	0	2	5	1	0	0	0	0	0	0				25,000	
4740	Damascus.....	C. D. Koch	Dept.	1	2	35	40	0	0	4	3	5	1	0	5	4	0	0		100	5,000		
4741	Danville.....	F. J. Niles, A. B.	Dept.	3	1	47	55	0	0	2	3	1	9	10	5	0	0	0		40,000			
4742	Darby.....	Raymond H. Wilson	Dept.	1	1	24	19	0	0	0	0	1		0	5	0	1	4		27,000			
4743	Dauphin.....	Chas. P. Sweeney	Dept.	1	0	19	20	50	37									12					
4744	Delaware Water-gap.....	William Minsker	Dept.	1	0	7	5	37	40	2	0			3	0	2	0	254		2,500			
4745	Delta.....	E. B. Barnett	Dept.	1	0	18	19	0	0					5	3			3		180	6,800		
4746	Denver.....	H. G. Shump, M. E.	Dept.	1	0	14	17	0	0					0	0	0	0	3		29			
4747	Derrick City.....	H. M. Griffith	Dept.	1	0	5	17	50	58	0	0	0	0	0	0	5	0	2			700		
4748	Dorranceton.....	David Wiant	Dept.	1	1	45	35	0	0					0	0			3		121	30,000		
4749	Dorningtown.....	John R. Hunsicker	Dept.	2	1	29	23	0	0					5	11	3	1	0		60	10,000		
4750	Doylstown.....	A. S. Martin	Dept.	1	4	25	35	0	0					2	7	1	0	3		600	40,000		
4751	Du Bois.....	J. C. Spencer	Dept.	1	3	45	104	0	0					3	14	3	8	4		290			
4752	Dunbar.....	R. M. Carroll	Dept.	1	2	8	21	0	0	4	6			3	7	2	4	3		500	30,000		
4753	Duncannon.....	Wm. L. Book	Dept.	1	0	12	21	0	0					1	4			3		200	6,000		

Dunmore	do	R. N. Davis	Dept.	3	0	29	54	21	23									400
Duquesne	do	A. H. Wright, A. B.	Dept.	1	1	15	28	7	14									200
Durvae	do	F. J. Regan	Dept.	1	1	17	41	0	0									200
East Brady	do	Wm. McDonald	Dept.	2	0	1	5	0	0									0
East Mauch Chunk	do	P. H. McCabe	Dept.	2	0	17	20	0	0									50
Easton	do	Benj. F. Sandt	Dept.	8	2	138	188	0	0									5,000
do	do	W. S. Gruver	Dept.	3	6	41	48	0	0									100,000
East Smithfield	do	Geo. A. Leonard	Ind.	1	0	5	6	50	60									2,000
East Stroudsburg	do	H. L. Reber	Dept.	1	1	13	33	0	0									300
Ebensburg	do	Herman Jones	Dept.	1	1	15	22	0	0									25,000
Edwardsdale	do	James O. Hermann	Dept.	2	0	14	16	0	0									325
Eldred	do	Geo. E. Zertoss	Dept.	0	0	25	35	0	0									150
Elizabeth	do	Richard G. Miller	Dept.	2	1	20	22	0	0									300
Elizabethtown	do	E. E. Sloot	Dept.	2	0	20	29	0	0									135
Elkland	do	M. F. Cass	Dept.	1	0	21	22	0	0									20,100
Elk Lick	do	Virgil R. Saylor	Dept.	1	0	21	22	0	0									4,000
Elysburg	do	B. F. Reitz, M. E.	Dept.	1	0	3	8	18	16									58
																		100
																		5,000
																		140
Emaus	do	W. H. Unangst	Dept.	1	0	25	14	0	0									25,000
Emporium	do	Edward D. Crothers	Dept.	1	2	0	12	24	0	0								1,000
Emporium	do	Harry F. Stauffer	Dept.	1	2	30	40	0	0									20,000
Ephrata	do	H. E. Gehman	Dept.	2	0	20	18	0	0									325
Erie	do	Jno. C. Diehl	Dept.	6	12	217	254	0	0									285
do	do	H. L. Reinhart	Dept.	1	1	27	30	0	0									183,000
Everett	do	F. W. Balther	Dept.	1	1	0	4	3	16	8								309
Fleetwood	do	Ira N. McCloskey	Dept.	1	0	10	14	6	20	0								165
Flemington	do	L. G. Miller	Dept.	1	1	28	40	0	0	1								7,000
Frankville	do	Chas. E. Lord	Dept.	3	2	67	106	0	0	1								5,000
Franklin	do	J. G. Hillman	Dept.	1	0	27	40	0	0	0								900
Freedom	do	Chas. T. Culp	Dept.	1	0	23	24	0	0	0								35,000
Freeport	do	E. H. Biter	Dept.	1	1	8	11	0	0	2								12,050
Gallitzin	do	J. D. Hunter	Dept.	1	1	9	28	0	0	7								22,500
Gettysburg	do	James I. McAllen	Dept.	2	1	17	32	0	0	11								550
Girard	do	A. F. K. Kront	Dept.	1	0	3	8	44	49	2								20,000
Glen Olden	do	John L. Richards	Dept.	1	0	10	23	0	0	0								100
Great Bend	do	Wm. D. Smiley	Dept.	2	0	33	41	0	0	1								400
Greencastle	do	C. E. Heller	Dept.	2	2	35	39	0	0	2								345
Greensburg	do	Miss Mary E. Dickson	Dept.	2	0	25	39	0	0	2								400
Greenville	do	W. M. Yeigst	Dept.	1	0	12	11	30	37	2								300
Halfax	do	E. J. Conner	Dept.	1	1	0	25	24	0	0								5,400
Hanover	do	Thos. F. Christwaite	Dept.	1	0	25	24	0	0	0								160
do	do	H. N. Weidner	Dept.	3	1	40	54	0	0	8								400
do	do	V. R. Henry	Dept.	3	1	45	65	0	0	11								25,000
Harmonsburg	do	John C. Dight	Dept.	1	0	3	10	0	0	3								900
Harmony	do	Saml. A. Baer	Dept.	1	0	3	10	0	0	0								3,500
Harrisburg	do	Claude D. Hazen	Dept.	14	8	306	381	0	0	13								165
Hartstown	do	W. J. Zieders	Dept.	1	1	2	5	7	49	5								30
Hatboro	do	Mark Creasy, M. E.	Dept.	1	1	0	5	10	45	63								10,000
Hawley	do	J. Donald Geist	Dept.	2	1	15	43	0	0	1								2,500
Hazleton	do	A. I. Reinhard	Dept.	1	5	7	92	0	0	0								10
Hellertown	do	P. E. Mathias	Dept.	1	1	19	18	0	0	2								159
Highspire	do		Dept.	1	0	5	5	14	15	1								900
																		12,000
																		2,500

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	Dept. ment or in- depend- ent.	Students.																Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, fur- niture, and scientific apparatus.
				Second- ary in- struct- ors.		Second- ary stu- dents.		Preparing for college.				Gradu- ates in 1900.		Length of course in years.								
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
PENNSYLVANIA— continued.																						
4876	Mount Pleasant..	High School	Dept.	0	2	18	20	0	0	4	3	.....	.....	5	6	4	3	3	.....	500	.....
4877	Mount Union....	do	Dept.	1	0	19	26	0	0	.....	.....	.....	.....	4	6	.....	.....	.....	.....	275	\$38,000
4878	Muncy	C. V. L. Dieter	Dept.	2	0	47	50	0	0	2	2	.....	.....	4	3	2	2	4	.....	420	.....
4879	Murkstown	Samuel Hack	Dept.	2	2	0	17	0	0	.....	.....	.....	.....	3	10	.....	.....	.....	.....	500	.....
4880	Nanticoke	A. P. Diffendaffer	Dept.	1	1	37	45	0	0	3	2	.....	.....	1	1	.....	.....	.....	.....	1	.....
4881	Nazareth	Frank Huth	Dept.	1	0	14	16	19	23	0	0	1	0	2	0	1	0	3	.....	900	15,000
4882	Neshannong	L. G. Roethelin	Dept.	1	0	15	16	25	20	0	0	0	0	3	3	0	0	2	.....	50	10,000
4883	New Bethlehem..	S. R. Craig	Dept.	1	0	12	15	0	0	1	1	2	3	2	13	2	2	3	.....	500	20,000
4884	New Brighton....	Miss Mary Alken	Dept.	1	3	32	80	0	0	.....	.....	.....	.....	4	6	.....	.....	.....	.....	1,500	.....
4885	Newcastle	W. Fowler Bucke, A. M	Dept.	5	2	92	105	0	0	10	5	3	0	8	12	7	12	4	.....	500	.....
4886	New Cumberland	do	Dept.	1	0	17	22	0	0	.....	.....	.....	.....	4	2	.....	.....	.....	.....	80	11,500
4887	New Holland	J. K. Green	Dept.	1	0	10	20	0	0	0	0	0	0	0	0	0	0	3	.....	175	8,000
4888	New Kensington	Geo. Z. Hunter	Dept.	0	1	7	8	0	0	2	0	.....	.....	0	0	.....	.....	.....	.....	600	.....
4889	Newport	Miss Mary Ashe	Dept.	2	0	18	20	0	0	1	0	1	0	3	7	2	0	3	.....	300	.....
4890	Newtown	J. C. Wagner	Dept.	1	3	11	27	0	0	.....	.....	.....	.....	2	3	.....	.....	.....	.....	125	20,000
4891	Newville	C. J. Water	Dept.	1	1	20	20	0	0	.....	.....	.....	.....	1	0	.....	.....	.....	.....	.....	12,000
4892	Nicholson	C. C. Sheaffer	Dept.	1	1	10	25	0	0	.....	.....	.....	.....	2	4	.....	.....	.....	.....	.....	1,200
4893	Norristown	Chas. F. Osborne	Dept.	3	2	150	253	0	0	.....	.....	.....	.....	16	22	6	8	4	.....	300	28,000
4894	Northeast	A. D. Eisenhower	Dept.	2	2	4	32	0	0	.....	.....	.....	.....	0	5	0	5	4	.....	.....	.....
4895	Northumberland	I. Howard Russell	Dept.	1	3	51	58	0	0	.....	.....	.....	.....	6	10	.....	.....	.....	.....	500	.....
4896	North Wales	Myron Geddes	Dept.	1	1	16	16	0	0	.....	.....	.....	.....	6	4	.....	.....	.....	.....	500	.....
4897	Oakmont	L. B. Lands	Dept.	1	1	1	16	0	0	2	0	.....	.....	1	6	2	1	3	.....	320	40,000
4898	Oil City	S. M. Meads	Dept.	2	5	120	132	0	0	7	5	12	23	8	20	4	8	4	.....	.....	.....
4899	Orbisonia	F. J. Turnbull	Dept.	1	0	10	20	0	0	3	2	1	0	0	0	0	0	4	.....	300	2,000
4899	Orbisonia	J. S. Wilson	Dept.	1	0	10	20	0	0	.....	.....	.....	.....	0	0	.....	.....	.....	.....	.....	.....

Orwigsburg	do	P. W. M. Pressel	Dept.	1	1	20	26	0	0	0	0	6	4	---	4	---	700	30,000
Oscoda Mills	Oscoda High School *	P. W. V. Vaughan	Dept.	1	0	10	18	0	0	1	0	0	0	0	4	---	300	4,000
Oshtemo	High School	J. F. Arner	Dept.	1	0	21	25	0	0	---	---	---	---	---	---	---	---	---
Palmyra	do	J. B. Baerdorf	Dept.	1	0	1	21	17	0	---	---	---	---	---	---	---	---	---
Parker's Landing	Parker High School	P. J. Noel	Dept.	2	0	12	17	0	0	1	3	0	0	0	3	12	200	5,300
Parkusburg	High School *	P. J. Myers	Dept.	2	0	25	30	0	0	---	---	20	27	2	0	4	1,029	16,000
Parryville	do	W. H. Krill	Dept.	1	1	13	23	0	0	---	---	---	---	---	---	73	22,000	
Patterson	do	W. H. Shemorry	Dept.	1	0	14	11	27	0	1	1	0	0	0	3	37	4,500	
Patton	do	B. I. Myers	Dept.	1	1	14	26	23	0	---	---	2	0	0	4	30	20,000	
Pen Argyl	do	W. A. Wetzel, Ph. D.	Dept.	2	0	15	12	30	30	0	0	2	4	3	3	700	3,500	
Perkasie	do	O. A. Fuimer	Dept.	1	1	12	12	0	0	6	4	0	2	0	3	360	3,500	
Petersburg	do	M. H. Stephens	Dept.	2	1	11	24	0	0	---	---	0	3	---	---	---	---	---
Philadelphia	Central Manual Training High School	Wm. L. Sayre	Dept.	17	0	41	0	0	0	1	0	25	0	101	0	35	0	1,500
do	Girls' High School	Wm. D. Rorer	Dept.	2	65	0	27	25	0	0	---	---	---	---	0	134	0	1,150
do	do	Andrew J. Morrison	Dept.	18	0	362	0	0	0	---	---	20	0	71	0	29	0	2,000
Philipsburg	High School	Geo. W. Andrew	Dept.	1	1	16	17	0	0	0	0	4	2	2	0	3	1,822	85,000
Phoenixville	do	H. F. Leister	Dept.	2	3	46	73	0	0	---	---	---	---	---	---	---	---	---
Pillow	Uniontown High School	Arthur R. Deibler	Dept.	2	0	20	23	25	20	0	1	0	1	10	1	0	4	3,000
Pinegrove	High School	G. W. Channell	Dept.	1	0	18	15	0	0	3	0	5	4	3	0	3	18	1,100
Pittsburg	Central High School	C. E. Wood	Dept.	22	40	742	1129	0	0	---	---	94	136	10	14	4	3,000	40,000
Pittston	High School *	Robert Shiel	Dept.	1	2	38	18	0	0	---	---	---	---	---	---	---	---	---
Pleasantville	do	P. E. Hovis	Dept.	1	0	11	12	0	0	2	1	0	0	3	4	1	300	20,000
Plymouth	Borough High School	Edwin H. Scott	Dept.	2	0	24	54	0	0	---	---	4	10	1	1	2	255	13,500
Port Allegany	High School	John B. Southard	Dept.	1	1	6	20	13	21	0	0	0	2	2	0	0	200	10,000
Portland	do	A. D. Wannemaker	Dept.	1	0	13	20	21	15	0	0	0	1	2	0	0	4	---
Pottstown	do	A. M. Wm. E. Pollison	Dept.	6	1	105	131	0	0	0	0	0	17	18	0	0	4	40,000
Pottsville	do	A. W. Thurlof	Dept.	2	2	61	64	0	0	9	1	15	3	25	15	6	2	1,500
Punxsutawney	do	A. W. Mumford	Dept.	3	6	11	33	0	0	0	1	0	0	2	0	0	4	385
Quakertown	do	S. M. Rosenberger	Dept.	1	1	20	29	0	0	0	---	---	---	---	---	---	---	---
Quarryville	do	S. Edward Gable	Dept.	1	0	9	21	0	0	2	0	1	0	3	6	1	0	200
Ramsey	do	J. E. A. Bucke	Dept.	1	1	3	9	28	18	0	0	0	1	2	0	3	300	5,000
Reading	Boys' High School	Chas. S. Foose	Dept.	9	0	25	0	0	0	15	0	65	0	45	0	23	0	825
do	do	Miss Mary H. Mayer	Dept.	0	12	0	361	0	0	0	0	0	0	50	0	2	4	75,000
Reedsville	Girls' High School	Asher Scip. A. B.	Dept.	1	0	17	15	0	0	1	0	0	0	1	0	3	3,284	133,000
Renovo	do	Miss T. R. Dieffenbach	Dept.	1	3	61	75	0	0	1	0	0	1	5	1	0	100	8,000
Reynoldsville	do	G. W. Lenkerd	Dept.	2	0	6	30	0	0	0	3	9	5	1	10	1	30	30,000
Richboro	Northampton Township High School	Thos. A. Beck	Dept.	1	0	4	8	12	12	2	2	---	---	1	12	0	3	900
do	do	do	Dept.	1	0	4	8	12	12	2	2	---	---	0	2	0	114	35,000
Ridley Park	High School	A. P. Silverthorn	Dept.	1	0	5	14	0	0	---	---	---	---	---	---	---	---	---
Roaring Spring	do	Jos. K. Ritchey	Dept.	2	0	16	9	0	0	---	---	5	3	---	2	0	1,587	20,000
Robesonia	do	Leonard M. Ruth	Dept.	1	1	11	14	0	0	0	0	1	0	0	4	0	400	9,000
Rochester	do	Rufus Darr	Dept.	1	0	17	43	0	0	---	---	0	0	2	17	0	225	6,000
Rome	Borough High School	L. C. Burroughs	Dept.	1	0	23	25	20	23	0	---	---	---	---	---	---	---	---
Ronsville	Complanter Township High School	Wm. O. Woodring	Dept.	1	0	17	30	0	0	---	---	3	12	0	0	3	1,500	---
do	do	do	Dept.	1	0	17	30	0	0	---	---	3	12	0	0	3	150	---
Royalton	High School	Jno. R. Geyer	Dept.	1	0	15	18	0	0	0	---	---	---	---	---	---	---	---
do	do	do	Dept.	1	1	0	13	0	0	1	2	0	2	1	0	0	54	3,000
do	do	do	Dept.	1	1	0	13	0	0	1	2	0	2	1	0	0	325	50,000
do	do	do	Dept.	1	1	0	13	0	0	1	2	0	2	1	0	0	4	---

*Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.				Ele-ment-ary stud-ents.		Preparing for college.				Gradu-ates in 1900.						College prepar-atory stud-ents in the class that grad-u-ated in 1900.	
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
PENNSYLVANIA—continued.																					
945 St. Clair.....	High School	Thomas G. Jones	Dept.	0	2	20	40	0	0	1	1			5	7	0	0	3			
946 St. Petersburg.....	do	M. E. Rodgers, A. B., M. E.	Dept.	1	0	18	25	0	0					4	7	0	0	3		200	\$1,500
947 Saltsburg.....	Borough High School	Hugh A. Jackson	Dept.	1	1	15	20	0	0					4	6	0	0	3		600	7,000
948 Saxton.....	High School	Frank G. Mock	Dept.	1	0	9	29	22	22					0	4	0	0	3		56	
949 Sayre.....	do	L. F. Stefler	Dept.	2	3	47	91	0	0	5	3	3	3	5	9	3	0	3		600	40,000
950 Schuylkill Haven.....	do*	H. Day (also	Dept.	1	1	24	30	11	9					6	6	0	0	4		600	10,000
951 Scottdale.....	do	E. L. Stoner	Dept.	3	1	27	29	0	0					10	4	1	1	3		500	300,000
952 Scranton.....	do	William W. Grant	Dept.	13	11	260	537	0	0	8	7	9	4	42	60	17	8	4			
953 Sellersville.....	do	R. S. Schroyer	Dept.	2	0	26	28	43	41					5	3			4			
954 Sellersville.....	do	W. E. Bortet, A. B.	Dept.	3	2	15	14	0	0					4	6	1	2	3		850	12,000
955 Sewickley.....	do	W. E. Bortet, A. B.	Dept.	3	2	190	165	21	17	8	2	6	5	5	3	4	3	3		1,275	
956 Shamokin.....	do	Jas. Howard	Dept.	1	2	37	46	0	0	2	0			10	21	3	2	4		1,850	80,000
957 Sharon.....	do	Marian Hoskin	Dept.	4	1	37	46	0	0					4	10	2	0	1			
958 Sharpsburg.....	do	C. C. Kelso	Dept.	0	1	4	7	0	0									4		1,175	15,000
959 Sharpville.....	do	T. S. Vickerman, A. M.	Dept.	2	0	13	18	0	0					4	8	0	0	3		1,400	18,500
960 Shenfield.....	do	H. N. Morton	Dept.	1	1	13	18	0	0	1	1			4	3	1	1	3		4,160	
961 Shenandoah.....	do	Miss Clara M. Cline	Dept.	2	3	40	43	0	0	2	0	0	0	6	8	2	0	3		75	10,000
962 Shippensburg.....	do	J. Hall App	Dept.	2	1	47	40	0	0					4	4			4		150	1,500
963 Sligo.....	do	John M. Myers	Dept.	1	0	18	13	52	62	4	2			2	2	0	1	0			
964 Smethport.....	do	W. P. Eckels	Dept.	1	1	34	31	0	0					3	2			3		450	25,000
965 Somerset.....	do	D. W. Seibert, M. E.	Dept.	3	0	14	33	0	0	3	7			0	0	2	4	3		300	10,000
966 Southampton.....	do	Chas. T. Windle	Dept.	1	1	5	11	0	0	0	0	3	2	7	7	5	2	4			
967 South Bethlehem.....	Central High School	M. Alton Richards	Dept.	4	1	50	59	0	0	1	0	0	0	0	0	1	0	2		300	

[illegible]

* Statistics of 1898-99.

Bristol	High School	Clifford Whipple	Dept.	1	2	23	28	0	0	0	0	0	0	4	2	0	0	4	422
Central Falls	do	Wm. Overton	Dept.	2	3	58	63	0	0	5	2	2	0	3	10	3	5	4	422
East Greenwich	First Avenue School	Edwin A. Noyes	Dept.	1	0	12	7	0	0					12	7				
East Providence	High School	Edgar M. Johnson	Dept.	2	5	54	106	0	0	9	5	4	0	9	22	4	4	4	565
Hope Valley	do	Brainerd A. Rowe	Dept.	1	0	7	12	0	0					0	0	0	0	3	100
Newport	Rogers High School	Frank E. Thompson	Dept.	6	8	97	162	0	0	14	17	0	0	5	19	2	4	4	400
do	Townsend Industrial School	George H. Bryant	Dept.	3	1	46	43	0	0					2	0				34,000
Pascoag	Burrellville High School	E. Le Roy Hart	Dept.	1	1	19	25	0	0	1	1			0	0				139
Pawtucket	High School	Wm. W. Curtis	Dept.	6	6	153	142	0	0					18	20	5			1,000
Providence	Classical High School	William T. Peck	Dept.	6	10	223	182	0	0					21	23	21	3		42,000
do	English High School	David W. Hoyt	Dept.	7	18	141	516	0	0	0	19	38	4	57	2	8			1,117
do	Hope Street High School	Walter Ballou Jacobs	Dept.	9	10	170	257	57	34	96	64	4	2	11	28	11	12	6	4,160
do	Manual Training High School	Geo. F. Weston, A. M.	Dept.	15	7	222	88	0	0					12	4	4	3	4	315
Valley Falls	Cumberland High School	Chas. C. Richardson	Dept.	1	2	28	39	0	0	9	3	3	2	1	6	1	1	4	1,050
Warren	High School	Harrison Gilbert Fay	Dept.	1	4	19	35	18	15	4	4	1	0	3	4	9			600
Westerly	do	Walter R. Whittle	Dept.	3	3	57	109	0	0	3	2	3	2	4	9	1	1	5	1,202
Woonsocket	do	Frederick W. Doring	Dept.	3	4	79	93	0	0					8	15	4	2	4	
SOUTH CAROLINA.																			
Abeville	Lebanon High School *	A. T. Helms	Ind.	1	0	6	5	17	8	4	4								
Aiken	High School	L. W. Dick	Dept.	2	0	35	35	0	0	1	2			5	4				15,000
Allendale	Graded School	Jno. C. Daniel	Dept.	2	0	21	20	45	0							1	2		3,000
Anderson	Central High School	G. M. Moore	Dept.	4	8	65	76	0	0					1	8	3	2	4	700
Appleron	High School	Mrs. W. A. Walker	Dept.	0	1	25	20	17	18	15	10			5	3				500
Barwell	Graded School	W. H. Jones	Dept.	1	1	6	9	24	13	1	1			0	0	0	3		500
Bascomville	Cedar Shoal High School	Miss Theresa McDavid	Dept.	0	1	6	9	24	13	1	1			0	0	0	3		200
Beaufort	Graded School	D. L. Lewis	Dept.	1	0	5	20	0	0					0	0	0	1		350
Belton	High School	W. B. West	Ind.	1	1	20	25	50	40	0	0			0	0	0	3		0
Bennettsville	Marlboro Graded School	Nathan Toms	Dept.	2	0	20	65	0	0	8	30	6	15	5	9				2,500
Blacksburg	Graded School	P. C. Stoll, A. M.	Dept.	2	0	17	23	0	0	0	3	2		2	0	4			300
Bishopville	do *	N. W. Cameron	Dept.	2	0	17	23	0	0	0	3	2		2	0	4			51
Blackstock	High School	J. T. Smith	Dept.	1	1	10	12	25	13	4	6	2	3	4	5				43
Blackville	Graded School	E. C. McCants	Dept.	1	1	10	15	44	60	3	4	2	2	2	1	2	1	4	500
Blenheim	High School	C. G. Bruce	Dept.	1	1	15	15	13	15	1	2			3	2	1	2	4	100
Boylan	Line Academy	C. A. Boykin	Ind.	0	2	1	4	13	8					0	0	0	4		300
Brownsville	Bethlehem High School	Jos. H. Hewitt	Ind.	1	1	18	20	23	12	4	6	5	8	0	0	0	4		405
Brunson	Graded School	Rev. John H. Pearey	Dept.	1	0	1	10	32	29	0	0	0	0	0	0	0	3		0
Central	do	Rufus Ray	Dept.	1	2	30	30	45	40	10	12	0	0	0	2	0	2	2	2,000
Charleston	High School of Charles- ton.	Walter M. Whitehead	Dept.	9	0	210	0	0	0					15	0	15	0	4	1,002
do	Memminger High and Normal School.	W. K. Tate	Dept.	2	11	0	340	0	0					0	22	0	10	4	43,000
Cheraw	High School	B. C. McIver	Dept.	1	0	6	21	0	0					2	4			3	
Cherwell	do	W. H. Hand	Dept.	3	0	18	49	0	0	2	4	2	1	2	11	1	3	3	15,000
Clifton	do	E. C. Elmore	Dept.	1	0	10	6	0	0					0	0	0	0		
do *	do	J. A. Tate	Dept.	1	1	10	6	45	44	3	2	0	0	0	0	0	0	0	350
Columbia	do	C. E. Johnson	Dept.	1	1	2	29	57	0					0	0	0	0	3	

*Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	4	Second-ary in-struct-ors.		Students.						Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, fur-niture, and scientific apparatus.							
				Department or in-depend-ent.	Grad-uate in 1900.	Preparing for college.		College prepar-atory stu-dents in the class that gradu-ated in 1900.														
						Classi-cal course.	Scien-tific course.	Grad-uates in 1900.	College prepar-atory stu-dents in the class that gradu-ated in 1900.													
									Male.	Female.	Male.					Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
SOUTH CARO-LINA—cont'd.	Columbia	Howard High School (colored).	Thos. L. Cottin	3	0	16	57	0	0											175	\$6,000	
	Cottageville	High School	H. W. Ackerman, jr	1	1	17	25	40	35	3	5	2	2	1	3	1	3	4			600	
	Cypress	do	Eldridge Baskin	1	0	7	15	32	37											0	400	
	Darlington	Mayo High School (col-ored).	W. T. Andrews	1	2	6	13	0	0					1	4							
	Deltar	Graded School	Samuel J. Derrick	1	0	6	22	40	42	4	0	0	0	0	0	0	0	0	2		0	500
	Denmark	High School	J. Arthur Wiggins	1	1	15	10	0	0						2	2	0	0	4		500	2,000
	Dillon	Graded School	W. W. Nichols	1	1	17	18	0	0						4	1	1	0	2		200	6,000
	Donalds	High School	R. P. Cheatan	1	0	15	16	19	35	1	3									4	15	1,000
	Easley	Graded School	J. C. Langston	1	0	29	17	0	0	2	1	1	0	3	3	2	1	3			0	1,400
	do	Graded School (colored)	F. B. Johnson	1	0	5	10	38	29	4	5	3	2	1	1	1	1	1	3	16	0	300
	Ehrhardt	High School	T. D. Jones	1	0	16	14	27	19	4	5	3	2	1	1	1	1	1	3		0	700
	Elmore	Graded School *	R. L. Neves	1	0	7	11	52	51						0	0	0	0	4		40	800
	Emory	High School	H. Eugene Unger	1	1	13	10	22	21						0	0	0	0	4		150	1,500
	Eutawville	do	Jno. B. Wiggins	1	0	12	17	27	39	0	3	4	2	1	2	1	0	1	3		0	2,000
	Fairplay	do	M. C. Barton	1	1	13	17	47	46	6	4				0	1	0	1	3		0	300
	Greenwood	Graded School	R. O. Sams	2	1	18	29	0	0	10	15				6	5	3	3	2		500	6,500
	Greenville	do	F. M. Sheridan	3	1	50	50	0	0						9	9	6	5	3			10,000
	Greer Depot	Greer High School	D. B. Simpson	1	1	4	6	15	23						0	0	0	0	4			
	Hampton	Graded School *	Ernest Wiggins	1	1	0	9	11	33	39	3	5	2	0	0	0	0	0			90	500
	Heath Spring	High School	E. Croxton	1	1	10	15	20	47	3	4										10	1,000
Jefferson	do	S. J. Guyer	1	1	7	14	41	46	0	3										200	5,500	
Johnston	Institute.	Fletcher E. Hinnant, supt.	Dept.	3	3	50	60	0	0	20	30	10	10	4	10	4	8	4	48			

[illegible]

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Prepar-ing for college.		Grad-uates in the class that gradu-ated in 1900.		College prepar-atory stu-dents in the class that gradu-ated in 1900.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
				5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					21	22
SOUTH CAROLINA—cont'd.																							
5147	Waterloo	J. H. Moore	Dept.	1	0	10	10	20	10	2	3	3	0	1	2	1	2	1	1		\$1,800		
5148	Westminster	P. J. Vermillion	Dept.	1	0	15	20	0	0	55	18	3	0	1	4	0	0	3		0	500		
5149	Williamston	G. S. Gooding	Ind.	1	0	5	0	55	13	0	0	0	0	1	2	0	0	4		0	350		
5150	Willington	Robert B. Cheatham	Dept.	1	0	17	15	15	0	0	0	0	0	0	2	0	0	3		40	500		
5151	Williston	T. H. Pinkney	Dept.	1	0	4	8	0	0	0	0	0	0	0	2	4	2	4	3		3,500		
5152	do	J. E. Sanders	Dept.	1	1	15	25	40	41	5	10	0	0	2	4	2	4	3		640	27,700		
5153	Wynnsboro	W. H. Witherow	Dept.	2	1	19	33	0	0					2	14			3			4,000		
5154	Woodruff	J. A. Meritt	Dept.	1	2	16	48	0	0					0	6	0	2	3			4,000		
5155	Yorkville	W. E. Denny	Dept.	2	0	20	30	0	0	5	10	0	0	0	8	0	8	4		200			
5156	do	Rev. I. B. Smith	Dept.	1	0	3	17	0	0									3					
SOUTH DAKOTA.																							
5157	Aberdeen	Miss Kate Taubman	Dept.	1	2	40	50	0	0	0	0	10	20	5	10	5	10	4		500	28,000		
5158	Alexandria	Leland C. Flanagan	Dept.	1	1	10	19	0	0	0	0	0	0	0	0	0	0	3		225	6,000		
5159	Arlington	A. H. Seymour	Dept.	1	0	10	15	0	0	0	0	0	0	0	0	0	0	3		38	4,000		
5160	Artesian	C. B. Holbrook	Dept.	1	1	13	18	27	62					3	6			2		250	2,500		
5161	Ashcon	C. B. Pickrell	Dept.	1	0	11	13	38	45					1	1			2		85	3,000		
5162	Bath	J. C. Kirkpatrick	Dept.	1	0	1	5	24	20	1	3			0	1	5	1	3		260	2,000		
5163	Beresford	Miss Emma Torgerson	Dept.	1	1	8	24	0	0					2	5	1	1	4		250	4,000		
5164	Big Stone City	Grant Reggie	Dept.	1	1	25	30	0	0	2	5			2	5	1	1	4		0	3,000		
5165	Blunt	Lewis Shuster	Dept.	1	0	3	7	29	50					3	5	1	1	1		0	3,000		
5166	Bowdle	B. H. Wheeler	Dept.	1	0	3	8	54	85	0	0	3	0	2	6	3	3	0		74	5,000		

[illegible]

*Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Principal.	Name.	Department or independent.	Students.																		Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Ele-men-tary stu-dents.		Preparing for college.						College prepar-atory stu-dents in the class that gradu-ated in 1900.		Length of course in years.		Number in military drill.					
				Male.	Female.	Male.	Female.	Classi- cal course.		Sci-entific course.		Gradu-ates in 1900.		Male.	Female.	Male.	Female.						
								Male.	Female.	Male.	Female.	Male.	Female.						Male.	Female.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
TENNESSEE.																							
5218	Arlington	High School	Ind.	1	3	43	51	6	14	2	4	2	5	2	2	2	4	400	\$5,000				
5219	Athens	Public School	Dept.	1	0	8	6	0	0	0	0	0	0	0	0	0	3	540	1,200				
5220	Avondale	High School *	Dept.	1	0	8	8	0	0	0	0	0	0	0	0	0	3	540	1,200				
5221	Bellbuckle	Bedford College	Dept.	2	0	25	25	50	50	0	0	0	0	0	0	0	4	0	2,500				
5222	Bells	High School	Dept.	1	0	21	23	0	0	1	3	0	0	0	0	0	4	0	5,000				
5223	Big Sandy	do	Ind.	1	0	11	20	40	43	0	0	0	0	0	0	0	4	200	1,200				
5224	Bolivar	Graded High School	Dept.	2	0	10	10	50	49	5	5	0	10	10	0	0	4	0	1,800				
5225	Brazill	High School	Dept.	1	0	20	20	0	0	10	8	8	6	4	3	1	2	0	1,500				
5226	Brazil	do	Dept.	1	0	10	15	0	0	0	0	1	5	1	5	1	3	800	25,000				
5227	Bristol	do	Dept.	2	1	55	35	0	0	0	0	0	0	0	0	0	3	0	3,000				
5228	Brownsville	do	Dept.	1	3	34	39	0	0	0	0	0	0	2	1	0	4	0	2,500				
5229	Capleville	do *	Ind.	0	1	8	10	29	32	0	0	0	0	0	0	0	2	100	2,500				
5230	Charleston	do	Dept.	1	0	19	13	0	0	1	1	0	0	0	0	0	4	190	16,500				
5231	Chattanooga	do	Dept.	3	5	79	182	0	0	0	0	0	0	19	46	0	4	59	30,000				
5232	do	Howard High School (colored) *	Dept.	2	1	7	26	0	0	0	0	0	0	3	6	0	4	0	0	0			
5233	Clarksville	High School	Dept.	0	3	26	48	0	0	5	6	0	0	4	6	4	3	500	18,000				
5234	Cleveland	do	Dept.	2	0	29	25	0	0	0	0	0	0	1	7	0	3	325	1,500				
5235	Clinton	do	Dept.	2	1	33	30	0	0	3	1	5	4	0	0	1	0	165	1,500				
5236	Collierville	Male Academy	Dept.	2	2	36	0	89	0	2	0	2	0	5	0	0	3	0	25,000				
5237	Columbia	High School	Dept.	3	0	14	22	0	0	0	0	0	0	0	0	0	6	400	1,500				
5238	Como	do	Dept.	0	1	8	12	56	54	2	2	8	10	0	0	0	4	0	1,500				
5239	Covington	do	Dept.	1	0	30	50	0	0	0	0	1	0	1	3	0	4	0	15,000				
5240	Dancysville	Male and Female Academy.	Dept.	1	1	0	8	25	25	0	1	1	0	0	0	0	4	0	15,000				

5241	Dandridge	Maury Academy	Andrew R. Hickam	Ind	1	2	54	46	0	0	0	0	0	0	0	0	0	5,000	
5242	Deaturville	High School	E. H. Harvell, B. S., E. E.	Dept.	1	0	9	6	46	51	0	0	0	0	0	0	0	3,000	
5243	Dickson	Wayman Academy (colored)	T. E. Miller	Dept.	1	0	0	2	72	83	0	0	0	0	0	0	0	2,500	
5244	Dover	Fort Donelson Academy	W. A. Pierce	Dept.	1	1	14	20	48	47	4	7	6	2	4	1	4	1,000	
5245	Dyersburg	High School	J. T. Hill	Dept.	2	1	27	52	0	0	8	17	10	2	2	2	4	600	
5246	Erin	Houston High School	J. T. Hill	Dept.	1	1	27	43	0	0	1	5	3	4	3	4	0	5,000	
5247	Eve Mills	Tulogahler College	C. B. Waller	Ind	0	1	4	2	21	11	1	0	0	0	0	0	0	1,500	
5248	Fall Branch	High School	S. A. Ervin	Dept.	1	1	12	3	73	55	0	0	3	1	0	0	0	1,500	
5249	Farrington	Academy	Frank E. Lindsley	Dept.	1	1	6	8	21	22	0	0	0	0	0	0	0	1,500	
5250	Flag Pond	Seminary *	LL. D.	Ind	1	0	5	3	89	98	0	0	0	0	0	0	0	---	
5251	Flynns Lick	High School	H. H. Howser	Dept.	1	1	10	12	40	20	0	0	5	2	0	0	0	---	
5252	Garland	do	Henry M. Carl	Dept.	1	0	4	3	36	47	6	5	2	0	0	0	0	1,000	
5253	Germantown	do	S. S. Robinson	Dept.	1	0	8	9	22	23	1	0	0	0	0	0	0	1,000	
5254	Gilmanvater	Alum Well Academy	T. C. Garst	Dept.	0	1	4	4	48	31	4	5	0	0	0	0	4	0	
5255	Glass	High School	O. W. Hinton	Dept.	0	1	15	20	45	45	0	1	5	1	5	0	0	1,500	
5256	Greenville	do	W. W. Matney	Dept.	2	0	14	34	0	0	0	7	4	2	2	1	0	200	
5257	Harbarn	Central High School	W. M. Rogers	Dept.	1	1	19	24	24	25	0	0	0	1	0	1	4	300	
5258	Hartsville	Masonic Institute	J. T. C. Noe	Dept.	1	1	10	6	7	0	0	0	0	0	2	0	0	10,000	
5259	Hill City	North Side High School	U. G. Cank	Dept.	1	1	18	14	0	0	0	2	3	4	2	3	3	6,000	
5260	Humboldt	High School	E. L. Mendenhall	Dept.	2	1	6	10	53	47	0	0	0	0	0	0	0	1,500	
5261	Jockey	Clear Spring Academy	G. H. Hartsell	Dept.	2	1	31	62	0	0	0	3	2	0	1	5	0	15,000	
5262	Johnson City	High School	S. C. Brown	Dept.	1	0	15	28	0	0	0	0	0	0	0	0	0	1,000	
5263	do	Langston High School (colored)	William Wolfe	Dept.	1	0	15	28	0	0	0	0	0	0	1	5	0	3,500	
5264	Jonesboro	High School	S. W. Sherrill, A. M.	Dept.	2	0	15	20	0	0	0	0	0	1	4	5	12	10,000	
5265	Kenton	Institute *	G. O. Van Meter	Dept.	1	1	18	22	23	37	0	0	3	4	5	12	2	872	
5266	Kingson	Rittenhouse Academy	W. B. Taylor	Dept.	1	0	11	14	60	61	0	0	0	0	0	0	23	1,500	
5267	Knoxville	Austin High School (colored)	J. W. Manning	Dept.	2	0	15	20	0	0	0	0	0	4	3	0	0	15,000	
5268	do	Girls High School	W. T. White	Dept.	1	6	59	195	0	0	0	0	1	5	0	2	0	40,000	
5269	do	Highland Avenue High School *	W. M. Rogers	Dept.	1	1	1	11	0	0	0	0	0	0	0	0	0	300	
5270	do	North Knoxville High School	J. R. Lowry	Dept.	1	2	26	42	0	0	0	0	0	2	12	0	0	30,000	
5271	Laneview	College	J. W. Meadows	Ind	2	0	26	28	50	45	9	3	2	2	13	8	6	2	3,500
5272	Lascassas	High School	Edmund H. Childress	Dept.	1	0	10	14	20	20	0	0	0	0	0	0	0	3,000	
5273	Lawson	Holston Institute	S. L. Chesnut, Jr.	Dept.	1	0	10	12	0	0	0	2	0	1	0	1	4	0	5,000
5274	Lenoir City	High School *	J. V. Crowder	Dept.	1	0	17	40	37	0	0	2	3	0	2	1	3	2,500	
5275	Lewisburg	Graded School	G. B. Henegar	Dept.	1	2	43	63	0	0	0	0	0	0	0	0	0	8,000	
5276	Limestone	High School	J. L. Hibbert, A. M.	Dept.	1	1	23	17	40	33	3	4	4	0	1	0	0	1,500	
5277	McMinnville	do	G. A. Bearden	Dept.	1	1	19	34	0	0	0	2	0	2	0	1	1	7,000	
5278	do	High School (colored)	do	Dept.	1	0	10	9	44	44	0	0	0	0	0	0	0	2,000	
5279	Masonhall	Academy	John C. Wright	Dept.	1	1	0	4	4	42	54	0	0	1	1	0	0	2,000	
5280	Memphis	High School	N. M. Williams	Dept.	1	10	106	331	0	0	0	0	0	8	25	0	0	75,500	
5281	do	Kartrecht High School (colored)	G. F. Hamilton	Dept.	2	0	13	36	0	0	0	0	0	2	13	0	0	125	
5282	Milan	High School	Miss Maggie Dickinson	Dept.	1	2	20	27	21	37	0	0	0	5	8	5	13	3	500
5283	Milton	Seminary *	W. H. Martin	Ind	1	0	3	6	47	20	0	0	0	0	0	0	0	1,500	
5284	Morristown	High School	Charles Mason	Dept.	1	2	24	42	0	0	14	20	0	4	12	3	8	23,500	

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.																Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
				Second-ary in-struct-ors.		Second-ary stu-dents.		Preparing for college.				Gradu-ates in 1900.		College prepar-atory stu-dents in the class that grad-uated in 1900.									
				Male.	Female.	Male.	Female.	Male.	Female.	Classi-cal course.	Scien-tific course.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
TENNESSEE—con-tinued.																							
5285 Mountain City	Masonic Institute	V. L. Jones	Dept.	1	1	9	7	11	18									4			\$6,000		
5286 Murfreesboro	Bradley Academy (col-ored).	F. G. Carney	Dept.	3		14	34	0	0					5	8	5	8				2,200		
5287 do	High School	E. C. Cox	Dept.	1	2	25	37	0	0	1	4			1	5			3			5,000		
5288 Nashville	Fogg High School	A. J. Cavert	Dept.	1	8	201	406	0	0					11	27			4		200	60,000		
5289 do	Pearl High School (col-ored).	F. G. Smith	Dept.	2	2	45	111	0	0					4	13			4			20,000		
5290 do	Waverly Place High School.	S. M. Cheek	Dept.	1	0	8	17	0	0					0	0	0	0	3		100	6,300		
5291 Pelham	High School *	E. L. Newman	Dept.	1	0	20	15	7	6					0	0	0	0				2,000		
5292 Pigeon Forge	Academy *	Jno. J. Massey	Dept.	1	0	10	9	65	71	3	2			0	0	0	0	4	10		1,000		
5293 Pinson	High School	F. A. Brown	Dept.	1	1	0	7	8	0					0	0								
5294 Pleasantview	Highland Institute *	M. E. Moore	Dept.	2	2	25	6	59	50	1	0	1	0	0	0	0	0	3		100	2,500		
5295 Plaski	High School	J. B. Wilkinson	Dept.	2	2	25	32	0	0					4	8			3			2,000		
5296 Ripley	do	C. H. Maupin	Dept.	1	0	7	5	27	25					3	3	0	0	4		100	3,000		
5297 do	do	G. R. Throop	Dept.	2	1	19	47	0	0	6	15			0	6	0	3	4		0	10,000		
5298 Rockwood	do	Mrs. M. M. Owings	Dept.	1	2	13	27	0	0	2	0			0	3	3	2	3		100	4,000		
5299 Rugby	do	E. B. Gulton, M. A.	Dept.	1	1	0	20	5	30	3	2	4	1	3	3	0	0	4					
5300 Rutledge	Academy *	H. H. Ellis	Dept.	1	1	0	10	9	0					0	0								
5301 St. Elmo	Madison Academy	W. A. Evans	Dept.	1	1	0	10	9	0					0	0	0	0	3		302	5,500		
5302 do	High School	B. H. Logan	Dept.	1	1	1	9	9	0	0	0	0	0	1	4					39	1,000		
5303 Sale Creek	Institute *	W. T. Davis	Dept.	1	1	4	4	0	0					3	2			3			5,000		
5304 Sharon	Training School	W. V. Martin	Dept.	1	1	20	14	58	39					3	4								
5305 Sherman Heights	High School	R. L. Jones	Dept.	1	1	15	15	0	0	8	8	2	3	4	1	2	1	3		185			

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name	Principal	Department or independent.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Ele-men-tary stu-dents.	Preparing for college.				Grad-uates in the class that gradu-ated in 1900.				College prepar-atory stu-dents in the class that gradu-ated in 1900.						
				Male.	Female.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
TEXAS—cont'd.																					
5349 Brenham	East End High School (colored).	P. E. Bledsoe.	Dept.	1	1	11	29	0	0	0	0	0	0	1	1	0	0	2	---	10	\$300
5350 Brock	Olive Branch Academy	F. W. Wilson	Ind.	1	0	23	11	38	38	7	2	---	---	---	---	---	---	---	---	---	1,000
5351 Brownsville	High School	Thos. P. Barbour	Dept.	1	1	10	9	0	0	0	0	0	0	1	3	0	0	3	---	575	22,000
5352 Brownwood	do	W. S. Fleming, A. E.	Dept.	2	2	54	94	0	0	2	2	---	---	6	5	2	2	3	---	200	12,000
5353 Brushycreek	do	W. A. Matthews	Dept.	1	1	21	18	26	21	1	1	3	0	0	0	0	0	4	---	0	1,000
5354 Bryan	do	S. H. Hickman	Dept.	2	1	14	43	0	0	5	16	1	0	2	7	2	7	3	---	700	21,000
5355 Burkeville	do	J. E. Sharpe	Dept.	1	1	29	10	36	29	5	2	6	1	0	0	0	0	4	---	0	2,000
5356 Burnet	High School	R. J. Richey	Dept.	1	0	12	20	0	0	---	---	---	---	1	0	0	0	3	---	500	15,000
5357 Caddo Mills	Caddo High School	E. L. Wilson	Dept.	1	1	20	20	0	0	---	---	---	---	2	1	1	1	3	---	---	5,000
5358 Caldwell	High School	J. N. Correll	Dept.	1	1	37	43	0	0	6	2	---	---	0	2	3	7	4	---	100	700
5359 Calvert	do	J. D. Eagleton	Dept.	1	2	17	32	0	0	3	7	3	7	3	9	1	3	4	---	100	6,000
5360 Cameron	do	Jno. F. O. Shea	Dept.	4	0	22	42	0	0	0	0	0	0	0	0	0	0	2	---	15	2,500
5361 Cedarhill	Institute	A. D. Merriman	Dept.	1	0	8	7	0	0	0	0	0	0	0	0	0	0	4	---	0	5,000
5362 Center	High School	A. E. Day	Dept.	2	1	50	50	0	0	0	0	12	15	6	1	2	0	4	---	100	500
5363 Chico	Male and Female Institute.	George H. Carpenter	Dept.	1	1	30	70	0	0	0	0	---	---	---	---	---	---	---	---	---	2,000
5364 Childress	High School	J. C. Thomas	Dept.	1	0	9	21	0	0	---	---	---	---	5	6	1	2	3	---	15	3,000
5365 Chisholm	Berry Creek High School	Enoch Dickson	Dept.	1	1	23	17	0	0	---	---	---	---	---	---	---	---	---	---	150	7,000
5366 Cisco	High School	S. E. Thompson	Dept.	2	0	21	27	0	0	---	---	---	---	---	---	---	---	---	---	80	4,450
5367 Cleardon	Graded School	W. B. Silvey	Dept.	2	0	10	21	9	25	---	---	---	---	2	1	2	1	3	---	25	20,000
5368 Clarksville	High School	W. C. James	Dept.	1	2	7	31	0	0	---	---	---	---	---	---	---	---	---	---	---	16,000
5369 Cleburne	do	E. G. Hall	Dept.	3	0	45	80	0	0	5	3	---	---	2	7	1	1	4	---	1,200	3,000
5370 Coldspring	do	Geo. W. Davis	Dept.	1	1	23	30	28	34	3	4	0	0	0	0	0	0	2	---	---	---

Coleman	do	J. S. McGee	Dept.	2	0	25	38	0	0	0	0	3	0	4	1	12	1	9	3	250	15,000
Colorado	do	Isaac P. Skinner	Dept.	2	0	24	25	0	0	20	31	3	0	3	2	3	1	0	3	100	12,000
Colunbus	do	James E. Binkley	Dept.	2	0	26	21	0	0	0	0	0	0	0	0	2	0	0	4	100	16,000
Commerce	do	A. W. Evans	Dept.	4	4	129	114	0	0	0	27	18	0	6	3	2	3	5	4	800	11,000
Comanche	do	A. E. Watson	Dept.	1	0	15	20	0	0	0	12	10	0	0	0	0	0	0	3	40	6,700
Copernus Cove	do	M. L. Hicks	Dept.	1	0	8	13	0	0	1	2	0	0	1	11	0	0	0	3	500	4,000
Corpus Christi	do	W. Menger	Dept.	2	2	39	71	0	0	0	0	0	0	7	16	3	5	4	1,000	1,800	
Corsicana	do	J. P. Stephenson	Dept.	3	3	65	120	0	0	0	0	0	0	3	1	0	0	0	200	1,500	
Coryell	J. Baldwin High School	A. M. Sams	Dept.	1	1	23	22	49	45	0	0	0	0	0	0	0	2	2	1,000	1,000	
Cottogun	High School	Fred Means	Dept.	1	1	6	5	0	0	4	3	6	2	4	0	0	0	3	10	2,000	
Crawford	do	E. C. Clark	Dept.	0	0	10	15	0	0	0	0	0	0	0	0	0	0	0	0	0	
Cuero	High School (colored)	R. C. Griggs	Dept.	2	0	10	13	0	0	0	0	0	0	0	0	0	0	0	0	0	
do	John C. French High School	L. G. Covey	Dept.	3	0	18	29	0	0	0	0	0	0	1	2	1	0	0	0	25,000	
Cumby	High School	G. T. Bludworth	Dept.	2	0	27	23	0	0	0	0	0	9	7	1	1	0	0	2	400	
Cundiff	do	W. A. Langston	Ind	1	1	16	17	50	48	0	0	0	0	0	0	0	0	0	0	1,200	
Dangerfield	Chapel Hill College	J. Milton Womack	Dept.	1	2	30	30	0	0	0	0	0	0	0	0	0	0	0	0	1,000	
Dallas	High School	J. Morgan	Dept.	3	3	123	257	0	0	0	0	0	0	8	20	6	4	4	650	65,000	
do	High School (colored)	H. S. Thompson	Dept.	2	2	13	57	0	0	0	0	0	0	2	10	1	5	4	500	25,000	
Dallas (Station A)	Oak Cliff High School	John B. Dodson	Dept.	2	1	21	90	0	0	6	7	3	3	2	10	1	5	3	50	40,000	
Del Rio	High School	A. H. Horn	Dept.	1	0	8	15	0	0	4	10	0	0	0	0	0	0	3	475	12,000	
Denison	do	W. Fred Fleming	Dept.	3	2	45	110	0	0	0	0	0	0	4	13	4	0	2	625	0	
do	High School (colored) *	W. R. Wims	Dept.	1	0	2	6	0	0	0	0	0	0	0	5	0	0	2	128	0	
Denton	High School	J. S. Carlisle, supt.	Dept.	3	0	50	56	0	0	2	6	0	0	2	14	0	0	3	4	1,500	
Dodd City	do	J. N. Christensen	Dept.	1	0	10	16	0	0	1	4	1	2	0	0	0	0	0	500	5,000	
Dublin	do	W. J. Clay	Dept.	1	2	47	65	0	0	0	0	0	0	0	0	0	0	0	50	5,500	
Eagle Pass	do	W. B. Hawkins	Dept.	1	0	4	9	12	10	0	0	0	0	0	0	0	0	3	0	4,000	
Eastland	do	John Casteel	Dept.	1	1	24	18	0	0	0	0	0	0	2	2	1	1	4	0	250	
Eddy	do	H. M. Evans	Dept.	1	1	13	9	44	42	0	0	0	0	0	0	0	0	0	430	40,000	
Elkhart	Independent School	J. G. H. Buck	Dept.	1	3	14	10	38	36	0	0	0	0	12	10	6	3	4	1,903	0	
El Paso	High School	Geo. W. Roach	Dept.	4	1	36	51	0	0	10	20	5	4	4	3	9	3	9	80	1,800	
Emmis	do	W. C. McAlister	Dept.	2	0	1	13	66	52	4	6	0	0	0	0	0	0	0	0	1,500	
Evant	do	R. L. Bewley	Dept.	1	1	26	31	0	0	0	3	2	0	0	0	0	0	3	250	25,000	
Fairfield	do	John A. Childress	Dept.	1	1	35	42	0	0	4	7	3	2	0	23	12	23	4	500	100,000	
Farmersville	do	S. C. Tabb	Dept.	2	7	130	211	0	0	8	6	0	0	12	0	0	0	0	100	5,000	
Fort Worth	High School	W. D. Williams	Dept.	2	0	0	12	24	0	0	0	0	0	2	4	0	0	0	40	5,000	
Franklin	do	J. B. Wolfe	Dept.	1	0	5	10	0	0	0	0	0	0	0	0	0	0	0	440	36,500	
Fredericksburg	Graded School	Herman Hirsch	Dept.	1	3	69	180	17	24	4	6	25	20	7	21	16	6	4	4	1,200	
Gainesville	High School	J. P. Glasgow	Dept.	1	5	85	141	0	0	10	10	0	0	8	8	2	4	4	250	15,000	
Galveston	Ball High School	Harry H. Ransom	Dept.	1	2	18	27	0	0	0	0	0	0	0	0	0	0	0	0	0	
do	Central High School (colored)	John R. Gibson	Dept.	1	2	35	40	0	0	4	3	3	4	7	7	0	0	0	5,000	0	
Garrett	High School *	W. T. McGee	Dept.	1	2	35	40	0	0	0	0	0	0	4	3	4	3	4	60	20,000	
Gatesville	do	Dan E. Graves	Dept.	1	2	1	35	40	0	0	2	3	3	4	3	4	3	4	85	10,000	
Georgetown	do	Miss Willie Davis	Dept.	1	2	88	104	0	0	0	8	12	8	12	2	6	2	6	50	1,000	
Gibtown	Academy	L. H. Bryant, A. M.	Dept.	1	1	15	13	60	64	9	7	2	2	0	0	0	0	0	204	9,000	
Goldthwaite	High School *	L. F. Cowan	Dept.	1	1	25	35	0	0	0	0	0	0	0	0	0	0	0	2,000	25,000	
Gonzales	do	T. L. Toland	Dept.	1	1	17	35	0	0	0	8	0	0	0	3	2	3	0	316	11,000	
Graham	do	J. N. Johnson	Dept.	2	2	2	56	44	0	0	6	4	6	4	2	0	0	0	100	13,000	
Granbury	do	J. D. Sandefer	Dept.	2	0	33	45	0	0	0	4	6	3	1	0	0	0	0	150	20,000	
Greenville	do	R. G. Horsley	Dept.	2	2	54	110	0	0	0	4	6	3	1	0	0	0	0	0	0	

Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	2	3	4	Second-ary in-struct-ors.								Students.								Number of volumes in the library.	Value of grounds, buildings, fur-niture, and scientific apparatus.	
						Department or in-depend-ent.		Second-ary in-struct-ors.		Elementary stu-dents.		Preparing for college.				Gradu-ates in the class that gradu-ated in 1900.		Length of course in years.						Number in military drill.
						Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
TEXAS—cont'd.																								
5420	Groesbeck	High School	A. W. Flaniken	Dept.	1	18	17	0	0	4	7	0	0	1	0	0	1	2	4	200	\$10,000			
5421	Hallettsville	Graded School	C. A. Peterson	Dept.	1	0	27	0	0	0	0	4	0	0	0	0	0	0	3	20	2,350			
5422	Haskell	High School	T. D. Evans	Dept.	1	25	33	0	0	10	10	0	0	0	0	0	0	0	3	20	1,800			
5423	Hearne	do	J. W. DeShazo	Dept.	1	20	30	0	0	0	0	0	0	0	0	0	0	0	3	200	12,500			
5424	Hemphill	Sabine Valley Academy	J. W. Minton	Dept.	1	0	10	38	0	0	0	0	0	0	0	0	0	0	3	4	100			
5425	Hempstead	High School	J. B. Hubbard	Dept.	1	0	24	44	0	0	0	0	0	0	2	8	2	4	4	100	14,000			
5426	do	High School (colored)	do	Dept.	2	0	6	8	0	0	0	0	0	0	0	0	0	0	4	200	7,500			
5427	Henderson	High School	T. E. Day	Dept.	1	48	53	0	0	8	6	4	0	4	5	4	4	5	4	200	35,000			
5428	Henrietta	do	N. E. Aull	Dept.	2	37	73	0	0	0	0	0	0	0	0	0	0	0	3	300	35,000			
5429	Hillsboro	do	Miss Addie Robert	Dept.	1	30	57	0	0	0	0	0	0	0	0	0	0	0	3	400	30,000			
5430	Holland	do	S. B. Maddox	Dept.	1	10	18	22	0	0	6	2	2	2	0	0	4	4	4	1,300	200,000			
5431	Honeygrove	do	F. M. Bralley, supt.	Dept.	7	42	52	0	0	0	0	0	0	0	0	13	32	4	4	642	27,203			
5432	Houston	do	S. D. Magers	Dept.	2	8	143	306	0	0	0	0	0	0	0	0	0	0	3	200	10,000			
5433	do	High School (colored)	Charles Atherton	Dept.	3	26	71	0	0	0	0	0	0	0	0	0	0	0	3	500	15,052			
5434	Hubbard	High School	Geo. A. Newton	Dept.	2	10	30	0	0	0	0	0	0	0	0	0	2	5	3	200	10,000			
5435	Hughes Springs	do	J. A. Hilliard, A. B.	Dept.	1	10	12	15	0	0	6	5	6	0	0	0	0	0	3	500	15,052			
5436	Huntsville	do	John W. Clark	Dept.	1	1	20	35	0	0	6	8	15	1	6	1	6	4	3	95	4,000			
5437	Hutto	do	E. McMullen	Dept.	1	1	12	23	0	0	0	0	0	0	0	0	0	0	3	200	2,050			
5438	Iredell	do	Thos. W. Elliott	Dept.	1	1	10	7	0	0	0	0	0	0	0	0	0	0	3	100	2,000			
5439	Jefferson	do	C. H. Humphreys	Dept.	1	1	11	0	0	0	0	0	0	0	0	0	0	0	3	0	1,000			
5440	Junction	do	W. F. Wharton	Dept.	1	1	15	20	0	0	0	0	0	0	0	0	0	0	3	0	1,000			
5441	Katamey	do	R. W. Bennett	Dept.	1	0	12	11	28	29	0	0	0	0	0	0	3	4	2	900	16,000			
5442	Kaufman	do	C. J. Maxwell	Dept.	2	0	42	50	0	0	3	1	9	13	6	8	2	1	3	200	4,000			
5443	Kenedy	do	A. N. McCallum, A. B.	Dept.	1	0	20	23	0	0	1	2	3	4	1	3	1	2	0	200	4,000			
5444	Kerens	Academy	T. M. Smith	Dept.	1	0	23	21	0	0	1	2	3	2	0	0	1	2	0	200	6,500			

Kerrville	5445	Tivy High School	J. G. Toland	1	1	18	17	0	0	6	4	4	8	4	3	2	3	300	8,500
Kingston	5446	Calhoun College	E. E. Matthews	2	1	52	43	0	0	2	7	9	0	1	4	3	1	1,000	2,500
Kosse	5447	High School	S. S. Munroe	2	0	16	24	0	0	1	2	0	0	1	4	3	0	100	3,000
Lagrange	5448	do. *	Chas. H. Schroeder	2	0	22	35	0	0	0	0	0	0	0	1	4	0	0	10,000
Lampasas	5449	do.	P. H. McFalls	2	1	37	42	0	0	0	2	0	0	6	0	2	4	200	20,000
Laneville	5450	Academy	J. N. Huff	1	0	10	8	60	72	0	0	0	0	0	0	0	2	0	0
Laredo	5451	High School *	Miss Katharine F. Tarver	1	3	10	29	0	0	0	0	0	0	1	0	0	4	15	3,000
Leesburg	5452	Graded School	W. L. Turner	1	0	2	4	33	40	0	0	0	0	0	0	0	2	400	3,000
Leonard	5453	High School	H. R. Jones	2	0	24	20	0	0	0	0	0	0	0	1	0	4	274	3,000
Lexington	5454	do. *	H. P. Schlosshan	2	0	4	17	0	0	2	4	0	0	0	0	1	3	40	1,000
Livington	5455	Graded School	O. P. Hall	1	1	15	20	0	0	3	0	0	0	0	0	0	0	0	3,000
Llano	5456	High School *	G. C. Woodston	1	1	25	30	0	0	0	0	0	0	0	0	0	4	20	20,000
Longview	5457	do.	E. F. Clanton	2	0	26	40	0	0	0	0	0	0	0	3	0	2	70	15,000
Lufkin	5458	East Texas College *	J. V. Curlin	1	0	14	20	116	100	0	0	0	0	0	0	0	3	200	25,000
Luling	5459	High School	Wm. M. Schofield	2	0	20	40	0	0	0	5	1	4	8	7	5	1	4	500
McGregor	5460	do	R. H. Abbott	2	0	29	37	0	0	2	2	2	0	0	0	0	4	500	15,000
McKinney	5461	do	S. L. Horne	2	1	26	40	0	0	0	2	2	0	0	0	0	3	400	15,000
Manor	5462	do	John McKinn	2	1	26	40	0	0	0	7	10	0	0	0	0	3	350	3,000
Marble Falls	5463	Academy	Jos. B. Rogers	1	0	5	4	70	61	5	4	0	0	0	0	0	35	12,000	
Marfa	5464	High School	H. B. Griffin	1	1	20	18	0	0	3	3	2	0	0	0	0	150	6,000	
Marfa	5465	do. *	E. I. Hall (supt.)	2	2	34	54	0	0	3	5	2	0	0	0	0	450	15,000	
Marshall	5466	do	do	2	2	34	54	0	0	0	0	0	0	0	0	4	500	15,000	
Meridian	5467	do	Wm. Faldridge	1	1	25	25	0	0	1	0	0	0	0	1	3	461	20,000	
Mexia	5468	do	J. H. Buchanan	3	1	5	3	65	72	0	4	6	0	0	3	4	350	1,500	
Meyersville	5469	do	W. D. Butler	1	1	78	80	0	0	32	25	1	0	0	0	0	0	1,200	16,500
Midland	5470	do	H. G. Kiehl	1	0	30	35	0	0	0	5	4	0	0	0	0	20	1,120	300
Milford	5471	Institute *	R. E. Rankin	1	0	10	20	0	0	0	7	0	0	3	3	2	300	12,000	
Mineralwells	5472	High School	W. F. Holloman	1	1	16	16	0	0	12	14	0	0	0	0	0	290	9,000	
Montague	5473	do	T. A. Taggart	1	1	16	16	0	0	0	0	0	0	0	0	0	16	2,500	2,500
Moody	5474	do	C. G. Cates	2	0	27	23	0	0	5	2	0	0	0	0	0	50	4,800	5,000
Morgan	5475	do	W. S. Hayes	2	1	71	29	0	0	7	5	2	13	0	0	0	40	1,900	6,000
Mount Pleasant	5476	do	W. H. Seay	2	1	71	29	0	0	0	0	1	1	0	0	0	2	0	0
do	5477	High School (colored)	B. Lillard	2	1	9	5	60	75	0	0	0	0	0	0	0	0	0	0
Mount Vernon	5478	Franklin Institute	W. R. Richardson	3	0	40	50	0	0	0	0	1	1	3	9	3	4	50	7,500
Navasota	5479	High School	Miss Elizabeth Black-shear	1	3	27	40	0	0	0	0	1	1	3	9	3	248	29,350	29,350
do	5480	High School (colored)	A. E. McMillan	1	0	21	30	0	0	5	8	1	0	1	0	0	3	3,000	3,000
Oenaville	5481	Graded School	Geo. E. Crifz	1	0	10	60	45	0	0	0	0	0	0	0	0	0	500	500
Olney	5482	High School	W. D. Bolding	1	0	4	4	39	40	0	0	0	0	0	0	0	0	282	1,000
Orange	5483	Colored School	S. R. Pinkney, B. S.	1	0	13	20	0	0	4	8	3	4	0	0	2	0	0	0
Osage	5484	Independent School	J. L. Sams	1	0	4	53	54	0	0	0	0	0	0	0	0	0	1,000	1,000
Overton	5485	Fubard College	J. C. Darrill	1	1	32	20	30	34	3	2	0	0	0	0	0	4	250	1,500
Ovella	5486	do	T. N. Elliott	1	0	20	13	50	50	0	0	0	0	0	0	0	0	0	0
Palestine	5487	do	D. C. Lake	4	1	50	42	0	0	0	0	0	0	2	10	2	9	395	5,000
do	5488	Lincoln High School (colored)	N. A. Banks, B. S.	1	0	5	101	123	0	0	0	1	0	1	0	0	3	0	0
Paradise	5489	Training School *	Dave Simpson	1	1	25	18	0	0	0	0	1	0	0	0	0	2	0	1,200
Paris	5490	High School *	E. J. Donnelly, Jr.	1	5	40	140	0	0	10	10	2	8	12	28	2	0	1,000	20,000
do	5491	High School (colored)	J. F. Scott	1	3	15	20	0	0	5	8	0	0	0	0	0	0	125	6,000

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.										Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.					
				Second-ary in-struct-ors.		Second-ary stud-ents.		Ele-men-tary stud-ents.		Prepar-atory college.		Grad-uates in the class that gradu-ated in 1899.						College prepar-atory stud-ents in the class that gradu-ated in 1899.				
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
TEXAS—cont'd.																						
5493	Pearall	High School	Dept.	1	1	8	17	0	0	1	3			1	5	0	2	3	---	175	\$8,500	
5494	Pearce	do	Dept.	1	1	12	14	43	51					0	0	0	0	---	0	3,000		
5495	Pickton	do	Dept.	1	2	24	20	0	0	0	1	1	0	5	5	1	1	2	4	40	1,200	
5496	Pittsburg	Jeff Davis College	Dept.	1	2	55	69	0	0					2	1			---	---	15,000		
5497	Plainview	Llano Estacado Institute	Dept.	1	1	15	21	0	0			2	6		1			---	---	40	3,000	
5498	Plano	High School	Dept.	1	4	55	0	0	0	4	2	5	8	4	11	4	4	4	---	---	15,000	
5499	Pleasantgrove	Avanahoe High School	Dept.	2	0	35	15	0	0	0	1	0	2	1	2	0	4	---	---	125	2,000	
5500	Quinlan	High School	Dept.	1	1	18	22	0	0	2	2	4	6	0	0			3	0	0	2,000	
5501	Quitman	College	Dept.	1	1	14	14	27	61			2	2	0	0			---	---	36	3,000	
5502	Rancho	High School	Dept.	1	0	4	5	36	45	0	0	0	0	0	0	0	0	2	4	100	1,200	
5503	Ranger	do.*	Dept.	2	0	50	60	0	0	1	15	10	0	0	0	0	0	4	4	15	3,000	
5504	Ravenna	do	Dept.	1	0	10	18	0	0	1	1	0	0	0	0	0	0	4	---	240	1,850	
5505	Richard Springs	do	Dept.	2	0	24	15	0	0	0	0	0	0	0	0	0	0	4	---	60	2,000	
5506	Risingstar	do	Dept.	1	1	22	18	0	0									---	---	100	1,000	
5507	Roby	do.*	Ind.	1	3	49	51	51	24			10	9					3	---	---	5,000	
5508	Rockport	do.*	Dept.	2	0	15	16	0	0	4	2	3	4					3	---	---	12,000	
5509	Rockwall	do	Dept.	2	0	21	30	0	0									---	---	0	1,500	
5510	Rosebud	do	Dept.	1	1	25	25	0	0									---	---	20	3,000	
5511	Round Mountain	do	Dept.	1	0	10	20	0	0	5	2	6	2	2	2	0	0	3	4	500	6,455	
5512	Roundrock	Institute	Dept.	1	1	30	20	0	0	0	5	2	0	0	0	0	0	3	3	500	60,000	
5513	Runge	High School	Dept.	1	1	18	32	0	0									---	---	50	5,000	
5514	San Antonio	do	Dept.	0	4	59	144	0	0			3	9		8	1	3	3	---	---	4,000	
5515	San Diego	do	Dept.	1	1	8	16	0	0	1	2	0	2	3	12	3	12	3	---	---	150	---
5516	San Saba	do	Dept.	2	1	30	38	0	0									---	---	---	---	

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Ele-men-tary stud-ents.		Preparing for college.		Gradu-ates in the class that grad-u-ated in 1899.		College prepar-atory stud-ents in the class that grad-u-ated in 1899.									
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
VERMONT.																					
5564	Spanking High School	O. D. Matthews	Dept.	2	2	40	46	0	0	2	0	6	2	2	6	3	3	4	4	550	\$10,000
5565	Academy	H. J. Stannard	Dept.	1	3	62	50	0	0	2	0	8	3	9	9	5	2	4	4	230	---
5566	High School	Harley R. Willard, A. B.	Dept.	1	1	13	17	0	0	---	---	---	---	---	---	---	---	---	---	201	---
5567	do	W. S. C. Russell, A. M.	Dept.	1	2	30	44	0	0	1	0	6	0	7	5	4	0	4	28	100	---
5568	Bethel	George S. Wright, A. B.	Dept.	0	23	27	0	0	1	1	0	1	1	0	1	2	4	1	4	200	---
5569	Brandon	M. D. Chittenden	Dept.	1	2	18	30	9	6	5	3	10	0	4	5	3	3	4	4	400	6,000
5570	Bristol	Chas. S. Paige	Dept.	1	1	23	39	0	0	4	0	3	0	0	2	6	2	0	4	100	10,000
5571	Burlington	Isaac Thomas	Dept.	3	6	162	179	0	0	8	6	8	2	4	3	1	1	4	29	3,000	125,000
5572	Chester	Chas. F. Prior	Dept.	1	1	29	23	0	0	0	1	2	0	4	3	1	1	4	200	10,000	---
5573	Enosburg Falls	J. N. Greene	Dept.	1	1	35	35	0	0	1	0	4	1	4	3	3	1	4	125	5,000	---
5574	Essex Junction	G. H. Dairymple, A. M.	Dept.	1	1	10	17	0	0	1	0	0	0	0	2	0	0	4	50	---	---
5575	Fairhaven	F. A. Wheeler	Dept.	1	1	14	28	0	0	0	0	0	0	0	0	5	0	4	42	2,000	---
5576	Franklin	Miss M. A. Pomeroy	Dept.	1	0	11	14	29	27	4	0	2	0	2	13	2	0	4	200	15,000	---
5577	Hardwick	Burt E. Merriam	Dept.	1	3	23	53	0	0	4	0	0	0	1	5	9	1	0	50	1,500	---
5578	Hinesburg	Frederick T. Sharp, A. M.	Dept.	1	1	20	14	4	7	1	0	0	1	5	9	1	0	4	100	---	---
5579	Hydepark	Elwin Le Roy Ingalls	Dept.	1	1	40	35	0	0	2	0	1	0	5	10	1	0	4	---	---	---
5580	Island Pond	David Wylie	Dept.	1	0	9	15	0	0	---	---	---	---	---	---	---	---	30	---	---	---
5581	Johnson	Miss Eliza C. Allen	Dept.	1	0	8	7	57	58	---	---	---	---	---	---	---	---	---	---	---	---
5582	Ludlow	Arthur G. Bugbee	Dept.	1	3	43	53	14	13	3	1	7	8	2	12	2	4	4	1,200	25,000	---
5583	Lyndon	Daniel Richards, jr.	Dept.	1	0	17	11	0	0	---	---	---	---	---	---	---	---	---	500	12,000	---
5584	Middlebury	Alfred P. Howes	Dept.	1	2	28	35	0	0	5	2	7	10	8	6	4	4	4	150	40,000	---

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Second-ary stud-ents.		Ele-ment-ary stud-ents.		Prepar-ing for college.		Grad-uates in the class that gradu-ated in 1900.		College prepar-atory stud-ents in the class that gradu-ated in 1900.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
WASHINGTON—continued.																					
5698	Commonpolis	High School	Dept.	1	0	4	3	16	86	0	0	3	0	1	0	0	1	0	15	\$15,000	
5699	Edmonds	do	Dept.	1	1	43	59	0	0	5	6	3	0	2	3	3	1	1	146	815,000	
5700	Ellensburg	do	Dept.	1	1	43	59	0	0	5	6	3	0	2	3	3	1	1	403	403	
5701	Everett	do	Dept.	1	1	35	37	0	0	7	16	7	4	7	7	3	7	4	200	9,650	
5702	Fairhaven	do	Dept.	1	1	35	48	0	0	15	20	10	14	8	8	3	3	4	200	8,000	
5703	Farmington	do	Dept.	1	1	0	12	16	0	0	0	0	1	0	1	0	0	2	250	26,445	
5704	Garfield	do	Dept.	1	1	0	3	2	42	0	1	0	0	2	0	0	0	0	212	6,600	
5705	Hamilton	do	Dept.	1	1	0	5	11	0	0	0	0	0	3	3	3	0	0	150	20,000	
5706	Hogquam	do	Dept.	1	1	0	4	16	0	0	0	0	0	3	3	3	0	0	250	5,000	
5707	Kent	do	Dept.	1	1	0	6	10	0	0	1	3	0	0	0	0	0	0	0	0	
5708	Montesano	do	Dept.	1	1	0	4	13	0	0	0	1	3	0	0	0	0	0	0	0	
5709	Mount Vernon	do	Dept.	1	1	3	57	83	0	0	0	3	2	0	0	14	5	0	320	6,000	
5710	New Whatcom	do	Dept.	1	1	2	34	35	0	0	0	2	2	0	0	0	0	0	330	50,989	
5711	North Yakima	do	Dept.	1	1	2	34	21	0	0	0	0	0	0	0	0	0	0	315	20,000	
5712	Oakesdale	do	Dept.	1	1	2	25	72	0	0	0	2	4	2	0	19	2	4	230	20,000	
5713	Olympia	do	Dept.	1	1	2	25	72	0	0	0	0	0	0	0	0	0	0	160	25,000	
5714	Orting	do	Dept.	1	1	0	5	9	0	0	0	0	0	0	0	0	0	0	200	25,000	
5715	Palouse	do	Dept.	1	1	0	15	50	0	0	0	0	0	0	0	0	0	0	300	7,500	
5716	Pomeroy	do	Dept.	1	1	0	23	23	0	0	0	1	1	1	7	1	0	3	200	2,500	
5717	Port Angeles	Central High School	Dept.	2	2	0	9	13	0	0	0	1	1	3	6	2	0	3	350	20,000	
5718	Port Townsend	High School	Dept.	2	2	1	25	39	0	0	0	1	1	1	2	6	0	0	240	10,000	
5719	Puyallup	do	Dept.	2	2	0	12	25	0	0	0	2	0	3	3	3	0	0	350	20,000	
5720	Ritzville	do	Dept.	1	1	0	13	13	0	0	0	0	0	0	0	0	0	0	200	10,000	
5721	Roslyn	do	Dept.	2	2	1	7	10	0	0	0	3	3	3	3	3	1	1	115	10,000	

Seattle.....	do ..*	Edwin Twitmyer, A.M.	Dept.	12	10	239	408	0	0	0	3	2	10	3	20	233	13	5	4	50	1,500
Shelton.....	do ..*	Francis N. Smith.	Dept.	1	0	1	5	0	0	0	0	0	7	1	0	3	0	0	0	450	
Shoshonish.....	do ..*	Chas. M. Shuman	Dept.	2	0	10	16	0	0	0	4	5	7	1	0	0	0	0	0	18,000	
Southbend.....	Public School.	Charles N. Smith.	Dept.	0	1	10	10	0	0	0	0	0	0	0	0	0	0	0	0	150,000	
Spokane.....	High School.*	C. S. Kingston	Dept.	6	7	137	287	0	0	0	1	3	5	11	7	17	7	17	4	800	
Sprague.....	Graded School.	Wm. A. Davies	Dept.	1	0	10	15	0	0	0	2	1	1	0	0	0	0	2	0	50	
Sumner.....	High School.	J. R. Prodzman	Dept.	7	1	11	23	0	0	0	0	0	0	0	2	6	0	0	0	136	
Tacoma.....	do ..*	J. B. Wegener	Dept.	7	1	93	267	0	0	0	0	0	0	0	23	51	24	48	32	12,000	
Tekoa.....	do ..*	J. J. McIntosh	Dept.	1	0	4	20	0	0	0	0	0	0	0	0	0	0	0	0	7,500	
Vancouver.....	do ..*	P. Loughe	Dept.	2	1	12	43	0	0	0	7	5	4	8	4	9	0	0	0	300	
Waitsburg.....	do ..*	R. O. Jones	Dept.	2	0	10	22	0	0	0	0	0	0	0	0	0	0	0	0	25,000	
Walla Walla.....	do ..*	E. C. Kerr	Dept.	2	2	54	92	0	0	0	18	32	8	12	2	2	2	7	54	1,400	
Waterville.....	do ..*	E. F. Elliott	Dept.	1	0	19	12	0	0	0	3	0	0	0	0	0	0	0	0	61,000	
Whitlock.....	do ..*	George I. Brooks	Dept.	1	0	17	12	0	0	0	0	0	0	0	1	0	0	0	0	5,000	
WEST VIRGINIA.																					
Benwood.....	Central High School	Chas. E. Carrigan	Dept.	1	1	10	16	0	0	0	0	0	0	0	2	4	2	0	3	300	
Buckhampton.....	High School	H. A. Darnall	Dept.	1	1	0	21	0	0	0	0	0	0	0	0	0	0	0	0	12,000	
Burkhardt.....	do ..*	C. R. King	Dept.	1	0	2	5	55	57	0	0	0	0	0	0	0	0	0	0	3,500	
Charleston.....	do ..*	Miss M. K. McGwigan	Dept.	0	4	46	101	0	0	0	0	0	0	0	2	5	1	0	4	800	
Charles Town.....	Graded and High School	Wright Deany	Dept.	1	1	30	22	0	0	0	1	0	0	0	0	0	0	0	0	100	
Clarksburg.....	High School	O. McConkey	Dept.	3	0	12	38	0	0	0	0	0	0	0	0	0	0	0	0	1,000	
do ..*	High School (colored)	S. H. Guss	Dept.	1	0	7	16	0	0	0	1	2	0	0	1	5	1	2	3	4,500	
Elkins.....	High School	J. S. Cornwell	Dept.	1	0	7	24	0	0	0	0	0	0	0	0	0	0	0	0	200	
Farmington.....	do ..*	E. E. Mercer	Dept.	3	1	28	43	0	0	0	0	0	0	0	1	9	1	0	4	500	
Grafton.....	do ..*	Hayward Fleming	Dept.	2	1	20	41	0	0	0	0	0	0	0	4	5	1	0	0	600	
Guyandotte.....	do ..*	L. S. Wigle	Dept.	1	0	3	15	0	0	0	1	4	1	0	0	0	0	0	0	13,339	
Huntington.....	Douglas High School (colored).	C. H. Barnett	Dept.	2	3	0	4	16	0	0	2	3	1	0	1	2	1	0	4	23	
do ..*	High School	U. S. G. Anderson	Dept.	1	2	32	53	0	0	0	0	2	1	3	4	3	11	2	4	300	
Keyser.....	do ..*	R. M. Collins	Dept.	2	0	40	40	0	0	0	3	4	0	0	3	10	5	2	3	150	
Martinsburg.....	do ..*	C. H. Cole	Dept.	4	1	50	125	0	0	0	2	3	4	10	3	18	0	3	4	1,000	
Mason.....	do ..*	Seth Thomas	Dept.	1	1	11	18	0	0	0	1	1	0	0	2	2	1	1	3	48	
Milton.....	do ..*	N. W. Hensley	Dept.	2	1	9	8	12	0	0	0	0	0	0	0	0	0	0	0	3,500	
Morgantown.....	do ..*	R. L. Kline	Dept.	2	1	17	23	0	0	0	0	0	0	0	0	0	0	0	0	100	
Moundsville.....	do ..*	D. T. Williams	Dept.	2	1	22	34	20	0	0	0	0	2	0	2	2	0	4	100		
New Cumberland.....	do ..*	W. M. Henderson	Dept.	1	1	15	16	0	0	0	0	0	0	0	2	8	2	1	3	310	
do ..*	do ..*	C. N. Wagner	Dept.	2	0	16	24	0	0	0	2	3	0	0	0	4	0	0	0	4,000	
New Haven.....	Magnolia High School	W. J. Postlethwait	Dept.	2	2	0	17	17	0	0	0	0	0	0	0	4	0	0	0	782	
New Martinsville.....	High School.*	H. T. Upson	Dept.	2	4	1	114	0	0	0	5	7	0	0	2	13	1	3	3	2,750	
Parkersburg.....	do ..*	J. Rupert Jefferson	Dept.	4	1	9	7	8	0	0	0	0	0	0	2	3	1	3	0	400	
do ..*	Summer High School (colored).	Wilson M. Foulk	Dept.	1	1	10	18	0	0	0	0	0	0	0	1	3	0	0	4	100	
Piedmont.....	Davis High School	R. A. Riggs	Dept.	3	0	23	39	0	0	0	8	10	3	2	3	6	2	3	4	15,000	
Point Pleasant.....	do ..*	W. L. McCowan	Dept.	1	0	9	21	0	0	0	6	21	0	0	0	0	0	0	0	25,000	
Ravenswood.....	do ..*	Geo. E. Dannels	Dept.	2	2	0	16	47	0	0	0	0	0	1	2	1	0	0	30	16,000	
Sistersville.....	do ..*	C. E. Githens	Dept.	2	2	1	28	48	0	0	0	0	0	5	13	0	0	0	500		
Wellsburg.....	do ..*	Buchanan White	Dept.	2	0	9	29	0	0	0	0	0	0	1	1	0	0	0	829	45,000	
Weston.....	do ..*	(supt.).	Dept.	2	0	0	0	0	0	0	0	0	0	0	0	11	0	0	0	16,000	
West Union.....	Graded School	H. L. Hammond	Dept.	1	0	20	13	0	0	0	0	0	0	0	0	0	0	0	0	10,000	
Wheeling.....	High School	H. B. Work	Dept.	1	7	86	212	0	0	0	0	0	0	0	8	22	2	3	4	133	
Wrightsville.....	do ..*	W. J. Postlethwait	Dept.	2	2	0	17	17	0	0	0	0	0	0	0	0	0	0	0	25,000	

*Statistics of 1898-99.

*Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	Dep't-ment or in-depend-ent.	Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.		
				Second-ary in-struct-ors.		Element-ary stu-dents.		Preparing for college.				Gradu-ates in 1900.		College prepar-atory.							
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
WISCONSIN.																					
5768	Albany	High School	Dept.	1	1	18	25	0	0			3	2	0	0			4	---	347	\$10,000
5769	Algoma	do	Dept.	1	1	24	30	0	0					5	3			4	---	700	8,000
5770	Alma	do	Dept.	2	6	33	31	0	0									4	---	600	
5771	Almond	do	Dept.	1	0	10	14	0	0								0	0	3	40	
5772	Amery	do	Dept.	1	0	18	21	0	0							0	0	3	3	325	5,000
5773	Amherst	do	Dept.	1	0	11	16	0	0			1	3	7	6	0	0	3	3	307	5,375
5774	Antigo	do	Dept.	2	2	63	85	0	0			3	8	5	4	10	2	3	4	1,300	15,000
5775	Appleton	do	Dept.	3	2	44	37	0	0							5	4	3	4	2,350	39,000
5776	do	do	Dept.	3	4	75	95	0	0			21	20	17	10					2,630	
5777	Arcadia	do	Dept.	3	1	29	38	0	0			4	3	6	5	3	1	0	4	1,151	10,000
5778	Argyle	do	Dept.	2	0	18	29	0	0			1	0	2	7	1	0	4	4	500	7,700
5779	Ashland	do	Dept.	2	2	45	95	0	0			3	4	1	12	3	2	0	4	500	21,000
5780	Austina	do	Dept.	2	2	33	34	0	0			0	0	1	3	6	0	1	4	350	9,000
5781	Avoca	do	Dept.	1	1	12	18	0	0							3	4				
5782	Baldwin	do	Dept.	1	1	16	23	0	0							3	4				
5783	Bangor	do	Dept.	2	2	12	28	0	0			2	8	7	8	2	3	0	0	300	3,000
5784	Baraboo	do	Dept.	2	5	85	157	0	0							8	22			499	12,000
5785	Barron	do	Dept.	2	1	10	20	0	0			0	0	0	1	2	0	0	4	250	65,800
5786	Bayfield	do	Dept.	1	2	14	24	0	0			0	0	0	1	3	0	0	4	200	5,000
5787	Beaverdam	do	Dept.	1	2	10	20	0	0			0	0	0	1	3	0	0	4	1,114	35,000
5788	Belleville	do.*	Dept.	1	4	46	57	0	0			0	7	6	10	5	10	2	3	300	40,000
5789	Belmont	do.	Dept.	1	1	17	22	0	0			0	0	4	6	2	5	1	3	80	4,600
5790	Beloit	do	Dept.	4	7	85	175	0	0			8	12	2	8	4	2	10	4	375	2,500
5791	Benton	do	Dept.	1	1	0	21	0	0							23	2			540	50,000
5792	Berlin	do	Dept.	1	5	75	85	0	0			10	4	8	3	10	17	5	4	1,000	3,920

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	4	5		6		7		8		9		10		Preparing for college.				College preparatory		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.	
				Department in-struct-ors.	Second-stu-dents.		Elementary students.		Classi-fic course.		Sci-entific course.		Gradu-ates in 1900.		Male.		Female.		Male.		Female.					
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
1	2	3		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
WISCONSIN—con- tinued.																										
5843	Galesville.....	High School	Dept.	1	1	21	32	0	0	0	0	2	1	0	0	0	0	4	51	\$1,625						
5844	Glenbeulah.....	H. B. Wentz.....	Dept.	1	0	28	21	25	55	0	0	0	0	12	3	0	0	3	150	13,300						
5845	Glenwood.....	Vincent H. Huck.....	Dept.	2	0	15	37	0	0	0	0	12	8	0	11	2	0	4	565	550						
5846	Grand Rapids.....	A. L. Lomen.....	Dept.	1	4	77	95	0	0	15	10	0	0	10	10	5	1	4	440	60,000						
5847	Grantsburg.....	Geo. P. Hambrecht.....	Dept.	1	0	6	34	0	0	0	0	2	1	1	1	6	21	3	150	9,000						
5848	Green Bay.....	W. F. Steve.....	Dept.	2	3	54	32	0	0	0	0	0	0	5	21	1	1	4	692	50,000						
5849	do.....	Wm. O. Brown.....	Dept.	1	4	32	68	0	0	0	0	0	0	3	16	1	2	4	400	18,000						
5850	Greenwood.....	A. M. Burton.....	Dept.	2	1	17	30	0	0	3	7	2	0	1	2	1	2	4	450	15,000						
5851	Hammond.....	B. O. Dodge.....	Dept.	2	0	25	32	34	57	0	0	6	4	9	5	6	3	4	130	5,000						
5852	Hartford.....	W. F. Lusk.....	Dept.	2	1	35	30	0	0	0	0	0	0	1	6	0	0	3	480	15,000						
5853	Hazelgreen.....	C. L. Gotham.....	Dept.	2	1	10	16	0	0	0	0	0	0	3	5	0	0	3	370	30,000						
5854	Highland.....	J. G. Adams.....	Dept.	2	1	12	15	0	0	0	0	0	0	4	2	2	0	3	17							
5855	Hillsboro.....	Chas. M. Fox.....	Dept.	2	1	10	16	0	0	0	0	0	0	4	2	0	0	3	550	4,000						
5856	Horicon.....	Louis L. Corcoran.....	Dept.	2	1	10	14	0	0	0	0	0	0	4	2	0	0	3	425	20,000						
5857	Hudson.....	A. F. Elmegreen.....	Dept.	2	1	16	14	0	0	0	0	0	0	5	5	2	1	4	400	20,000						
5858	Humbird.....	P. J. Fimmers.....	Dept.	2	3	30	40	0	0	0	0	0	0	7	13	4	6	1,000	20,000							
5859	Hurley.....	B. B. Jackson.....	Dept.	1	1	8	9	0	0	2	2	8	3	7	13	4	6	4	400	4,800						
5860	Iola.....	T. Oscar Edgar.....	Dept.	1	1	10	34	30	20	0	0	2	0	3	0	2	0	3	700							
5861	Jefferson.....	J. E. Becker.....	Dept.	1	7	14	21	0	0	0	0	0	0	2	5	1	1	4								
5862	Jefferson.....	Oscar Gunderson.....	Dept.	1	6	180	235	0	0	12	29	14	8	18	38	11	9	3	380	35,000						
5863	Jefferson.....	D. D. Mayne.....	Dept.	1	2	30	40	0	0	0	0	0	0	0	6	0	0	4	2,000	9,500						
5864	Jefferson.....	W. J. Hamill.....	Dept.	1	1	14	16	0	0	0	0	0	3	2	0	0	0	4	580							
5865	Kaukauna.....	D. E. McLean.....	Dept.	1	3	63	54	0	0	0	0	0	0	0	2	3	6	2	532							
5866	Kenosha.....	A. M. Olson.....	Dept.	3	4	69	130	0	0	5	3	8	7	3	23	4	2	4	590	65,000						
5867	Kenosha.....	E. C. Wiswall.....	Dept.	3	4	69	130	0	0	5	3	8	7	3	23	4	2	4								

5867	Kewanee	do	Dept.	2	1	55	38	0	0	0	0	1	0	0	0	4	1,678	15,000
5868	Kiel	do	Dept.	2	1	27	24	0	0	0	0	0	8	3	1	4	230	12,000
5869	La Crosse	do	Dept.	2	2	10	146	215	0	0	4	2	9	11	4	600	40,000	
5870	Lake Geneva	do	Dept.	2	2	39	50	0	0	0	0	0	5	10	3	500	30,000	
5871	Lake Mills	do	Dept.	2	2	37	52	0	0	0	0	0	7	8	3	3,000	28,000	
5872	Lake Park	do	Dept.	2	1	3	63	91	0	0	0	0	14	14	0	350	6,000	
5873	Lancaster	do	Dept.	2	2	10	91	0	0	0	0	0	2	2	0	640	10,000	
5874	Lodi	do	Dept.	1	2	28	49	0	0	0	0	0	2	12	1	70	1,450	
5875	Lone Rock	do	Dept.	1	1	0	23	0	0	0	0	0	0	5	0	150	50,000	
5876	Loyal	do	Dept.	1	1	17	23	0	0	0	0	0	0	5	0	350	10,000	
5877	Madison	do	Dept.	4	13	203	312	0	0	0	0	0	49	40	2	800	26,000	
5878	Manawa	do	Dept.	1	1	23	28	0	0	0	0	0	6	5	2	650	50,000	
5879	Manitowish	do	Dept.	1	4	61	82	0	0	0	0	0	2	3	2	1,000	36,000	
5880	Marquette	do	Dept.	4	2	82	131	0	0	0	0	0	11	20	3	1,043	26,000	
5881	Marshall	do	Dept.	1	1	22	17	0	0	0	0	0	1	5	0	325	2,500	
5882	Marshfield	do	Dept.	2	2	1	45	0	0	0	0	0	3	12	0	800	30,000	
5883	Mason	do	Dept.	3	1	33	39	0	0	0	0	0	7	8	2	380	33,000	
5884	Mauldin	do	Dept.	3	1	33	25	0	0	0	0	0	2	3	2	462	20,000	
5885	Mazouanie	do	Dept.	1	2	26	30	0	0	0	0	0	1	0	3	403	12,000	
5886	Medford	do	Dept.	2	1	26	30	0	0	0	0	0	3	5	0	600	12,000	
5887	Menasha	do	Dept.	1	2	21	35	0	0	0	0	0	2	10	1	180	35,000	
5888	Menomonee	do	Dept.	4	3	63	86	0	0	0	0	0	13	14	5	1,000	1,000	
5889	Merrill	do	Dept.	1	4	08	119	0	0	0	0	0	4	5	0	600	5,000	
5890	Merrill	do	Dept.	1	0	13	35	0	0	0	0	0	3	4	2	650	1,500	
5891	Middleton	do	Dept.	1	1	0	20	0	0	0	0	0	3	6	1	157	1,500	
5892	Middleton	do	Dept.	1	1	15	33	0	0	0	0	0	2	4	2	500	10,000	
5893	Milton	do	Dept.	1	2	18	45	0	0	0	0	0	1	6	1	789	10,000	
5894	Milton Junction	do	Dept.	9	9	291	290	0	0	0	0	0	21	28	0	3,200	100,000	
5895	Milwaukee	do	Dept.	6	9	204	228	0	0	0	0	0	15	36	0	2,000	130,000	
5896	do	do	Dept.	8	15	361	424	0	0	0	0	0	28	36	18	2,638	150,000	
5897	do	do	Dept.	2	2	52	70	0	0	0	0	0	6	11	0	500	25,000	
5898	Mineral Point	do	Dept.	1	2	3	50	0	0	0	0	0	12	15	2	4,337	15,000	
5899	Mondovi	do	Dept.	2	1	0	9	0	0	0	0	0	1	6	0	194	15,000	
5900	Monroe	do	Dept.	2	1	2	40	0	0	0	0	0	1	5	0	90	8,000	
5901	Montello	do	Dept.	1	1	2	40	0	0	0	0	0	1	0	0	120	2,500	
5902	Montford	do	Dept.	1	1	13	26	0	0	0	0	0	1	0	0	7,550	7,550	
5903	Monmouth	do	Dept.	1	1	1	30	0	0	0	0	0	1	2	1	500	10,000	
5904	Muscola	do	Dept.	1	1	3	45	0	0	0	0	0	5	9	3	400	12,500	
5905	Necedah	do	Dept.	1	1	3	52	0	0	0	0	0	7	9	4	1,200	20,000	
5906	Neshanic	do	Dept.	1	1	18	27	0	0	0	0	0	8	9	0	220	20,000	
5907	Nellville	do	Dept.	2	2	1	31	0	0	0	0	0	7	9	5	428	25,000	
5908	New Lisbon	do	Dept.	2	2	63	92	0	0	0	0	0	8	6	0	600	5,000	
5909	New London	do	Dept.	2	2	1	24	0	0	0	0	0	11	15	1	300	5,000	
5910	New Richmond	do	Dept.	1	1	0	13	0	0	0	0	0	0	0	0	1,500	20,000	
5911	Oakfield	do	Dept.	1	1	0	48	0	0	0	0	0	0	5	0	500	50,000	
5912	Oakwood	do	Dept.	1	1	0	48	0	0	0	0	0	0	6	7	1,500	20,000	
5913	Oconomowoc	do	Dept.	2	2	44	53	0	0	0	0	0	6	7	0	500	50,000	
5914	Oconto	do	Dept.	2	2	44	53	0	0	0	0	0	6	7	0	500	50,000	

* Statistics of 1898-99.

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900.—Continued.

State and post-office.	Name.	Principal.	4	5		6		7		8		9		10		11		12		13		14		15		16		17		18		19	20	21	22
				Second-ary in-struct-ors.	Second-ary stu-dents.	Elementary stu-dents.		Preparing for college.				Gradu-ates in the class that grad-u-ated in 1900.		Length of course in years.		Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, fur-niture, and scientific apparatus.																	
						Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				Male.	Female.	Male.	Female.													
WISCONSIN—con-tinued.																																			
Omro	High School	E. E. Sheldon	Dept.	1	1	40	35	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	850	\$15,000
Onalaska	do	B. F. Olman	Dept.	1	1	27	29	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	400	20,000
Oregon	do	Franklin Gould	Dept.	1	1	26	39	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	500	14,000	
Oscola	do	J. G. Burrige	Dept.	1	1	16	26	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	199	5,000	
Oshkosh	do	H. A. Simonds	Dept.	1	1	154	199	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,857	—	
Palmyra	do	Chas. W. McIntyre	Dept.	1	1	30	28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	600	13,000	
Paynesville	Oakwood High School	John Rumphrey	Dept.	1	1	13	10	42	44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	281	4,500	
Pepin	High School	Wm Darling	Dept.	1	0	17	22	49	51	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	400	3,000	
Peshtigo	do	J. M. Bold	Dept.	1	0	15	43	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	990	6,500	
Pewaukee	do	J. C. McDowell	Dept.	1	1	9	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	400	3,000	
Phillips	do	E. C. Gothan	Dept.	1	2	0	16	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	300	4,000	
Plainfield	do	G. E. Daboe	Dept.	1	2	0	53	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4,500	—	
Platteville	do	O. E. Gray	Dept.	1	2	2	51	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3,000	—	
Plymouth	do	Otto Gaffron	Dept.	1	2	2	64	65	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3,000	—	
Portage	do	W. G. Clough	Dept.	1	1	3	39	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	590	4,000	
Port Washington	do	T. J. Jones	Dept.	1	1	29	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28,000	—	
Potosi	do	B. L. Bohn	Dept.	1	1	8	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	35,000	—	
Poynette	do	Lewis A. Jones	Dept.	1	1	19	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	900	9,000	
Prairie du Chien	do	John A. Pratt	Dept.	2	1	23	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	801	8,000	
Prairie du Sac	do	J. F. Bergen	Dept.	1	2	30	34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	749	27,732	
Prentice	do	Louis A. Bauman	Dept.	2	0	12	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	350	12,000	
Prescott	do	R. B. MacLean	Dept.	0	19	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	400	10,000	
Racine	do	Eugene C. Crosby	Dept.	8	4	143	205	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20,000	—	
Randolph	do	Watson C. Lea	Dept.	1	1	23	23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	65,000	—	

TABLE 42.—Statistics of public high schools in the United States for the scholastic year 1899-1900—Continued.

State and post-office.	Name.	Principal.	Department or independent.	Second-ary in struct-ors.		Ele-mentary stu-dents.		Preparing for college.						Gradu-ates in the class that gradu-ated in 1900.				Length of course in years.		Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, fur-niture, and scientific apparatus.			
				Male.	Female.	Second-ary stu-dents.	Male.	Female.	Classi-fication course.		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
									Male.	Female.									Male.				Female.	Male.	Female.
WISCONSIN—con-tinued.				4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
5889	West Depero	High School	Dept.	1	2	82	39	0	0	0	0	1	1	0	3	5	—	—	4	—	—	\$23,000			
5890	Westfield	do	Dept.	1	0	7	32	0	0	—	—	—	—	—	—	—	—	—	3	—	—	9,000			
5901	West Salem	do	Dept.	1	2	24	29	0	0	6	8	8	10	—	6	4	0	—	—	—	400				
5902	West Superior	Blaine High School	Dept.	4	4	87	110	0	0	1	0	3	1	0	12	11	—	—	—	—	780				
5903	Weyauwega	High School	Dept.	2	0	17	38	0	0	0	0	0	0	0	4	14	2	4	—	—	4,500				
5904	Whitewater	do	Dept.	1	5	79	96	0	0	—	—	—	—	—	0	3	0	2	4	—	530				
5905	Wilton	do	Dept.	1	0	12	15	0	0	—	—	—	—	—	0	14	2	4	—	—	500				
5906	Winneconne	do	Dept.	1	1	10	18	4	8	0	0	—	—	—	1	2	—	—	—	—	320				
5907	Wittenberg	do	Dept.	1	0	12	18	0	0	0	0	0	0	0	3	5	—	—	—	—	5,000				
5908	Wonewoc	do	Dept.	1	1	17	28	0	0	0	0	0	0	0	0	2	0	0	3	—	7,000				
WYOMING.				—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	10,000				
5999	Buffalo	High School	Dept.	1	0	15	13	0	0	—	—	—	—	—	3	3	3	3	2	—	—	25,000			
6000	Cheyenne	do	Dept.	2	4	69	69	0	0	0	2	1	4	0	10	7	5	4	4	—	—	45,000			
6001	Evans	do.	Dept.	1	2	18	32	0	0	0	0	0	0	2	4	13	0	6	3	—	—	20,000			
6002	Newcastle	Public School	Dept.	1	0	15	20	50	20	—	—	—	—	—	0	0	0	0	2	—	—	108			
6003	Rawlins	High School	Dept.	1	1	17	24	0	0	3	4	2	3	1	0	1	1	0	4	—	—	5,000			
6004	Sheridan	do	Dept.	1	2	13	40	0	0	—	—	—	—	—	3	2	1	0	4	—	—	900			
6005	Sundance	do	Dept.	1	0	2	4	18	21	—	—	—	—	—	0	4	—	—	1	—	—	15,000			

* Statistics of 1898-99.



TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	ALABAMA.		
1	Ashville	St. Clair College	L. A. Smith
2	Auburn	Auburn Female College*	G. W. Duncan
3	Barfield	Barfield High School*	W. A. Speer
4	Bevill	Pelham High School*	W. F. Cooper
5	Birmingham	Pollock-Stephens Institute*	Mrs. E. T. Taliaferro
6	do	The Taylor School*	William Pirrie Taylor, A. B.
7	do	Zelosophian Academy*	Rev. J. H. B. Hall
8	Bridgeport	Bridgeport Training School	P. R. Smith
9	Carrollton	Carrollton Academy	L. V. Rosser
10	Clanton	University School	Edward Young McMorris
11	Collinsville	Collinsville High School	J. O. Brown
12	Crews Depot	Trideka College	J. M. Walton
13	Cullman	Polytechnic College and Ladies' Institute (Preparatory Department)	Florence K. Felter
14	Demopolis	Marengo Female Institute	J. B. Cassiday
15	do	Marengo Military Institute	W. A. McLeod
16	Elkmont	Elkmont High School	E. I. Luna
17	Fayette	Fayette Collegiate Academy	— Munroe
18	Flomaton	Flomaton High School	J. W. Agnew
19	Fort Payne	North Alabama College	J. L. Ruffin
20	Gaylesville	Gaylesville High School	E. J. Chestnut, C. E., president
21	Greensboro	Greensboro Female College*	W. G. Keady
22	Grove Hill	Grove Hill Male and Female Academy*	M. B. Du Bose
23	Gurley	Robert Donnell High School	H. L. Walker, A. B.
24	Healing Springs	Healing Springs Industrial Academy*	Rev. W. J. David
25	Huntsville	Huntsville Academy	Frank Puryear
26	Joppa	Industrial Normal and Collegiate Institute.*	Rev. W. H. Kelley
27	Keener	Wills Valley Institute*	S. C. McDaniel
28	Leighton	Male and Female Academy	C. W. Smalling
29	Lincoln	Lincoln High School	E. D. Acker, A. B., LL. B.
30	Lower Peach Tree	Lower Peach Tree Male and Female High School	J. B. Miller
31	Marion	Marion Military Institute	James Thom. Murfee, LL. D.
32	Midway	Midway High School*	G. R. Hall
33	Mobile	Academy of the Visitation	Sr. M. Ligonei Fox
34	do	Hunter's (Miss) School	Miss S. E. Hunter
35	do	St. Mary's Select School	Sister Aloysia
36	Monroeville	Monroe Male and Female Institute	W. G. Hix
37	Montgomery	St. Marys of Loretto Academy	Sister M. Borromeo
38	Montgomery (504 Dexter ave)	University School (Boys)	J. M. and S. C. Starke
39	Nat	Green Academy	A. D. Luethe, A. M.
40	Newton	Baptist Collegiate Institute	A. W. Tate
41	do	District High School	J. O. Atkins
42	do	Marianna High School*	R. J. Holston
43	Opelika	Opelika High School*	Rev. I. T. Simpson
44	Pineville	Pineville Academy*	W. N. Dale
45	Pisgah	Pisgah Male and Female Academy	J. W. Simpson
46	Roanoke	Roanoke Normal College	R. M. Crawford, president
47	Rockford	Rockford High School	Robert McPheeters, sr.
48	Springville	Spring Lake College	W. C. Griggs, A. B.
49	Talladega	Talladega College	Geo. W. Andrews
50	Trinity	North Alabama Collegiate Institute	Rev. Joseph Shackelford

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900.

Religious denomination.	Secondary instructors.		Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.	Elementary students.	Preparing for college.				Graduates in 1900.	College preparatory students in the class that graduated in 1900.															
	Classical course.				Scientific course.																				
							Male.	Female.				Male.	Female.	Male.	Female.	Male.	Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24					
Nonsect.....	1	3	30	20	40	30	---	---	---	---	0	0	4	0	2	0	40	\$1,000	1						
Nonsect.....	1	2	15	25	30	40	10	15	15	0	0	4	0	2	3	0	200	6,000	2						
Nonsect.....	1	1	13	19	48	50	3	4	1	2	2	4	2	4	4	---	---	1,200	1,000	3					
Nonsect.....	1	0	5	6	10	9	0	0	5	3	3	0	0	0	4	---	---	1,000	4						
Nonsect.....	0	7	0	90	0	95	0	10	0	0	0	12	0	5	5	---	150	20,000	5						
Nonsect.....	1	2	21	9	14	19	7	3	8	0	1	1	1	1	4	---	1,500	---	6						
Nonsect.....	1	1	10	12	29	22	---	---	---	---	---	---	---	---	4	---	1,200	1,000	7						
Nonsect.....	1	0	10	15	99	85	---	---	1	0	3	---	---	---	4	0	---	10,000	8						
Nonsect.....	1	0	2	5	28	30	3	3	0	3	0	3	---	---	3	---	---	2,500	9						
Nonsect.....	1	1	19	15	10	14	5	6	14	9	---	---	---	---	4	0	100	3,000	10						
Nonsect.....	2	1	38	43	64	34	10	12	---	---	6	4	6	4	2	0	400	3,000	11						
Nonsect.....	3	1	30	25	0	0	---	---	---	---	0	0	---	---	4	0	1,200	150,000	12						
Nonsect.....	1	1	16	18	28	20	1	2	1	3	7	4	7	4	4	0	1,000	5,000	13						
Nonsect.....	0	5	0	38	5	60	0	30	0	8	0	0	0	0	5	0	1,800	2,000	14						
Nonsect.....	1	1	37	0	20	0	16	0	5	0	0	0	0	0	5	28	---	10,000	15						
Nonsect.....	1	0	27	12	36	36	4	2	4	1	1	1	1	1	4	0	---	700	16						
Nonsect.....	1	2	45	60	5	15	10	12	8	6	---	---	---	---	4	0	---	5,600	17						
Nonsect.....	1	0	3	11	11	11	---	---	---	---	0	0	0	0	0	0	0	600	18						
Nonsect.....	3	0	30	22	51	42	15	8	0	0	1	2	---	---	4	0	---	---	19						
Nonsect.....	2	1	28	36	21	10	---	---	---	---	---	---	---	---	---	---	900	1,800	20						
Nonsect.....	1	2	2	16	11	34	0	2	2	2	---	---	---	---	3	---	200	3,500	21						
Nonsect.....	1	1	6	17	25	16	---	---	---	---	---	---	---	---	---	---	---	---	22						
Cum. Presb.....	3	3	70	63	30	25	3	5	6	5	5	2	5	2	4	40	20	12,800	23						
Bapt.....	1	0	4	5	16	14	---	---	---	---	---	---	---	---	---	---	---	2,000	24						
Nonsect.....	1	2	15	11	2	4	---	---	---	---	0	0	0	0	4	0	200	---	25						
Cong.....	1	1	7	2	45	57	1	0	1	0	0	0	0	0	---	---	200	2,500	26						
Nonsect.....	1	1	24	12	21	18	---	---	---	0	0	0	0	0	---	---	---	1,000	27						
Nonsect.....	1	1	20	20	39	34	9	4	9	4	2	2	2	2	2	---	---	2,000	28						
Nonsect.....	1	1	12	10	27	22	---	---	---	3	2	0	0	0	0	---	0	1,500	29						
Nonsect.....	1	1	11	17	12	9	1	3	2	0	0	3	0	3	4	0	---	2,000	30						
Nonsect.....	5	0	111	0	0	0	---	---	110	0	10	0	0	0	4	111	1,000	60,000	31						
Bapt.....	1	1	15	10	25	20	4	4	---	0	2	0	0	2	---	---	---	2,500	32						
R. C.....	0	4	0	22	0	21	---	---	---	---	3	---	3	---	4	---	3,650	---	33						
Nonsect.....	0	2	0	30	0	15	---	20	0	10	---	---	---	---	4	---	---	10,000	34						
R. C.....	0	2	0	30	0	147	---	---	---	0	2	---	---	---	4	---	---	---	35						
Nonsect.....	1	2	27	24	28	23	6	7	6	7	0	0	0	0	0	0	0	1,000	36						
R. C.....	0	4	0	14	0	110	0	7	0	7	0	1	0	1	4	0	1,000	50,000	37						
Nonsect.....	3	6	53	0	13	0	1	0	41	0	1	0	---	---	0	0	---	9,000	38						
Cong.....	1	1	14	11	26	19	1	1	1	0	0	0	0	---	4	0	700	2,650	39						
Bapt.....	1	1	20	17	60	50	0	0	3	2	0	1	0	0	4	0	0	1,800	40						
Meth.....	1	0	10	12	30	32	4	6	2	1	0	0	0	0	---	0	0	2,000	41						
M. E. So.....	1	2	32	20	20	20	20	17	5	7	---	---	---	---	4	---	---	2,500	42						
Miss. Bapt.....	1	2	7	12	38	53	2	1	1	2	2	1	2	1	3	---	---	2,000	43						
Nonsect.....	1	0	17	13	8	5	1	3	---	---	---	---	---	---	---	---	---	250	44						
Nonsect.....	1	1	4	8	28	30	3	5	0	2	0	0	0	0	3	0	---	1,200	45						
Nonsect.....	3	5	43	35	94	82	---	---	---	6	3	---	---	---	4	0	400	20,000	46						
Nonsect.....	1	1	25	25	15	20	2	1	1	1	0	0	0	0	4	0	0	1,000	47						
Nonsect.....	3	0	40	20	110	55	0	0	20	10	---	---	---	---	4	0	150	600	48						
Cong.....	6	4	63	47	192	305	2	1	14	4	1	5	1	5	4	0	---	134,000	49						
Bapt.....	2	0	15	10	23	16	2	0	---	---	0	0	0	0	2	0	---	800	50						

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	ALABAMA—continued.		
51	Trussville	Trussville Academy	J. L. McKenney
52	Town Creek	Town Creek Normal Institute	J. T. Stricklen
53	Tuskaloosa	Verner's School	W. B. Verner
54	Tuscumbia	Deshler Female Institute	Mrs. R. P. Foote
55	White Plains	Talladega District High School*	Geo. P. McClurkin
	ARIZONA.		
56	Prescott	St. Joseph's Academy	Sisters of St. Joseph
57	Tucson	do	Sister Elizabeth
	ARKANSAS.		
58	Amity	Amity High School	Samuel M. Samson
59	Barren Fork	Mount Pleasant Academy	R. L. Keathly
60	Belleville	Belleville Normal College	D. F. Montgomery
61	Berryville	Clarke's Academy	Isaac A. Clarke
62	Carrollton	Carrollton Academy	H. H. Davis
63	Fordyce	Training School for Youths	J. D. Clary
64	Gentry	Orchard I. Hendrix Academy	Rev. J. M. Hughey, A. M.
65	Helena	Sacred Heart Academy	Sister Evangelista
66	Holly Springs	Judson Baptist High School	R. A. Watson, A. B.
67	Little Rock	Arkansas Baptist College*	Jos. A. Booker
68	Monticello	Hinemon's University School	J. E. Erwin
69	Okolona	Okolona High School	T. E. Greene
70	Paragould	Thompson's Classical Institute	R. S. Thompson
71	Pea Ridge	Pea Ridge Normal College	B. H. Caldwell, president
72	Philadelphia	Philadelphia High School	J. W. C. Gardner
73	Rogers	Rogers Academy	Morrison Weiner
74	Searcy	Speers-Langford Military Institute.*	G. T. Storey and R. B. Willis
75	Southland	Southland College and Normal Institute.*	Duff G. Phillips
76	Spielerville	New Subiaco College	Rt. Rev. Abbot Ignatius
77	Wilmar	Brew Normal Institute	J. L. Spence
78	Witcherville	Buckner College	W. A. Hill
	CALIFORNIA.		
79	Alameda	Notre Dame Academy	Sister of Notre Dame
80	Belmont	Belmont School	W. T. Reid
81	Berkeley	Boone's University School	P. R. Boone
82	do	Head's (Miss) Preparatory School	Anna Head, A. B.
83	Crescent City	Crescent City Academy	Walter F. Jones
84	East Oakland	Our Lady of Lourde's Academy	Sister M. Fidelis
85	Grass Valley	Mount St. Mary's Academy	Sister Mary Baptist O'Connor
86	Healdsburg	Healdsburg College	M. E. Cady
87	Irrington (520 Railroad ave.)	University Academy	W. W. Anderson
88	Lakeport	Lakeport Academy	John Overholser
89	Lordsburg	Lordsburg College	Wm. I. T. Hoover
90	Los Angeles (217 South Broadway)	Eton Academy for Boys	Horace A. Brown
91	Los Angeles (416 West 10th st.)	Girls Collegiate Institute	A. K. Parsons, J. W. Dennen
92	Los Angeles	The Harvard Military School	Grenville C. Emery
93	Los Angeles (p. o. box 193)	Los Angeles Military Academy	Sanford A. Hooper
94	Los Angeles (865 West 23d st.)	Marlborough School for Girls and Ladies	Mrs. G. A. Caswell
95	Marysville	College of Notre Dame	Sister Mary Loretto

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomina- tion.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, build- ings, furniture, and scientific appa- ratus.	
	Sec- ond- ary in- struc- tors.		Sec- ond- ary stu- dents.		Ele- men- tary stu- dents.		Preparing for college.				Grad- uates in 1900.		College prepar- atory students in the class that gradu- ated in 1900.										
							Class- ical course.		Scien- tific course.				Male.		Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Nonsect...	2	2	22	19	21	23	6	5	3	1	0	0	0	0	3	0	-----	2,500	51				
Nonsect...	1	1	22	73	31	20	-----	-----	-----	-----	8	5	8	5	-----	0	-----	3,500	52				
Nonsect...	2	0	50	6	50	0	20	0	10	0	-----	-----	-----	-----	4	0	1,000	10,000	53				
Nonsect...	0	1	0	13	2	30	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	17	20,000	54				
M. E. So...	1	3	23	14	85	64	-----	-----	-----	-----	3	2	3	1	4	-----	-----	3,000	55				
R. C.	0	1	0	15	0	34	-----	-----	-----	-----	0	4	-----	-----	-----	-----	-----	-----	56				
R. C.	1	1	10	18	35	75	5	5	-----	-----	-----	-----	-----	-----	-----	-----	-----	25,000	57				
Nonsect...	3	2	62	52	41	52	0	0	37	26	0	0	0	0	4	48	350	9,000	58				
Nonsect...	2	0	17	9	43	38	2	2	4	2	0	0	0	0	3	0	47	3,500	59				
Nonsect...	1	1	33	25	75	80	0	0	4	0	-----	-----	-----	-----	3	0	65	3,500	60				
Nonsect...	1	1	38	34	2	1	-----	-----	-----	-----	3	2	3	2	4	0	700	5,000	61				
Nonsect...	1	2	33	40	70	80	-----	-----	4	0	9	-----	-----	-----	2	0	0	2,000	62				
M. E. So...	2	1	40	34	20	17	15	15	-----	-----	0	4	0	4	4	0	500	3,600	63				
M. E. So...	3	0	22	18	29	34	-----	-----	-----	-----	-----	-----	-----	4	4	0	1,400	11,000	64				
R. C.	6	1	2	15	30	18	-----	-----	-----	-----	0	1	0	1	3	0	700	-----	65				
Miss. Bapt.	1	1	58	40	45	20	14	16	0	0	0	1	0	1	3	0	100	3,000	66				
Bapt....	32	32	23	17	59	46	-----	-----	-----	-----	0	0	-----	-----	4	0	140	6,000	67				
Nonsect...	32	32	30	26	6	4	15	42	-----	-----	0	0	-----	-----	4	0	140	6,000	68				
Nonsect...	32	32	42	41	23	19	-----	-----	-----	-----	0	1	0	0	4	0	300	2,500	69				
Nonsect...	32	32	60	55	20	15	2	0	-----	-----	0	1	0	0	4	0	300	2,400	70				
Nonsect...	4	1	64	40	75	65	23	7	10	3	9	1	9	1	4	0	400	4,000	71				
Nonsect...	1	0	14	11	21	29	0	0	0	0	0	0	0	0	0	0	20	600	72				
Cong....	3	2	24	55	15	32	-----	-----	-----	-----	1	3	-----	-----	4	-----	1,600	15,000	73				
Nonsect...	5	0	55	0	18	0	20	0	-----	-----	-----	-----	-----	-----	55	1,500	40,000	74					
Friends...	1	2	29	37	24	45	0	0	2	6	9	4	0	1	4	-----	-----	20,000	75				
R. C.	3	0	30	0	10	0	22	0	8	0	-----	-----	-----	-----	6	0	2,000	-----	76				
Nonsect...	4	0	60	45	100	95	5	2	30	25	-----	-----	-----	-----	4	75	300	7,000	77				
Bapt....	1	1	15	17	60	49	-----	-----	-----	-----	-----	-----	-----	-----	4	-----	-----	15,000	78				
R. C.	0	4	0	25	20	160	-----	-----	0	10	0	4	-----	-----	-----	-----	700	-----	79				
Nonsect...	9	0	115	0	51	0	6	0	48	0	22	0	21	0	4	115	1,200	150,000	80				
Nonsect...	6	0	48	0	2	0	2	0	46	0	12	0	12	0	4	0	2,000	20,000	81				
Nonsect...	3	9	0	65	10	50	0	20	0	10	0	6	0	4	4	0	3,000	40,000	82				
Nonsect...	1	0	7	3	9	4	4	2	0	0	4	2	2	1	4	0	385	3,000	83				
R. C.	0	4	0	25	40	175	-----	-----	-----	-----	0	3	-----	-----	3	0	500	-----	84				
R. C.	0	5	30	8	50	107	0	0	-----	-----	0	3	0	0	-----	0	350	50,000	85				
7 Day Adv	5	5	49	45	112	53	10	8	15	10	7	6	-----	-----	-----	-----	1,400	40,000	86				
Nonsect...	2	1	53	1	17	0	19	0	25	0	16	0	14	0	4	-----	-----	-----	87				
Nonsect...	1	1	4	16	0	0	1	1	2	3	1	2	1	2	4	0	300	5,000	88				
Ger. Bapt.	4	2	25	13	0	0	-----	-----	-----	-----	2	5	0	0	4	0	175	20,000	89				
Nonsect...	1	2	21	0	29	0	8	0	8	6	-----	-----	-----	-----	4	0	400	-----	90				
Nonsect...	1	7	0	35	6	35	0	6	0	5	0	8	-----	-----	5	0	300	2,500	91				
Christian	4	0	14	0	36	0	9	0	1	0	-----	-----	-----	-----	4	14	1,100	27,000	92				
Nonsect...	5	0	44	0	32	0	12	0	8	0	0	0	0	0	4	44	2,578	150,000	93				
Nonsect...	0	8	0	75	0	40	0	5	0	2	0	7	0	2	-----	-----	-----	-----	94				
R. C.	0	5	0	30	30	130	0	9	0	12	0	1	0	1	-----	-----	150	-----	95				

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	CALIFORNIA—continued.		
96	Menlo Park.....	Hoitt's School for Boys.....	Ira G. Hoitt.....
97	.....do.....	St. Patrick's Seminary.....	Rev. A. J. B. Vinbert.....
98	Nordhoff.....	Thacher's School (Casa de Piedra Ranch). Convent of Our Lady of the Sacred Heart.	Sherman D. Thacher.....
99	Oakland.....	Chaffey College.....	Mother Delphine.....
	Ontario.....	"Castillya Hall," Boarding and Day School for Girls.	Wm. T. Randall, dean.....
100	Palo Alto (319 Kingsley ave.).....	"Manzanita Hall," Preparatory School for Boys.	Mrs. Anne E. Peck.....
101	Palo Alto.....	Classical School for Boys.....	Frank Cramer.....
102	Pasadena (49 South Euclid ave.).....	English Classical School for Girls.	Stephen Cutter Clark.....
103	Pasadena (124 South Euclid ave.).....	St. Vincent's Academy.....	Anna B. Orton.....
104	Petaluma.....	Academy of Our Lady of Mercy.	Rev. Father Clearey.....
105	Red Bluff.....	Academy of Notre Dame.....	Sister M. Helena.....
106	Redwood City.....	St. Gertrude's Academy.....	Sister Mary Cecilia.....
107	Rio Vista.....	Sacramento Institute.....	Sister Mary Camillus.....
108	Sacramento (1126 K st.).....	St. Joseph's Academy.....	Brother Vellisian.....
109	Sacramento.....	Academy of Our Lady of Peace.	Sister of Mercy.....
110	San Diego.....	Academy of the Sacred Heart..	Sisters of St. Joseph.....
111	San Francisco (925 Franklin st.).....	College of Notre Dame.....	Madame Gorman.....
112	San Francisco (Dolores, bet. 16th and 17th sts.).....	Hamlin School and Van Ness Seminary.	Sister Mary Bernardine.....
113	San Francisco (1849 Jackson st.).....	Irving Institute.....	Sarah D. Ham'in.....
114	San Francisco (2126 California st.).....	Miss Murison's School.....	Rev. Edwards B. Church, A. M.
115	San Francisco (2234 Pacific ave.).....	Our Lady of Mercy's Academy.	E. L. Murison.....
116	San Francisco (Fremont and Harrison sts.).....	Presentation Convent.....	Sisters of Mercy.....
117	San Francisco (1901 Powell st.).....	Sacred Heart College.....	Sister Mary Josephine.....
118	San Francisco (s. e. corner of Eddy and Larkin sts.).....	St. Brigids Convent School*.....	Brother Florinus.....
119	San Francisco (1623 Broadway st.).....	St. Peter's School (Girls).....	Sister Superior.....
120	San Francisco (24th and Alabama sts.).....	St. Vincent's School.....	Sister Mary O'Brien.....
121	San Francisco (671 Mission st.).....	Trinity School.....	Sister Gertrude.....
122	San Francisco (3309 Washington st.).....	The Washburn School.....	Rev. E. B. Spalding.....
123	San Francisco (165 Devine st.).....	West's (Miss) School for Girls..	Arthur Washburn.....
124	San Francisco (2014 Van Ness ave.).....	St. Joseph's School.....	Miss Mary B. West.....
125	San Jose.....	St. Mary's Academy.....	Rev. M. Gleeson, S. J.....
126	San Leander.....	Academy of Immaculate Heart of Mary.	Sister Mary Conception.....
127	San Luis Obispo.....	St. Margaret's School.....	Miss M. E. Arnold.....
128	San Mateo.....	St. Mathew's School.....	Rev. W. A. Brewer.....
129	.....do.....	Dominican College.....	Mother Louis.....
130	San Rafael.....	The Hitchcock School*.....	Rev. Charles Hitchcock.....
131	.....do.....	Mount Tamalpais Military Academy.	Arthur Crosby.....
132	.....do.....	Santa Barbara Collegiate Institute.	T. H. McCune, M. A.....
133	Santa Barbara.....		

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomina- tion.	Sec- ond- ary in- struc- tors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific appa- ratus.	
			Second- ary stud- ents.		Ele- men- tary stud- ents.		Preparing for college.				Gradu- ates in 1900.		College prepar- atory students in the class that gradu- ated in 1900.										
							Classi- cal course.		Scien- tific course.														
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Nonsect...	9	0	44	0	49	0	1	0	6	0	5	0	---	---	4	0	400	96					
R. C.	8	0	50	0	0	0	---	---	---	---	---	---	---	---	6	---	6,000	97					
Nonsect...	6	0	39	0	15	0	12	0	23	0	2	0	2	0	---	---	30,000	98					
R. C.	0	5	0	18	0	54	---	---	---	---	0	1	---	---	4	0	1,444	99					
M. E.	(a)																						
Nonsect...	6	7	0	21	0	0	0	15	0	0	0	4	0	4	4	---	800	100					
Nonsect...	6	0	30	0	0	0	0	0	30	0	7	0	7	0	4	0	15,000	101					
Nonsect...	5	0	28	0	17	0	4	0	20	0	---	---	---	---	4	0	---	102					
Nonsect...	0	6	0	10	0	20	0	10	0	6	0	2	0	2	4	0	1,200	103					
R. C.	0	3	0	30	70	50	---	---	---	---	---	---	---	---	3	---	300	104					
R. C.	0	8	0	25	0	30	---	---	---	---	---	---	---	---	---	---	1,000	105					
R. C.	0	3	0	25	5	25	0	---	---	---	---	---	---	---	---	---	---	106					
R. C.	0	4	0	46	0	59	0	39	0	7	0	5	---	---	---	---	450	107					
R. C.	5	0	81	0	184	0	40	0	23	0	5	0	2	0	4	0	1,500	108					
R. C.	9	10	0	175	0	75	0	6	0	0	0	3	0	0	4	0	20,000	109					
R. C.	2	3	0	30	48	139	0	0	0	0	0	6	0	0	4	0	20,000	110					
R. C.	0	10	2	35	0	45	0	0	0	0	0	6	0	0	4	---	---	111					
R. C.	0	6	0	40	43	233	---	---	0	30	0	8	0	8	4	---	2,000	112					
Nonsect...	0	4	0	59	5	37	0	0	0	15	0	6	0	3	4	0	2,136	113					
P. E.	7	10	0	55	10	65	0	10	0	15	0	10	0	5	4	0	1,500	114					
Nonsect...	0	9	0	45	0	30	0	2	0	1	0	3	0	0	5	0	600	115					
R. C.	0	2	0	12	0	268	---	---	---	---	---	---	---	---	3	0	---	116					
R. C.	0	1	0	12	350	438	0	0	---	---	---	---	---	---	3	0	30,000	117					
R. C.	8	0	100	0	250	0	25	0	15	0	19	0	19	0	3	0	3,006	118					
R. C.	0	4	0	30	180	250	0	0	0	10	0	10	5	3	3	---	---	119					
R. C.	0	8	0	12	75	293	0	12	0	8	0	3	---	---	3	---	400	120					
R. C.	0	2	3	60	346	414	3	32	---	---	0	6	3	0	3	---	2,500	121					
Nonsect...	7	0	46	0	22	0	4	0	0	0	8	0	6	0	4	0	---	122					
Nonsect...	2	6	31	37	26	34	2	0	29	37	8	4	8	4	4	0	600	123					
Nonsect...	0	7	0	63	20	50	0	10	0	5	0	2	0	2	4	0	500	124					
R. C.	4	0	140	0	0	---	0	---	---	---	---	---	---	---	---	---	10,000	125					
R. C.	0	4	0	15	20	95	---	---	---	---	0	2	---	---	---	---	---	126					
R. C.	0	3	0	10	55	90	---	---	---	---	---	---	---	---	4	---	1,000	127					
Epis.	0	5	0	16	0	2	0	2	---	---	---	---	---	---	---	---	---	128					
Epis.	9	0	90	0	60	0	4	0	30	0	6	0	5	0	4	90	100	129					
R. C.	0	8	0	40	0	35	---	---	---	---	0	3	0	3	4	---	6,000	130					
Nonsect...	3	0	22	0	23	0	3	0	22	0	3	0	3	0	5	0	250	131					
Presb.	9	0	53	0	29	0	5	0	15	0	5	0	5	0	---	53	45,000	132					
Nonsect...	2	0	16	15	16	0	2	0	8	2	6	2	4	1	4	0	350	133					

a See University table for statistics of Chaffey College.

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	CALIFORNIA—cont'd.		
134	Santa Clara	Notre Dame Academy	Sister Louis de Gonzague
135	Santa Cruz	School of the Holy Cross	
136	Santa Rosa	Ursuline Academy of the Sacred Heart.	Sister Agatha Reynolds
137	Shorb	Academy of the Holy Names (Ramona Convent).	Sister Superior
138	Stockton	St. Agnes Academy*	
139	.....do	St. Mary's College	Charles Aul
140	Vallejo	St. Vincent's Convent School	St. M. Agnes
141	Woodland	Holy Rosary Academy	Sister Barbara
	COLORADO.		
142	Boulder	St. Gertrude's Academy	Sister M. Marguerite
143	Canon City	Mount St. Scholastica's Academy.	Sister M. Callista, O. S. B.
144	Del Norte	The Presbyterian College of the Southwest.	Rev. J. E. Weir, president
145	Denver	Wolfe Hall	Lucia Ocott Streeter
146	Leadville	St. Mary's School	Sister M. Evangelist
147	Montclair	Jarvis Hall Military Academy	Rev. H. K. Coleman, M. A.
	CONNECTICUT.		
148	Baltic	Academy of the Holy Family	Mother M. Aloysio
149	Black Hall	Black Hall School for Boys	Charles G. Bartlett
150	Bridgeport (293 Golden Hill).	Courtland School for Girls *	Frances A. Marble, Mary J. Miner.
151	Bridgeport (688 Park ave.)	Park Avenue Institute	Seth B. Jones
152	Bridgeport (416 Fairfield ave.).	The University School	Vincent C. Peck
153	Brookfield Center	Curtis School for Boys	Frederick S. Curtis
154	Cheshire	Episcopal Academy of Connecticut.	E. D. Woodbury
155	Clinton	Morgan School	George E. Elliot, jr.
156	Cornwall	The Cornwall School	F. M. McGaw
157	Easton	Easton Academy	Wm. M. Gallup
158	Essex	Pratt High School	J. Francis Allison
159	Fairfield	Fairfield Academy	Francis H. Brewer
160	Farmington	Porter (Miss) and Dow's (Mrs.) School.	Miss Sarah Porter and Mrs. M. E. Dow.
161	Greenwich	Greenwich Academy *	J. H. Root
162	.....do	Rosemary Hall	Caroline Runtz-Rees
163	Hamden	Hamden Hall	Wm. C. Raymond
164	Hartford	Mount St. Joseph's Seminary	Sister M. Cecilia
165	Hartford (1204 Asylum ave.).	Woodside Seminary	Sara J. Smith
166	Lakeview	The Hotchkiss School	Edward G. Coy
167	.....do	The Tatonic School for Girls	Eliza Hardy Lord
168	Lyme	The Boxwood School	Mrs. Richard Sill Griswold
169	Milford	Simpson's (Mrs.) School	L. Simpson
170	Mystic	Mystic Valley English and Classical Institute.	John Knight Buckley
171	New Haven	Booth Preparatory School	George A. Booth
172	New Haven (18 Insurance Building).	Gile Grammar School	Theo. B. Willson
173	New Haven (7 College st.)	Hopkin's Grammar School	George L. Fox
174	New Haven (97 Whitney ave.).	Johnstone's (Miss) School	Mary Sibyl Johnstone
175	New Haven (57 Elm st.) ..	School of Miss Orton and Miss Nichols.	Miss R. Orton, Miss E. R. Nichols.

* Statistics of 1893-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in 1900.		College prepar-atory students in the class that gradu-ated in 1900.									
							Classi-cal course.		Scien-tific course.													
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
R. C.	0	4	0	55	0	150	0	3	0	5	0	8	0	8	0	0	600	134				
R. C.	4	0	20	0	0	0	0	0	0	0	0	5	0	0	4	0	600	135				
R. C.	0	3	0	10	0	29	0	0	0	0	0	1	0	0	0	0	0	136				
R. C.	0	5	0	20	6	40	0	0	0	10	0	2	0	0	4	0	675	137				
R. C.	0	3	0	30	34	306	0	0	0	0	0	7	0	0	4	0	0	138				
R. C.	1	0	17	0	133	0	0	0	0	0	4	0	0	0	3	0	0	139				
R. C.	0	10	9	32	192	209	0	0	0	0	2	8	0	0	3	41	0	140				
R. C.	0	4	0	34	0	51	0	4	0	0	0	2	0	0	4	0	800	141				
R. C.	0	2	14	29	33	48	0	0	0	2	4	10	0	2	4	0	300	142				
R. C.	0	5	0	20	0	53	0	0	0	0	0	0	0	0	4	0	300	143				
Presb.	3	1	29	14	2	2	11	5	5	4	1	1	1	1	4	0	2,600	144				
Epis.	2	11	1	32	7	75	0	0	0	0	0	3	0	1	4	0	0	145				
R. C.	0	11	14	23	386	249	6	0	0	0	0	0	0	0	4	0	236	146				
Epis.	4	1	18	0	19	0	3	0	8	0	2	0	2	0	4	18	250	147				
R. C.	0	7	1	35	0	38	0	15	0	0	0	1	0	0	4	0	800	148				
Epis.	5	1	23	0	6	4	0	16	0	12	0	9	0	0	4	0	1,800	149				
Nonsect.	0	5	6	41	1	51	0	0	0	6	0	1	0	0	5	0	0	150				
Nonsect.	2	0	40	0	20	0	15	0	12	0	20	0	8	0	4	0	2,500	151				
Nonsect.	3	1	35	0	23	15	13	0	17	0	5	0	5	0	5	0	1,000	152				
Nonsect.	3	2	12	0	13	0	12	0	0	0	0	0	0	0	0	0	450	153				
Epis.	5	1	46	0	7	0	7	0	20	0	8	0	5	0	4	46	600	154				
Nonsect.	3	21	31	39	101	110	8	10	9	6	5	9	3	5	4	0	2,000	155				
Nonsect.	2	2	9	4	9	2	4	0	3	0	0	0	0	0	4	0	200	156				
Nonsect.	1	0	2	7	6	7	1	0	0	0	0	0	0	0	4	0	325	157				
Cong.	1	1	9	12	0	0	0	0	4	11	2	1	0	0	4	0	50	158				
Nonsect.	1	3	5	6	10	10	0	0	0	0	0	0	0	0	0	0	2,000	159				
Nonsect.	2	10	0	78	0	32	0	0	0	0	0	0	0	0	0	0	0	160				
Nonsect.	3	2	10	7	28	9	5	3	0	0	1	4	1	1	4	0	0	161				
Epis.	0	7	0	35	0	4	0	0	0	0	2	0	2	0	4	0	400	162				
Nonsect.	2	0	9	3	8	11	0	0	3	0	0	0	0	0	2	0	50	163				
R. C.	0	6	0	54	0	53	0	2	0	0	0	9	0	2	4	0	3,800	164				
Epis.	2	5	0	25	0	0	0	0	0	0	0	5	0	0	0	0	1,200	165				
Nonsect.	10	0	156	0	0	0	106	0	50	0	29	0	29	0	4	0	1,000	166				
Nonsect.	0	6	0	14	6	15	0	4	0	0	0	0	0	0	4	0	300	167				
Nonsect.	1	6	0	25	0	0	0	0	0	0	4	2	1	0	0	0	0	168				
Protestant	0	1	7	9	0	0	1	0	0	0	3	0	1	0	0	0	0	169				
Nonsect.	2	1	7	3	10	7	2	0	2	0	4	0	0	0	4	8	500	170				
Nonsect.	1	3	50	5	48	67	2	0	30	0	32	19	21	0	3	0	0	171				
Nonsect.	1	1	17	2	10	2	0	0	4	0	0	0	0	0	0	0	50	172				
Nonsect.	3	0	70	0	12	0	0	0	0	0	15	0	15	0	4	0	0	173				
Nonsect.	2	10	0	43	12	103	0	5	0	11	0	0	0	0	4	0	0	174				
Nonsect.	0	4	0	16	0	2	0	1	0	2	0	2	0	0	5	0	0	175				

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	CONNECTICUT—cont'd.		
176	New Haven (56 Hillhouse ave.).	West End Institute *	Mrs. and Miss Cady
177	New Haven (33 Wall st.).	Whedon's (Miss) School for Girls and Boys.	Susan H. Whedon
178	New Haven (96 Mansfield st.).	Willard's (Miss) School	Miss Charlotte A. Willard
179	New London	Bulkeley School	Walter A. Towne
180	do	Williams Memorial Institute	Colin S. Buell
181	New Milford	Ingleside School	Mrs. Wm. D. Black
182	do	Rectory School	H. E. Taylor
183	New Preston	Upson Seminary	Rev. Henry Upson
184	Newtown	Newtown Academy	H. B. MacFarland
185	Norfolk	The Robbins School	Howard W. Carter
186	North Stonington	The Edgar Wheeler School	Susie M. Lindsey
187	Norwalk	Baird's (Miss) Institute *	Mrs. Cornelia F. Baird
188	do	Norwalk University School	W. G. Chase
189	Norwalk (Hillside)	Young Ladies' Seminary	Mrs. Melville E. Mead
190	Norwich	Norwich Free Academy *	Robert P. Keep, Ph. D.
191	Pomfret	Pomfret School	Wm. Beach Olmsted
192	Putnam	Notre Dame de Bon Secours Academy.	Sister M. Gonzaga
193	Redding	Hill Academy *	Fred J. Perrine
194	Saybrook	Shepard's (Miss) Private School	Miss F. C. Shepard
195	Simsbury	McLean Seminary	J. B. McLean
196	Southport	Seaside Seminary	Augusta Smith
197	Stamford	The Catharine Aiken *	Mrs. H. B. S. Devan
198	do	Betts's Academy	Wm. J. Betts
199	do	The King School	Hiram U. King
200	Stanford (5 and 7 Willow st.).	Low's (Miss) Boarding and Day School for Girls.	Misses Low and Heywood
201	Suffield	Connecticut Literary Institution.	Harry L. Thompson
202	Washington	The Gunnery	John C. Brinsmade
203	Waterbury	Academy of the Congregation de Notre Dame.	Sister St. Stanislaus
204	do	Gerard School	Isabel C. Lawton
205	do	St. Margaret's Diocesan School	Miss Mary R. Hillard
206	Watertown	Taft's School for Boys	Horace D. Taft
207	Westport	Staples High School	Bessie R. Taylor
208	Wilton	Wilton Educational School	Charles W. Whitlock
209	Winsted	Gilbert School	John E. Clark, Ph. D.
210	Woodstock	Woodstock Academy	E. E. Hall
	DELAWARE.		
211	Dover	Wilmington Conference Academy.	Vaughan S. Collins
212	Wilmington (4th and West sts.).	Friends School	Herschel A. Morris, A. M.
213	Wilmington (Pennsylvania ave. and Franklin st.).	Hebb's (Misses) School for Girls.	Misses Hebb (E. A. and E. P.)
214	Wilmington	Wilmington Military Academy.	Wm. H. Morrison and Thos. A. Blackford.
	DISTRICT OF COLUMBIA.		
215	Washington	Academy of the Visitation	Sister M. Loretto Brooks
216	Washington (8th st. and Maryland ave. S.W.).	Academy of the Sacred Heart of Mary.	Mother M. Clemantine, O. S. D.
217	Washington (1515 H st. N.W.).	The Berkeley School	Charles W. Fisher

* Statistics of 1898-99.

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	DISTRICT OF COLUMBIA— continued.		
218	Washington (1842 Vermont ave. and Iowa circle).	Chenoweth Institute	Miss Mary D. Chenoweth ..
219	Washington (2703 14th st.)	Columbian Seminary (Boys)* ..	Arthur T. Ramsay
220	Washington (914 14th st.)	Emerson Institute	Charles B. Young
221	Washington (2701 14th st.)	Fairmount Seminary (Girls) ..	Arthur T. Ramsay
222	Washington (1811 I st. NW.).	Friends Select School	Thomas W. Sidwell
223	Washington (1409 Mass. ave.).	Gunston Institute for Girls	Beverley R. Mason
224	Washington (1512 Mass. ave.).	Holy Cross Academy	Sister Angelica
225	Washington (1305 17th st. NW.).	McDonald Ellis School	Edwin R. Lewis
226	Washington (1100 M st. NW.).	Mount Vernon Seminary	Mrs. Elizabeth J. Somers ..
227	Washington (822 Connecticut ave. NW.).	National Capital University	Warren W. Phelin
228	Washington (North Capitol and K sts.).	Notre Dame Academy	Sister Mary Euphrasia
229	Washington (1236 18th st.).	Olney Institute	Virginia Mason Dorsey
230	Washington (1409 Corcoran st.).	Putnam's English and Classical School for Boys.	William H. Putnam
231	Washington (601 East Capitol st.).	St. Cecilia's Academy	Mother M. Augusta
232	Washington (1310 18th st. NW.).	The University School for Boys.	Robert L. Preston
233	Washington (3d and T sts. NE.).	Washington College for Young Ladies.	Flournoy Menefee
234	Washington (1850 Wyoming ave.).	Washington Heights School	Florence Martin
235	West Washington	The Luthicum Institute	R. C. Balinger, curator
	FLORIDA.		
236	Gainesville	Boarding and Day School	Miss Tebeau
237	Jacksonville	Cookman Institute	H. R. Bankerd
238	do	Edward Waters College	A. St. George Richardson ..
239	do	Florida Baptist College	Nathan W. Collier
240	do	St. Joseph's Academy	Sister M. de Sales
241	Key West	Convent of Mary Immaculate ..	Sister Mary Florentine, superior.
242	St. Augustine	St. Joseph's Academy	Sister M. Agatha
243	Tampa	Convent of the Holy Names	Sister Mary Winifred
244	San Antonio	Holy Name Academy	Sister Catherine
	GEORGIA.		
245	Arabi	Houston High School	Lawson E. Brown
246	Athens	Home School for Young Ladies* ..	Miss Sosnowski
247	do	Jernel Academy	John H. Brown
248	do	Knox Institute	L. S. Clark, A. M.
249	Atlanta	Spelman Seminary	Miss Harriet E. Giles
250	do	Washington Seminary	Mrs. Wm. T. Chandler
251	Auburn	Perry-Rainey College*	J. C. Flanigan
252	Augusta	Academy of Richmond County ..	Charles H. Withrow
253	do	The Paine Institute	Geo. Wms. Walker, D. D.
254	do	St. Mary's Academy	Sister Mary Peter
255	do	Summerville Academy	Arthur Grabowskie, Ph. D.
256	do	Walker Baptist Institute	N. W. Curtright
257	Buford	Bellewood Academy	Henry D. Capers

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Students																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
	Secondary instructors.		Secondary students.		Elementary students.		Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.										
							Classical course.		Scientific course.				Male.		Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Nonsect...	3	5	0	10	0	10	0	6	0	4	---	---	---	---	5	---	400	\$25,000	218				
Nonsect...	2	0	16	0	11	0	---	---	---	---	---	---	---	---	---	---	600	---	219				
Nonsect...	4	1	35	0	20	0	---	---	---	---	0	4	---	---	4	0	300	---	220				
Nonsect...	9	10	0	27	0	0	0	12	0	0	---	---	---	---	3	0	2,000	2,500	221				
Friends...	4	10	33	31	79	29	14	10	3	0	3	3	2	1	4	0	634	65,000	222				
Nonsect...	0	12	0	50	0	23	0	0	0	0	0	2	0	2	---	---	---	---	223				
R. C.	0	6	25	28	0	97	0	28	---	---	0	6	---	---	4	---	---	---	224				
Nonsect...	2	10	0	52	0	0	---	---	---	---	0	8	0	2	---	---	2,000	---	225				
Nonsect...	0	12	0	100	0	40	0	4	---	---	0	17	---	---	---	---	1,800	---	226				
Nonsect...	2	0	32	0	0	0	6	0	8	0	3	0	3	0	4	0	---	---	227				
R. C.	0	2	0	22	100	403	0	11	0	0	0	2	---	---	4	---	4,000	---	228				
Epis.	1	6	0	25	0	11	0	14	0	0	0	0	0	0	4	0	300	400	229				
Nonsect...	1	1	16	0	4	0	2	0	2	0	2	0	2	0	4	0	---	---	230				
R. C.	0	5	0	29	33	148	0	29	0	0	0	4	0	4	4	---	1,240	---	231				
Nonsect...	3	0	30	0	20	0	12	0	17	0	5	0	5	0	---	0	---	---	232				
Nonsect...	0	7	0	40	0	50	---	---	---	---	0	14	---	---	---	---	1,200	200,000	233				
Epis.	0	4	0	15	0	0	0	1	---	---	0	1	0	1	4	---	200	---	234				
Nonsect...	5	0	35	0	80	0	---	---	---	---	---	---	---	---	0	---	---	39,000	235				
Nonsect...	0	2	0	20	0	38	0	0	0	0	0	0	0	0	---	---	---	---	236				
M. E.	1	3	31	24	121	93	4	2	0	0	2	0	2	0	4	0	---	25,000	237				
A. M. E. ...	1	2	17	15	89	128	9	0	0	0	2	1	2	0	4	0	---	25,000	238				
Bapt.	3	29	9	16	181	98	7	0	---	---	0	3	0	3	4	0	400	10,000	239				
R. C.	0	8	0	26	61	56	0	26	---	---	0	2	0	0	4	0	350	50,000	240				
R. C.	0	5	3	31	138	384	0	0	0	0	0	0	0	0	4	0	518	80,622	241				
R. C.	0	2	0	30	125	245	---	---	---	---	0	0	0	0	4	0	1,650	---	242				
R. C.	0	4	0	11	80	174	0	0	0	0	0	0	0	0	4	0	1,000	40,500	243				
R. C.	0	2	4	11	0	0	0	1	0	0	0	0	0	0	4	---	200	---	244				
Bapt.	1	5	50	30	0	0	---	---	---	---	3	1	---	---	0	---	400	4,000	245				
Nonsect...	0	7	0	35	0	0	0	15	0	15	---	---	---	---	---	---	---	---	246				
Bapt.	1	3	24	22	69	99	0	0	0	0	1	2	---	---	4	0	350	9,000	247				
Cong.	2	4	8	13	99	150	8	13	0	0	4	6	4	6	3	0	250	8,000	248				
Bapt.	0	10	0	82	0	491	0	0	0	9	0	8	0	1	4	0	3,400	180,000	249				
Nonsect...	2	9	9	112	0	75	0	42	0	1	0	29	0	1	4	0	1,000	30,000	250				
Bapt.	1	1	20	30	25	26	10	20	---	---	---	---	---	---	4	---	1,000	10,000	251				
Nonsect...	5	0	125	0	0	0	---	---	---	---	0	13	3	3	4	125	32	---	252				
M. E. So. ...	5	3	65	139	33	39	9	1	---	---	8	8	---	---	4	0	300	45,000	253				
R. C.	0	3	0	40	0	140	0	20	0	20	0	1	0	1	4	---	---	40,000	254				
Nonsect...	1	3	30	23	30	49	0	6	0	6	2	1	2	1	4	---	1,500	18,000	255				
Bapt.	2	5	14	45	29	64	3	6	0	0	0	0	0	0	4	0	70	5,000	256				
Nonsect...	1	1	23	11	51	16	14	11	3	0	---	---	---	---	2	---	124	8,500	257				

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
GEORGIA--continued.		
253 Canton	Etowah Military Institute	E. A. Cole
259 Carnesville	Tugalo Institute	J. D. Garner, LL. B., pres.
260 Cartersville	West End Institute*	Mrs. Florence C. Harris
261 Cave Spring	Hearn Institute for Boys and Girls.	Hugh H. White.
262 Cedartown	The Samuel Benedict Memorial School.	G. E. Benedict, president
263 Cochran	Cochran College	R. C. Sanders
264 Columbus	St. Elmo Institute	James J. Slade
265 do	St. Joseph's Academy	Sister M. Berchmans.
266 do	Wynnton College	J. E. McRee
267 Dalton	McLellan School	J. G. McLellan
268 Damascus	Damascus Academy	W. C. Culppepper
269 Decatur	Agnes Scott Institute	F. H. Gaines, D. D.
270 do	Donald Fraser High School	G. Holman Gardner
271 Everett Springs	Everett Springs Seminary *	W. J. Moore
272 Fairburn	Fairburn Institute	J. E. Pendergrast
273 Fairmount	Fairmount College *	Rev. J. A. Sharp
274 Forsythe	Banks Stephens Institute *	Carle R. Thompson
275 Greensboro	Thomas Stock's Institute	F. G. Webb, A. M.
276 Greenville	Greenville Masonic Institute *	W. T. Weaver
277 Greshamville	Greshamville Academy	E. E. Treadwell
278 Hagan	Hagan Academy *	Hinton Booth
279 Hartwell	Hartwell Institute *	Geo. C. Looney
280 Hiawassee	Hiawassee High School	A. B. Greene, B. A.
281 Irwinton	Talmage Institute	P. F. Duggan
282 Jefferson	Martin Institute	Earnest Neal
283 Lavonia	Lavonia Institute	— Fitzpatrick
284 Lagrange	La Grange Male High School	Addison W. Lynch
285 Lexington	Meson Academy	N. H. Ballard
286 McIntosh	Dorchester Academy	Fred. W. Foster
287 McRae	South Georgia College *	R. J. Strozier
288 Macon	Ballard Normal and Industrial School.	Geo. C. Burrage
289 do	Central City College	Wm. E. Holmes, A. M.
290 do	St. Stanislaus Novitiate	Rev. Michael Moynihan, S. J.
291 Monroe	Johnston Institute	John Gibson, LL. A. M., B. L.
292 Monticello	Monticello Male and Female Academy.	R. G. Smith
293 Mount Zion	Mount Zion Seminary	W. P. Wetson
294 Martin	Martin-Avalon	J. M. Looney
295 Mountville	Mountville Military Institute	James T. Warthen
296 Ringgold	Ringgold Literary and Normal Institute.	W. E. Bryan
297 Rock Mart	Piedmont Institute	Rev. O. L. Kelley
298 Royston	Royston Male and Female School.*	W. H. Cobb
299 Savannah	Beach Institute	Benjamin C. Minor, B. S.
300 do	Savannah Academy	John T. Taliaferro
301 Shellman	Shellman Institute *	C. R. Jenkins
302 Statesboro	Statesboro Institute *	J. E. Brannon
303 Swainsboro	Swainsboro High School *	S. J. Tyson
304 Talbotton	Le Vert College *	Miss N. L. Forbes
305 Tennille	Tennille Institute	Z. Whitehurst
306 Thomasville	South Georgia College	E. H. Merrill (Miss)
307 Thomson	George F. Pierce's Institute	James M. Pitner
308 Unadilla	Unadilla High School	A. C. Frasier
309 Washington	St. Joseph's Academy	Mother Clemence
310 Weston	Weston High School	L. A. Giles
311 Whitesburg	Hutcheson Collegiate Institute	Rev. W. W. Gaines

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Second-ary in-struct-ors.	Second-ary stu-dents.		Ele-men-tary stu-dents.	Preparing for college.				Gradu-ates in 1900.		College prepar-atory students in the class that gradu-ated in 1900.									
					Classi-cal course.		Scien-tific course.													
													Male.	Female.	Male.	Female.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Nonsect	1	0	25	31	75	64	14	17									106	\$2,000	258	
Bapt	2	1	25	16	0	0					0	0	0	0	4	0		7,000	259	
Nonsect	0	3	10	28	18	17	0	2	2	3	1	3	1	3	4			500	6,000	260
Bapt	1	1	40	20	35	40	2	4	2	2	2	2	2	2	4	0		150	12,500	261
Nonsect	2	3	6	17	59	63	8	7	8	7	1	1	0	0	2	0	2,000	8,000	262	
Nonsect	1	2	41	55	60	74	12	20	10	3					4	0	450	26,000	263	
Nonsect	1	2	0	45	0	0												20,000	264	
R. C.	0	4	4	13	22	27					0	0	0	0		0	500	10,000	265	
Nonsect	1	1	35	24	6	16	8	6	10	10	4	2	4	2	4			5,000	266	
Nonsect	1	0	20	0	10	0	0	0	10	0	0	0	0	0	4	0	150		267	
Nonsect	1	1	25	11	20	30													450	268
Presb.	5	12	0	59	0	184	0	39			0	6	0	6	4	0	1,300	120,000	269	
Presb.	2	0	25	0	59	0	25	0	25	0	2	0	2	0	3	0	700	10,000	270	
Nonsect	0	27	8	0							4	1					60	1,500	271	
Nonsect	0	22	28	70	77	8	17	3	8	0	5				3			5,500	272	
M. E. So.	1	2	70	70	53	47	5	0	0	0	2	2	1	0	4			5,000	273	
Nonsect	1	4	55	50	85	65	10	12			2	2	2	3	5	55	800	12,000	274	
Nonsect	1	0	20	33	53	44	20	33	0	0	1	0	1	0	3	0	50	3,000	275	
Nonsect	1	1	30	24	13	27	4	16										3,000	276	
Nonsect	1	1	4	7	31	38			1	2	1	0	1	0	3		300	1,500	277	
Nonsect	1	1	4	7	43	41	4	3			0							1,500	278	
Nonsect	2	2	79	77	126	131	79	77							4		300		279	
Bapt	0	3	0	185	0	0											200	1,000	280	
Nonsect	1	0	10	15	12	20	0	0	1	6					1	0	0	500	281	
Nonsect	2	1	40	50	15	59	25	30	2	3	1	1	1	1	4	0	600	20,000	282	
Nonsect	1	1	50	25	50	50	0	3	1	0	0	0	0	0	0	3	0	10,000	283	
Nonsect	1	0	43	0	40	0	16	0			0	0	0	0	4	43	0	1,500	284	
Nonsect	1	1	15	19	36	39					0	0	0	0	0	3		500	5,000	285
Cong.	1	3	26	20	159	176	3	0	0	0	4	2	3	0	5	0	700	8,000	286	
Meth.	1	4	30	35	120	139	4	1	0	0	1	1	1	1	5	0	700	20,000	287	
Cong.	1	3	20	55	120	223	1	0	0	0	1	6	0	0	5	0	2,000	40,000	288	
Bapt	2	0	5	13	63	69	12	20	3	1	0	0	0	0	4	0	40	15,000	289	
R. C.	3	0	19	0	0	0	19	0	0	0	0	0	0	0	3		5,000		290	
Nonsect	2	0	49	56	182	191													291	
Nonsect	1	1	14	31	36	19													292	
M. E.	2	0	30	25	82	84	2	3	2	1							3	25	4,000	293
Nonsect	1	1	8	7	37	23												0	400	294
Nonsect	2	2	20	15	20	33	3	4							4	25	100	3,000	295	
Nonsect	1	2	19	17	52	63	3	5	2	7	1	2			4	0	200	3,000	296	
Meth. (So.)	2	1	35	35	115	142	4	1	25	25					4	0	400	10,000	297	
Nonsect	1	0	24	15	70	85	4	3	4	3								5,000	298	
Cong.	1	1	9	34	96	181			2	4	3	10	0	0	2	0	500	5,000	299	
Nonsect	1	0	9	0	21	0	5	0	4	0	1	0	1	0	4	0	500	12,000	300	
Nonsect	1	0	20	18	40	30	0	5			3	7	0	5	4			1,000	301	
Nonsect	1	2	33	40	42	60	6	4	2	1	2	3	2	3	4		300	3,000	302	
Nonsect	1	2	21	17	25	27	2	0	1	0	2	1	2	1				5,000	303	
Nonsect	0	1	17	27	42	53													304	
Nonsect	1	1	11	13	100	112	5	6	0	0	7	7	4	1	3	0	450	12,000	305	
Nonsect	1	3	30	20	55	30	30	20	30	20	2	2			4	0	200	30,000	306	
Nonsect	1	3	40	40	116	109	10	10	5	0					4	0	100	2,000	307	
Nonsect	1	1	8	11							2	2	2	2	2		150	4,000	308	
R. C.	0	4	0	30	0	45	0	10	0	10	0	6	0	6	4	0	500	12,000	309	
Nonsect	2	0	17	19	25	20	2	1			1	0	1	0		0	0	1,500	310	
Meth.	1	1	13	18	50	46	8	9			1	0	1	0	3	0	350	3,000	311	

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
IDAHO.		
312 Boise.....	St. Teresa's Academy.....	Sister M. Frances Clare.....
313 Caldwell.....	College of Idaho.....	Wm. Boone.....
314 Lewiston.....	St. Aloysius' College.....	Rev. M. Meyer, S. J.....
315 Paris.....	Bear Lake Stake Academy.....	W. W. Billings.....
316 Preston.....	Oneida Stake Academy.....	Allen R. Cutter.....
ILLINOIS.		
317 Aurora.....	Aurora College and Prepara- tory School.....	J. H. Farrell, M. A.....
318 .....do.....	Young Woman's School (Jen- nings Seminary).....	Lucy Rider Meyer, A. M., M. D.....
319 Albion.....	Southern Collegiate Institute.....	Frank B. Hines.....
320 Alton (4th st.).....	Ursuline Academy of Holy Family.....	Mother Theresa Gillespie.....
321 Alton.....	Wellesley Private School.....	Julia Davenport Randall.....
322 Anna.....	Union Academy of Southern Illinois.....	Thaddeus H. Rhodes.....
323 Belleville.....	Academy of the Immaculate Conception.....	Sister M. Magdalen, super- rior.....
324 Bourbonnais.....	Notre Dame Academy*.....	Sister Mary.....
325 Bunker Hill.....	Bunker Hill Military Academy.....	S. L. Stiver, Ph. D.....
326 Cairo.....	St. Joseph's Female Academy*.....	Sister Mary Thomas.....
327 Chicago (95th and Throop sts.).....	Academy of Our Lady of the Sacred Heart.....	Mother M. F. Seraphica.....
328 Chicago (1844 Briar place).....	Anable's (Misses) School for Girls.*.....	Miss Sara Anable.....
329 Chicago (4746 Madison ave.).....	Ascham Hall.....	Kate B. Martin.....
330 Chicago (2141 Calumet ave.).....	Dearborn Seminary.....	Mrs. Martha Foote Crow.....
331 Chicago (Wabash ave. and 35th st.).....	De La Salle Institute.....	Brother Peter.....
332 Chicago (4670 Lake ave.).....	The Harvard School.....	John J. Schobinger.....
333 Chicago (40 East 47th st.).....	Kenwood Institute.....	Annice E. Bradford Butts.....
334 Chicago (40 Scott st.).....	Kirkland School.....	Mrs. Emma S. Adams.....
335 Chicago (2555 Prairie ave.).....	The Loring School.....	Mrs. Stella Dyer Loring.....
336 Chicago.....	St. Stanislaus College.....	Rev. John Kruzynski, C. R.....
337 Chicago (2834 Wabash ave.).....	St. Francis Xavier Female Academy.....	Sister Mary Genevieve Granger.....
338 Chicago (3912 Vincennes ave.).....	Starrett's (Mrs.) School for Girls.....	Mrs. Helen E. Starrett.....
339 Chicago (485 West Taylor st.).....	Seminary of the Sacred Heart*.....	Madame V. Van Dyke.....
340 Chicago (22 Lake Shore drive).....	University School.....	Misses Hain and Mitchell; Miss Rebecca S. Rice.....
341 Coffeen.....	Coffeen Normal School and Academy.....	Jacob L. Traylor.....
342 Crab Orchard.....	Crab Orchard Academy.....	James C. Blizzard.....
343 Creal Springs.....	Creal Springs College.....	Mrs. G. B. Murrah, pres.....
344 Dakota.....	College of Northern Illinois.....	Rev. H. L. Beam, A. M.....
345 Decatur.....	St. Theresa's Academy.....	Rev. J. Murphy.....
346 Dixon.....	Steinmann College and Dixon Business University.....	Charles A. Steinmann.....
347 Elgin.....	Elgin Academy*.....	George N. Sleight.....
348 Evanston.....	Convent of Visitation.....	Sisters of the Visitation.....
349 Geneseo.....	Geneseo Collegiate Institute.....	J. F. Casebeer.....
350 Godfrey.....	Monticello Ladies' Seminary.....	Harriet Newell Haskell.....
351 Joliet.....	St. Francis Academy.....	Sister M. Stanislas Droessler.....
352 .....do.....	St. Mary's Academy.....	Mother M. Angels.....
353 Kankakee.....	St. Joseph's Seminary*.....	Sister Zephyrina.....
354 Kenilworth.....	Rugby School.....	W. R. Trowbridge, F. King Cooke.....

*Statistics 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Second-ary in-struct-ors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in 1900.		College prepar-atory students in the class that gradu-ated in 1900.										
	Clas-sical course.						Scien-tific course.		Male.	Female.			Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
R. C.	0	6	0	30	30	60	0	0	0	0	0	4	4		4	0			4	0	300	\$12,500	312
Presb.	2	12	25	35	0	0	4	3			6	10	6	10	4	0			4	0	2,000	5,000	313
R. C.	1	0	22	0	3	0	1	0	1	0											300		314
L. D. S.	2	0	30	5	39	5															125	20,000	315
L. D. S.	3	1	11	19	60	54													4	0			316
Nonsect.	3	1	11	5	13	3										3	0	1,590					317
M. E.	0	5	0	44	0	54	0	4			0	2				4	0						318
Cong.	6	3	40	25	160	25	5	2	11	7	1	2	1	0		0		1,350	2,000				319
R. C.	0	3	0	24	0	46			0	24	0	3				4	0	590					320
Nonsect.	0	4	3	11	5	1																	321
Presb.	0	1	27	12	20	19	4	2	7	3	3	1	3	1	4	0	200	50,000					322
R. C.	0	7	0	24	0	0	0	0	0	0	0	0	0	0									323
R. C.	0	6	0	10	0	150										4		800	25,000				324
Nonsect.	2	2	19	0	20	0	4	0	7	0	3	2	2	2		19		500	20,000				325
R. C.	0	1	0	9	78	87					0	3						200	14,000				326
R. C.	1	8	0	27	0	113	0	0	0	20	0	1					2,000						327
Nonsect.	0	3	0	7	18	26			0	3						4		500	30,000				328
Nonsect.	0	4	0	50	20	35	0	10	0	10	0	5	0	5	4		400						329
Nonsect.	0	8	0	33	0	22	0	6	0	0	0	7	0	1	4	0	100	1,000					330
R. C.	5	0	150	0	126	0	24	0	24	0	24	0	0	0	3	0	4,009	185,000					331
Nonsect.	7	1	75	0	75	0	50	0	25	0	11	0	11	0	4	0	300						332
Nonsect.	4	14	0	144	20	56	0	43			0	23	0	12	4	0	1,000						333
Nonsect.	0	8	0	68	15	67	0	16	0	1	0	7	0	4	5	0			50,000				334
Nonsect.	0	14	0	90	29	40	0	10	0	2	0	5	0	2									335
R. C.	8	0	90	0	10	0					11	0			5	6	1,000	100,000					336
R. C.	0	17	0	70	0	180	0	50			0	10			4	0	6,000						337
Protestant	0	8	0	40	0	12	0	20			0	0			4	0	1,000						338
R. C.	0	5	0	25	0	50					0	5			4		2,000	200,000					339
Nonsect.	0	12	0	41	12	77	0	3	0	24	0	8	0	8	4	0	3,500						340
Nonsect.	1	1	16	20	10	10	4	5			3	4			4		200	2,000					341
M. E.	1	2	85	40	15	10	0	0	30	10	9	9	3	4	3	0	50	3,000					342
Bapt.	2	3	40	35	7	8	20	20										12,000					343
Reformed.	1	1	12	5	0	0	0	0	3	3	1	1			4	0	500	5,000					344
R. C.	0	1	4	20	116	160									3								345
Nonsect.	9	4	30	20	50	75	3	2	4	4	15	10	4	3	10		1,200	50,000					346
Nonsect.	3	2	45	36	61	34	3	1	2	0	6	8	3	1	4		100	70,000					347
R. C.	0	0	0	22	0	0									4	0							348
Presb.	2	2	35	40	35	46	2	1	1	1	8	9			3	0	200	35,000					349
Nonsect.	0	8	0	100	0	20					0	12					3,000	500,000					350
R. C.	0	1	0	5	0	71					0	0			4	0							351
R. C.	0	5	0	50	0	120			0	50	0	10	0	0	4	0	600						352
R. C.	0	5	0	23	0	231					0	1			4		700	40,280					353
Nonsect.	5	0	40	0	15	0	13	0	0	0	2	0	1	0	5	0	2,000	20,000					354

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	ILLINOIS—cont'd.		
355	Knoxville.....	St. Albans School.....	A. H. Noyes.....
356	La Harpe.....	Gittings Seminary.....	Willard Roy Stone.....
357	Media.....	Wever-Media Academy.....	H. W. Bowersmith.....
358	Mendota.....	Mendota College.....	M. L. Gordon, president.....
359	Morris.....	St. Angela's Academy.....	Sister M. Jerome.....
360	Mount Carroll.....	Frances Shimer Academy of the University of Chicago.....	Rev. Wm. Parker McKee.....
361	Mount Morris.....	Mount Morris College.....	J. G. Royer, president.....
362	Nauvoo.....	St. Mary's Academy.....	Mother M. Ottilia, O. S. B.....
363	Onarga.....	Grand Prairie Seminary.....	Fred C. Demorest.....
364	Ottawa.....	Pleasant View Luther College.....	L. A. Vigness.....
365	do.....	St. Francis Xavier's Academy.....	Sister Mary Ursula.....
366	Peoria.....	Academy of Our Lady of the Sacred Heart.....	Sister M. Alexandrine.....
367	Port Byron.....	Port Byron Academy.....	Henry A. Ruger.....
368	Princeville.....	Princeville Academy.....	J. E. Armstrong, A. B.....
369	Quincy.....	St. Mary's Institute.....	Mother M. Boniface.....
370	Roseville.....	Roseville High School.....	W. N. Brown.....
371	Springfield.....	Academy of Our Lady of the Sacred Heart.....	Mother Mary Agnes.....
372	do.....	Bettie Stuart Institute.....	Mrs. A. M. Brooks.....
373	do.....	Concordia Seminary.....	Reinhold Pieper, A. B.....
374	do.....	St. Agatha's School.....	Phoebe Hamilton Seabrook.....
375	Sycamore.....	Waterman Hall.....	Rev. B. F. Fleetwood, D. D.....
376	Toulon.....	Toulon Academy.....	Lewis A. Morrow.....
377	Upper Alton.....	Western Military Academy.....	Albert M. Jackson.....
378	Vermilion Grove.....	Vermilion Academy.....	Geo. H. Moore.....
379	Warren.....	Warren Academy.....	Henry F. Smith.....
380	Waynesville.....	Waynesville Academy.....	W. H. Smith.....
	INDIANA.		
381	Bloomington.....	Friends Bloomington Academy.....	Irving King.....
382	Borden.....	Borden Institute *.....	H. A. Buerk.....
383	Bourbon.....	Bourbon College *.....	J. E. Marshall.....
384	Collegeville.....	St. Joseph's College.....	B. Boebner, C. P. P. S.....
385	Culver.....	Culver Military Academy.....	A. F. Fleet.....
386	Elkhart.....	Elkhart Institute.....	N. E. Byers.....
387	Fairmount.....	Fairmount Academy and Nor- mal School.....	W. E. Schoonover.....
388	Ferdinand.....	Academy of the Immaculate Conception.....	Sister M. Veronica.....
389	Fort Wayne.....	St. Augustine's Academy.....	Sister St. Louise.....
390	Indianapolis.....	Classical School for Girls.....	Mrs. May Wright Sewall.....
391	do.....	Knickerbocker Hall *.....	Mary Helen Yerkes.....
392	do.....	St. Agnes' Academy.....	Sister Mary Raphael.....
393	Lafayette.....	St. Ignatius Academy.....	Sister of Providence.....
394	La Porte.....	St. Rose's Academy.....	Sisters of the Holy Cross.....
395	Lima.....	Howe School *.....	Rev. J. H. McKenzie.....
396	Michigan City.....	St. Mary's Academy.....	Sister M. Aquinata.....
397	North Manchester.....	North Manchester College.....	H. P. Albaugh.....
398	Notre Dame.....	St. Mary's Academy.....	Mother M. Pauline.....
399	Oakland City.....	Oakland City Colleg. *.....	W. P. Dearing.....
400	Oldenburg.....	Immaculate Conception Acad- emy.....	Sister M. Veronica.....
401	Plainfield.....	Central Academy.....	J. Freeman Cox.....
402	do.....	Sugar Grove Academy.....	Benjamin J. Thomas.....
403	St. Mary's.....	St. Mary's Academic Institute.....	Sisters of Holy Cross.....
404	South Bend.....	St. Joseph's Academy.....	Murray S. Wildman.....
405	Spiceland.....	Spiceland Academy.....	Sister St. Cyrilla.....
406	Vincennes.....	St. Rose's Academy.....	J. E. Roberts.....
407	Westfield.....	Union High School.....	

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.										
	Male.	Female.					Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.						Male.	Female.
1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24			
Epis.	7	0	39	0	5	0	2	0	12	0	7	0	7	0	4	39	1,000	\$60,000	355-				
M. P.	1	1	10	17	0	0	1	0	0	0	0	0	3	0	0	0	200	25,000	356-				
Nonsect ..	3	0	14	20	10	10	0	3	6	8	0	3	2	2	2	0	350	10,000	357-				
Ad. Chris ..	4	1	33	28	0	0	0	0	0	0	0	3	2	2	2	0	1,200	6,000	358-				
R. C.	0	0	50	0	0	40	0	15	0	5	0	0	0	0	0	500	35,000	359-					
Bapt.	1	5	0	50	0	35	0	0	0	5	1	11	0	7	4	1,050	40,000	360-					
Dunkers ..	9	13	170	140	0	0	26	19	74	36	30	11	11	2	4	0	20,000	85,000	361-				
R. C.	0	23	0	41	0	81	0	2	0	0	0	4	0	1	4	0	0	0	362-				
M. E.	2	2	40	45	95	65	0	0	19	15	19	15	2	0	2	0	750	5,200	363-				
Luth.	3	0	15	8	65	30	3	0	0	0	11	9	1	0	3	0	200	35,000	364-				
R. C.	0	4	0	50	0	100	0	0	0	0	0	3	0	0	3	0	900	50,000	365-				
R. C.	0	5	0	50	0	50	0	0	0	10	0	9	0	0	3	0	900	50,000	366-				
Cong.	2	6	19	27	26	13	7	7	5	5	1	4	1	1	3	0	5,000	367-					
Nonsect ..	1	3	22	13	0	0	1	1	1	1	1	3	1	1	4	0	200	2,500	368-				
R. C.	0	0	0	50	0	65	0	30	0	0	0	6	0	0	4	0	250	150	369-				
Nonsect ..	2	2	28	33	0	0	0	0	10	16	6	7	6	7	4	0	250	150	370-				
R. C.	0	5	6	15	0	35	0	0	0	0	0	5	0	3	4	0	0	0	371-				
Nonsect ..	3	5	0	35	0	93	0	7	0	0	0	0	0	0	4	0	2,000	20,000	372-				
Ev. Luth. ..	5	0	151	0	0	0	3	0	51	0	31	0	0	0	4	0	3,500	125,000	373-				
Epis.	2	4	0	10	7	30	0	5	0	5	0	4	0	0	4	0	200	20,000	374-				
P. E.	2	10	0	74	0	16	0	21	0	0	0	12	0	0	4	0	2,800	12,000	375-				
Nonsect ..	1	3	34	47	4	1	9	11	7	5	4	9	4	5	4	0	300	12,000	376-				
Nonsect ..	8	1	64	0	20	0	2	0	4	0	16	0	8	0	4	64	1,000	100,000	377-				
Friends ..	3	1	33	48	0	0	3	5	3	0	2	6	0	0	4	0	500	5,000	378-				
Nonsect ..	2	2	50	30	0	0	1	1	1	0	9	13	7	10	3	0	100	379-					
Nonsect ..	2	0	11	15	10	3	4	0	1	0	2	3	1	0	4	0	0	0	380-				
Friends ..	1	2	37	23	14	18	0	0	7	6	0	6	0	0	3	0	800	10,000	381-				
Nonsect ..	5	1	80	70	0	0	8	2	1	0	15	6	4	2	3	0	4,000	25,000	382-				
Nonsect ..	3	3	90	83	20	12	10	10	10	10	0	0	0	0	4	0	175	10,000	383-				
R. C.	14	0	120	0	0	0	100	0	12	0	12	0	0	0	6	0	2,000	150,000	384-				
Nonsect ..	15	0	227	0	16	0	10	0	85	0	16	0	12	0	4	227	1,000	250,000	385-				
Mennonite ..	6	2	95	75	1	1	0	0	10	6	6	8	0	0	4	0	575	20,000	386-				
Friends ..	2	2	31	38	194	137	8	5	18	20	11	10	2	3	3	0	600	20,000	387-				
R. C.	0	2	0	12	0	4	0	10	0	2	0	0	0	0	2	0	0	0	388-				
R. C.	0	7	0	45	75	230	0	31	0	22	0	6	0	0	4	0	350	25,000	389-				
Nonsect ..	3	15	0	78	12	91	0	10	0	0	0	8	0	2	5	0	1,500	35,000	390-				
P. E.	0	6	0	25	6	45	0	10	0	0	0	1	0	0	5	0	0	0	391-				
R. C.	0	2	0	25	70	91	0	0	0	0	0	1	0	0	4	0	0	0	392-				
R. C.	2	5	0	32	74	80	3	3	5	10	0	0	0	0	4	0	1,000	16,000	393-				
R. C.	0	2	10	24	10	26	3	3	5	10	4	0	3	0	4	0	2,000	100,000	394-				
P. E.	7	0	43	0	21	0	3	0	11	0	4	0	3	0	43	0	2,000	100,000	395-				
R. C.	0	3	15	10	150	145	10	0	0	0	0	0	0	0	4	0	2,000	35,000	396-				
Ger. Bapt. ..	18	3	175	148	15	10	25	20	30	15	17	8	2	1	4	0	2,000	35,000	397-				
R. C.	0	19	0	114	0	104	0	0	0	0	0	7	0	0	4	0	5,000	10,000	398-				
Ger. Bapt. ..	4	2	40	30	80	46	15	10	0	0	1	2	0	0	3	70	4,000	10,000	399-				
R. C.	0	11	0	45	0	51	0	35	0	8	0	5	0	4	0	0	0	0	400-				
Friends ..	2	2	28	36	6	8	25	2	8	7	4	2	0	0	4	0	1,000	20,000	401-				
Friends ..	1	1	2	4	13	12	2	4	1	2	0	10	0	0	4	0	300	4,000	402-				
R. C.	0	18	0	109	0	76	0	0	0	0	0	0	0	0	4	0	5,500	300,000	403-				
R. C.	0	2	0	18	0	132	0	0	0	0	0	4	0	0	4	0	300	10,000	404-				
Friends ..	2	2	52	59	3	3	0	0	48	40	10	5	0	0	3	0	3,000	10,000	405-				
R. C.	0	8	0	32	0	0	0	0	0	0	0	5	0	0	3	0	500	0	406-				
Friends ..	1	1	15	15	10	15	9	11	0	0	1	3	1	2	4	0	500	0	407-				

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	INDIAN TERRITORY.		
408	Ardmore	Hargrove College *	J. T. Johnson
409	Atoka	Baptist Academy	E. H. Rishel
410	Cameron	Cameron Presbyterian Institute	T. M. Wilson
411	Chelsea	Chelsea Academy	Thos. L. Bates
412	McAlester	McAlester Academy *	James A. Lynn
413	Pryor Creek	Pryor Creek Collegiate Institute	H. S. Bruce
414	Ryan	Ryan Educational Institute	S. W. Hayes
415	Vinita	Willie Halsell College	Rev. Theodore F. Erewer, A. M.
416	do	Worcester Academy *	W. A. Caldwell
417	Wagoner	Central College	Mrs. Phoebe Lincoln
418	Whitefield	Whitefield High School	B. L. Phipps
	IOWA.		
419	Ackworth	Ackworth Academy	Ada Ellis
420	Bode	Lutheran High	Rev. J. E. Jørgensen
421	Boone	Sacred Heart School	Sister Superior
422	Burlington	Burlington Institute	J. R. Pentuff, D. D.
423	Cedar Rapids	St. Joseph's Academy	Mother Magdalen, O. S. F.
424	Clinton	Mount St. Clare Academy	
425	do	St. Mary's School	Sister Mary Justa
426	Corning	Corning Academy	Rev. F. D. Ewing, D. D.
427	Council Bluffs	St. Francis Academy	Sister M. Chionia
428	Davenport	St. Ambrose College	Rev. J. T. A. Flannagan
429	Decorah	Decorah Institute	J. Breckenridge
430	Denmark	Denmark Academy	Leonard Wing
431	Des Moines	Clarke's (Miss) School	Miss Rachael C. Clarke, A. M.
432	do	Grand View College	R. R. Vestergaard
433	Dubuque	Convent of the Visitation *	Sister M. Alphonsa Montague.
434	Emmettsburg	St. Mary's College	Sisters of Charity
435	Epworth	Epworth Seminary	Frank G. Barnes
436	Fort Dodge	Tobin College	Monk and Findlay
437	Grand Junction	St. Mary's School	Sister Mary Berchmans
438	Hull	Hull Educational Institute	Rev. James B. Chase
439	Iowa City	Iowa City Academy	W. A. Willis
440	Keokuk	St. Vincent's Academy	Sister Irene
441	Jewell	Jewell Lutheran College	V. H. Hegstrom, Ph. D., president.
442	Le Grand	Friends Academy	E. H. Colvin
443	New Providence	New Providence Academy	J. H. Hadley
444	Orange City	Northwestern Classical Academy.	Rev. Matthew Kolyn, A. M.
445	Osage	Cedar Valley Seminary	Alonzo Abernethy, A. M., Ph. D.
446	Pleasant Plain	Pleasant Plain Academy	Barclay C. Winslow, A. B.
447	St. Ansgar	St. Ansgar Seminary and Institute.	Segurd Olsen
448	Salem	Whittier College High School	W. N. Halsey
449	Vinton	Tilford Collegiate Academy	Thomas Francis Tobin, A. M.
450	Washington	Washington Academy	C. M. Grumbling
451	Waukon	Sacred Heart Convent *	Sister M. Agatha
452	West Branch	Scattergood Seminary	Walter J. Edgerton
453	Wilton Junction	Wilton German-English College	J. F. Grove
	KANSAS.		
454	Concordia	Nazareth Academy	Mother Antoinette
455	Eureka	Southern Kansas Academy	Rev. J. W. Scroggs
456	Haviland	Haviland Academy	Earl J. Harold
457	Hiawatha	Hiawatha Academy	Leland E. Tupper, A. M.

* Statistics of 1893-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.										
	Classical course.						Scientific course.																
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
M. E. So.	2	2	32	28	96	90	2	1	3	6	0	2	0	2	0	2	3	---	150	\$15,000	408		
Bapt.	1	2	32	21	85	80	4	1	3	8	---	---	---	---	---	---	---	0	200	7,000	409		
Presb.	1	0	10	12	45	39	2	2	3	---	---	---	---	---	---	---	---	0	160	2,500	410		
Cum. Presb.	1	1	10	9	70	61	---	---	---	---	---	---	---	---	---	---	---	4	0	4,000	411		
Presb.	1	1	10	14	50	58	0	0	4	5	0	0	0	0	0	0	4	0	40	2,000	412		
Nonsect.	1	1	5	5	85	80	3	1	4	5	0	0	0	0	0	0	4	0	35	2,500	413		
Nonsect.	1	0	10	25	60	80	0	0	0	2	2	3	0	0	0	0	2	0	0	3,500	414		
M. E. So.	2	1	25	10	45	31	---	---	---	---	---	---	---	---	---	---	4	0	100	---	415		
Nonsect.	1	1	36	33	91	33	---	---	3	2	---	---	---	---	---	---	3	---	250	12,000	416		
Nonsect.	2	4	13	12	112	88	---	---	---	---	5	5	0	0	1	4	---	---	---	20,000	417		
Nonsect.	1	2	25	20	35	26	0	0	4	5	0	0	0	0	0	4	0	100	---	---	418		
Friends.	0	2	10	15	0	0	---	---	---	---	2	1	0	0	3	0	300	0	300	---	419		
Luth.	2	0	18	11	8	7	---	---	---	---	2	5	---	---	3	0	30	0	3,000	---	420		
R. C.	0	2	5	15	55	85	5	10	---	---	2	5	---	---	3	0	300	0	---	---	421		
Bapt.	3	2	18	42	4	6	5	4	---	---	1	4	1	3	4	0	50	---	25,000	---	422		
R. C.	0	0	18	42	60	77	4	2	---	---	5	---	---	---	4	0	725	---	12,000	---	423		
R. C.	0	6	6	35	0	25	0	12	0	10	0	3	---	---	4	0	30,000	---	---	---	424		
R. C.	0	3	10	20	120	150	0	12	2	10	0	3	3	0	4	0	300	10,000	---	---	425		
Presb.	3	4	52	98	0	6	12	2	13	10	10	13	8	10	4	0	600	26,000	---	---	426		
R. C.	0	3	0	50	0	200	0	34	0	---	---	8	0	2	4	0	100,000	---	---	---	427		
R. C.	5	0	34	0	62	0	34	0	12	0	12	0	0	7	0	5,000	---	---	---	---	428		
Nonsect.	4	5	40	24	251	90	0	3	0	6	4	1	3	0	4	1,000	6,000	---	---	---	429		
Cong.	1	2	10	16	6	13	3	3	2	2	4	2	2	4	0	1,500	20,000	---	---	---	430		
Nonsect.	1	4	1	22	3	4	0	0	0	0	0	1	6	1	4	0	---	---	---	---	431		
Ev. Luth.	5	1	43	30	10	0	---	---	---	---	0	1	---	---	4	3,000	30,000	---	---	---	432		
R. C.	0	5	0	60	0	100	---	---	---	---	0	1	---	---	4	1,000	---	---	---	---	433		
R. C.	0	3	37	50	83	100	2	4	1	0	1	5	1	2	3	300	10,000	---	---	---	434		
M. Epis.	4	7	94	68	42	28	9	3	13	18	3	13	1	6	4	136	2,000	---	---	---	435		
Nonsect.	1	4	40	50	135	150	0	0	0	0	0	8	7	8	0	600	35,000	---	---	---	436		
R. C.	0	3	0	20	20	10	0	0	0	0	0	3	---	---	4	50	5,000	---	---	---	437		
Cong.	3	1	22	29	0	0	1	0	0	1	1	1	0	0	3	2,100	12,000	---	---	---	438		
Nonsect.	2	6	66	72	53	16	0	1	10	14	10	31	6	17	3	230	600	---	---	---	439		
R. C.	1	3	0	25	52	200	0	25	---	---	0	5	---	---	4	250	---	---	---	---	440		
Luth.	2	2	48	22	11	22	24	9	---	---	5	6	---	---	4	500	25,000	---	---	---	441		
Friends.	1	1	8	15	0	0	1	4	---	---	---	---	---	---	3	0	300	5,000	---	---	442		
Friends.	1	2	24	27	6	3	2	1	1	0	5	3	5	3	3	250	3,000	---	---	---	443		
Reformed.	4	1	50	27	0	0	20	0	10	0	10	2	6	0	4	3,000	25,000	---	---	---	444		
Bapt.	4	3	91	73	47	30	27	26	15	12	11	5	6	5	4	2,500	30,000	---	---	---	445		
Friends.	1	0	25	45	10	10	2	3	3	0	3	1	2	1	4	0	500	---	---	---	446		
Luth.	2	2	29	12	45	3	11	2	11	2	16	2	9	1	4	---	10,000	---	---	---	447		
Nonsect.	2	2	36	35	0	0	0	0	6	11	1	2	---	---	4	0	300	20,000	---	---	448		
Nonsect.	4	3	73	65	105	60	0	0	25	20	6	6	---	---	3	60	1,500	---	---	---	449		
Nonsect.	2	3	32	48	---	---	---	---	---	---	3	4	---	---	---	---	---	---	---	---	450		
R. C.	0	2	14	13	54	69	---	---	---	---	0	0	0	7	2	0	---	---	---	15,000	451		
Friends.	1	1	17	11	0	0	0	0	10	8	3	5	---	---	3	0	2,437	10,000	---	---	452		
Cong.	5	4	42	28	20	21	7	0	8	4	6	3	---	---	4	36	17,300	---	---	---	453		
R. C.	0	3	0	20	0	20	0	3	---	---	0	3	---	---	4	---	2,000	38,600	---	---	454		
Cong.	3	3	94	104	0	0	2	1	22	17	5	1	3	0	4	36	1,543	22,000	---	---	455		
Friends.	1	1	12	15	4	4	---	---	1	0	1	1	1	1	3	0	450	2,500	---	---	456		
Nonsect.	4	2	65	61	8	6	15	8	20	15	3	1	2	0	5	0	1,000	30,000	---	---	457		

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

State and post-office.	Name.	Principal.
1	2	3
KANSAS—continued.		
458 Hesper.....	Hesper Academy*	Henry H. Townsend
459 Leavenworth.....	St. Mary's Academy	Mother Mary Regis
460 McPherson.....	McPherson College	C. E. Arnold
461 Newton.....	Bethel College	H. O. Kruse
462 North Branch.....	North Branch Academy	R. H. Roberson
463 Salina.....	St. John's Military School	Rev. Robert H. Mize
464 Tonganoxie.....	Tonganoxie Academy	Miss Evelyn White, Ph. D.
465 Washington.....	Friends Academy	A. W. Jones, A. M.
466 Wichita.....	All Hallow's Academy*	J. M. Naylor, Ph. D.
467 .....do.....	Lewis Academy	
KENTUCKY.		
468 Albany.....	Albany High School	Prof. F. Edwards
469 Anchorage.....	Bellewood Female Seminary	W. G. Ford
470 Auburn.....	Auburn Seminary	Charles Eugene Eates
471 Bardstown.....	Bardstown Co-educational College.	H. J. Greenwell
472 Beaver Dam.....	West Kentucky Seminary	E. R. Ray
473 Beechmont.....	Louisville Training School for Boys.	H. K. Taylor
474 Booneville.....	Booneville Academy	F. P. Dalrymple, A. M.
475 Bowling Green.....	Bowling Green Preparatory School.	Misses Du Bose and Ragland.
476 Buffalo.....	East Lynn College	J. C. Hoskinson
477 Burkeville.....	Alexander College	Rev. T. C. Kerr
478 Cadiz.....	Ewell Merrill Carroll College*	E. McCulley, A. M., president
479 Campbellsburg.....	Campbellsburg School	J. W. Pearcy
480 Campbellsville.....	High School	W. M. Jackson, B. A.
481 Campton.....	Kentucky Wesleyan Academy.	E. E. Bishop
482 Canmer.....	Lillian Academy	S. M. Durham
483 Carrollton.....	St. John's Select School*	J. M. Ahmann
484 Clinton.....	Clinton College	Cook and White.
485 .....do.....	Marvin College	W. E. Thompson
486 Corinth.....	Northern Kentucky Normal School and Academy.	R. R. Hutcheson
487 Covington.....	Notre Dame Academy*	Sister Mary Armella
488 .....do.....	Rugby School	K. J. Morris
489 Cynthiana.....	Smith's Classical School	N. F. Smith
490 Danville.....	Reed's (Miss) School	Miss Josephine Reed
491 .....do.....	Hogsett Military Academy*	Chas. M. Neels
492 Elizabethtown.....	Hardin Collegiate Institute	J. E. Austin, jr.
493 Elkton.....	Vanderbilt Training School	Joshua H. Henderson
494 Ensor.....	Stanford Academy*	W. J. Craig
495 Frankfort.....	St. Joseph's Academy*	Sister Innocentia
496 Franklin.....	Franklin Military Institute	J. Robt. Boss, A. M.
497 Fulton.....	Fulton Normal School and Business College.	G. R. Haley
498 Gethsemani.....	Gethsemani College	
499 Glasgow.....	Urania Normal College.	Rice S. Eubank
500 Glendale.....	Lynnland Male and Female Institute.	W. B. Gwynn
501 Harlan.....	Harlan Academy	W. C. Clemens.
502 Harrodsburg.....	Harrodsburg Academy	Boyer and Acheson
503 Hartford.....	Hartford College	T. J. Morton
504 Hazel Green.....	Hazel Green Academy	Wm. H. Cord
505 Henderson.....	Henderson Female Seminary	Miss M. L. McCullogh
506 Hindman.....	Hindman School.	George Clarke
507 Hodgenville.....	Kenyon College	John C. Pirtle
508 Hopkinsville.....	High School*	James O. Farrell
509 Hustonville.....	Christian College*	B. J. Pinkerton
510 Hyden.....	Hyden Academy	James M. Walton

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
	Secondary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in 1900.		College prepar-atory students in the class that gradu-ated in 1900.										
							Clas-sical course.		Scien-tific course.														
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Friends . . .	1	2	24	20	0	0	---	---	---	---	1	1	1	1	4	0	6,000	\$3,500	458				
R. C.	0	5	0	35	0	15	---	---	---	---	0	3	---	---	---	---	---	---	459				
Ger. Bapt.	6	2	63	42	162	111	8	0	32	20	21	13	---	---	3	---	2,000	50,000	460				
Mennonite	7	1	6	5	0	0	---	---	---	---	7	1	5	1	3	0	1,100	125,000	461				
Friends . . .	1	1	6	5	11	10	2	0	---	---	2	0	---	---	3	0	225	2,000	462				
Epis.	6	0	51	0	10	0	6	0	12	0	1	0	---	---	4	51	500	75,000	463				
Nonsect. . .	1	0	9	13	4	0	3	2	1	0	4	2	4	2	4	0	331	3,000	464				
Friends . . .	3	0	10	10	40	45	---	---	---	---	2	0	1	6	3	0	506	4,000	465				
R. C.	0	4	0	20	0	45	---	---	---	---	---	---	---	---	---	---	800	---	466				
Presb.	5	3	70	85	61	62	28	12	12	16	5	5	5	2	4	0	300	90,000	467				
Bapt.	1	0	57	22	33	64	5	3	5	3	---	---	---	---	---	---	100	1,200	468				
Nonsect. . .	2	4	7	37	6	14	5	2	0	0	0	2	0	0	4	0	1,000	8,000	469				
Cum. Presb.	1	1	22	15	42	32	5	4	17	11	1	3	1	2	4	0	---	10,000	470				
Miss. Bapt.	2	1	25	18	22	35	---	---	---	---	---	---	---	---	5	---	469	10,000	471				
Nonsect. . .	1	1	12	21	33	52	1	1	1	0	8	6	3	5	4	0	167	3,000	472				
Nonsect. . .	2	2	22	10	30	10	10	5	5	0	2	1	2	1	4	32	1,500	14,000	473				
Presb.	1	0	11	8	26	17	0	6	3	0	0	0	0	0	0	0	---	---	474				
Nonsect. . .	0	2	0	16	12	24	1	6	1	6	0	1	0	0	4	0	---	2,000	475				
Nonsect. . .	4	2	75	70	75	60	---	---	---	---	5	2	5	2	4	---	80	2,000	476				
Presb.	1	0	7	13	50	46	7	13	---	---	0	---	---	---	4	0	---	15,000	477				
Nonsect. . .	2	0	13	8	12	7	16	4	---	---	---	---	---	---	3	---	---	---	478				
Nonsect. . .	1	2	16	16	28	21	---	---	10	8	1	3	---	---	3	0	175	4,500	479				
Presb.	2	1	45	54	16	17	3	1	0	1	3	1	3	1	5	0	---	---	480				
Meth.	1	2	15	20	50	80	1	5	---	---	---	---	---	---	3	0	300	4,000	481				
Nonsect. . .	0	2	0	38	6	16	4	0	---	---	---	---	---	---	4	0	100	4,000	482				
R. C.	1	3	33	35	4	8	4	8	---	---	---	---	---	---	3	---	---	---	483				
Bapt.	3	5	35	45	15	20	---	---	---	---	0	0	---	---	4	---	1,000	30,000	484				
M. E. So. . .	2	2	28	21	75	50	20	15	---	---	0	0	---	---	6	0	500	1,000	485				
Nonsect. . .	1	1	15	14	0	0	8	7	7	7	5	4	3	1	2	0	10	5,000	486				
R. C.	0	7	0	25	58	67	1	0	1	0	0	2	0	0	4	---	---	---	487				
Nonsect. . .	1	2	20	10	14	6	1	0	9	3	1	1	1	1	4	30	---	---	488				
Nonsect. . .	1	1	30	12	20	15	10	6	15	0	---	---	---	---	0	---	800	3,000	489				
Nonsect. . .	1	1	6	10	18	10	3	6	3	4	---	---	---	---	---	---	---	---	490				
Nonsect. . .	5	0	25	0	15	0	7	0	15	0	5	0	5	0	4	25	1,000	3,000	491				
Presb.	2	2	25	20	30	20	2	3	1	0	0	1	0	1	4	0	100	20,000	492				
M. E. So. . .	3	0	44	8	0	0	---	---	---	---	3	0	2	0	4	---	1,500	33,000	493				
Nonsect. . .	1	0	32	6	8	0	15	0	---	---	---	---	---	---	3	---	---	---	494				
R. C.	0	2	0	23	0	52	---	---	---	---	---	---	---	---	---	---	---	---	495				
Nonsect. . .	4	0	60	0	9	0	40	0	10	0	4	0	4	0	4	60	250	14,000	496				
Nonsect. . .	1	1	40	26	50	65	---	---	6	5	0	0	0	0	0	---	---	6,000	497				
R. C.	4	0	52	0	45	0	0	0	---	---	4	0	---	---	0	---	400	---	498				
Nonsect. . .	3	1	11	3	13	9	0	1	5	2	0	0	0	0	4	0	400	10,000	499				
Bapt.	2	2	22	29	15	14	2	5	7	10	1	5	---	---	4	---	600	10,000	500				
Presb.	2	0	12	8	68	62	0	0	---	---	0	1	0	1	3	0	200	6,000	501				
Nonsect. . .	2	2	27	22	28	15	4	3	10	5	0	0	0	0	4	0	---	---	502				
Nonsect. . .	3	2	61	40	60	72	---	---	---	---	11	5	---	---	4	0	800	15,000	503				
Christian . .	3	1	46	23	40	50	---	---	4	0	2	4	2	1	3	0	---	5,500	504				
Nonsect. . .	1	3	0	20	0	15	0	5	0	0	0	6	0	0	4	0	400	3,000	505				
Nonsect. . .	1	0	4	7	187	92	0	0	0	0	10	3	0	0	0	---	---	2,800	506				
Nonsect. . .	4	0	40	28	150	135	2	1	5	3	10	0	2	0	4	0	1,250	12,000	507				
Nonsect. . .	1	0	40	0	0	0	---	---	---	---	---	---	---	---	---	---	---	---	508				
Dis. Christ	1	1	10	12	25	3	---	---	---	---	0	1	0	1	---	---	---	10,000	509				
Presb.	2	1	8	3	68	62	8	3	---	---	---	---	---	---	---	---	500	3,000	510				

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

State and post-office.	Name.	Principal.
1	2	3
KENTUCKY—continued.		
511 Independence	Independence High School.....	C. V. Lucy
512 Jett	Excelsior Collegiate Institute ..	Eudora Lindsay South
513 Jackson	S. P. Lee's Collegiate Institute ..	William Dinwiddie, presi- dent.
514 Lebanon	St. Augustine's Academy	Sister M. Kevin (Coffey)....
515 Level Green	Level Green Academy	J. N. Brown
516 Lexington	St. Catherine's Academy	Sister Mary Vincent
517 London	Sue Bennett Memorial School ..	J. C. Lewis
518 Louisville	Academy of Our Lady of Mercy ..	Sister Margaret Mary Car- roll.
519 Louisville (1071 3d ave.)...	Allmond's University School ...	Marcus B. Allmond, A. M., L. L. D.
520 Louisville	Cedar Grove Academy	Sister Evangelista
521 Louisville (219 N. Ormsby ave.)	Flexner's School for Boys	A. Flexner
522 Louisville	Hampton College	Mrs. L. D. Hampton Cowling ..
523 do	Kentucky Home School for Girls.*	Miss Belle S. Peers
524 Louisville (cor. 4th and Breckinridge sts.) ..	Presentation Academy	Sister Eutrophia
525 Louisville (112 W. Broad- way)	St. Xavier's College	Brother Bernardine
526 Louisville (1225-1227 4th ave.)	Semple Collegiate School*	Patty B. Semple
527 Louisville (712 W. Ken- tucky st.)	State University	C. L. Purce, D. D.
528 Lyndon	Kentucky Military Institute	C. W. Fowler, superintendent ..
529 Mackville	Mackville High School	W. J. Rumley
530 Madisonville	Shacklett Academy	R. P. Shacklett
531 Maysville	Hayswood Female Seminary	Miss Fannie L. Hays
532 Middlesboro	Middlesboro University School ..	J. R. Sterrett
533 Millersburg	Millersburg Training School	C. M. Best, C. E.
534 Millerstown	Millerstown Seminary*	W. F. Nichols
535 Morganfield	St. Vincent's Academy*	Sister Mary David
536 Morgantown	Morgantown Seminary*	J. Elmer Turner
537 Mount Sterling	Goodwin's High School	M. J. Goodwin
538 Mount Vernon	Mount Vernon Collegiate Insti- tute.	A. E. Ewers, M. A.
539 Nazareth	Nazareth Literary and Benevo- lent Institution.	Mother M. Cleophas Mills.
540 Nerinx	Loretto Literary and Benevo- lent Institution.	Sister M. Rosine
541 Newport	Mount St. Martin's Seminary	Mother Maria
542 North Middletown	Kentucky Classical, English, and Business College.* ..	M. G. Thomson
543 Owenton	Owenton High School*	Miss Martha Holbrook
544 Paris	Tipton's (Miss) Select School	Miss M. S. Tipton
545 do	Yerkes, W. L., Private School	W. L. Yerkes
546 Pewee Valley	Villa Ridge School	Miss Fannie Craig
547 Pikeville	Pikeville Collegiate Institute	Rev. Jas. F. Record
548 Princeton	Princeton Collegiate Institute ..	John M. Richmond, D. D.
549 Providence	Male and Female Academy	J. Y. Brown
550 Richmond	Madison Female Institute	Miss Alice Lloyd
551 Scottsville	Scottsville Seminary*	J. Virgil Chapman
552 Sharpsburg	Male and Female College	Mrs. Fannie B. Talbot
553 Shelbyville	Science Hill School	Mrs. W. T. Poynter
554 St. Joseph	Mount St. Joseph Academy .....	.....
555 St. Vincent	St. Vincent's Academy	Sister Mary David
556 Stanford	Stanford Male Academy	J. H. McAllister
557 Sulphur	Fairmount College	B. F. Turner
558 Taylorsville	Spencer Institute	Rev. G. C. Overstreet
559 Vanceburg	Riverside Seminary	Lawrence Rolfe

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
	Secondary-instructors.		Secondary-students.		Elementary-students.		Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.								
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	19	20	21	22	23
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Nonsect	1	1	12	4	23	6									4	0	100		\$2,000	511	
Christian	0	2	11	12	5	5	9	2			2	3			4	0				512	
Presb	3	1	38	24	123	151	7	12	0	0	0	0	0	0	4	0	1,000			513	
R. C.	0	4	30	50	54	51	12	28	0	0						0	100			514	
Christian	2	1	5	5	30	25										0	100		3,500	515	
R. C.	0	2	3	27	19	71	2	11			6	7	0	7	4	0	300			516	
M. E. So.	2	3	25	11	142	112	2	0							4	0	300		30,000	517	
R. C.	0	6	0	27	15	58	0	27			0	4			4		500		20,000	518	
Nonsect	1	1	18	1	0	0	16	1	2	0	1	1			4	0				519	
R. C.	0	3	0	59	0	49					0	2	0	2	4	0	900			520	
Nonsect	2	3	25	3	10	2	25	0	3	0	8	1	8	1	0	0	250			521	
Nonsect	1	6	0	60	0	30	0	25	0	15	0	6	0	2	4	0	5,000		25,000	522	
Epis.	0	5	0	25	0	42	0	3			0	2			4					523	
R. C.	0	3	4	30	36	93					0	2			4					524	
R. C.	7	0	105	0	75	0	19	0	0	0	16	0			4		2,050			525	
Nonsect	0	8	0	70	0	35	0	15			0	9	0	6	4		200		500	526	
Bapt	3	3	60	25	68	23	50	20			24	2	14	2	4	0	500		30,000	527	
Nonsect	6	0	74	0	1	0					4	0			70		20,000			528	
Nonsect	1	0	26	30	12	18	2	2							4	0				529	
Nonsect	1	1	24	22	23	12	12	5	2	6	2	4			0					530	
Nonsect	6	3	0	30	4	20	0	20	0	5	0	3			4	0	200		10,000	531	
Presb	2	2	30	30	25	25	4	3	2	0	1	2	1	2	4	60	500		20,000	532	
Nonsect	3	1	61	0	0	0	5	0	40	0	4	0	4	0	5	61	300		15,000	533	
Nonsect	0	1	16	15	11	5											200		200	534	
R. C.	0	2	0	30	0	60	0	0	0	1	0	4	0	3	4		1,000			535	
Nonsect	0	1	15	10	69	63			8	2									2,500	536	
Nonsect	1	0	32	0	0	0	14	0	4	0	4	0	2	0			142		3,000	537	
Presb	1	2	17	18	35	41	4	2	2	2	2	0	2	0	4	0	0		5,500	538	
R. C.	0	4	0	57	0	35			0	8	0	8			4	0	5,000			539	
R. C.	0	6	0	26	0	24			0	0	0	1	0	1	4	0	5,000			540	
R. C.	0	4	0	31	0	27	0	6	0	11	0	4			4		1,127			541	
Nonsect	1	1	11	16	21	42	4	2	0	14							900		10,000	542	
Nonsect	1	1	8	10	2	2			3	2					4				3,000	543	
Nonsect	0	2	0	17	0	0	0	6			0	0	0	0	4	0	1,000		3,000	544	
Nonsect	1	0	27	10	0	0									0				2,500	545	
Presb	0	1	0	7	12	18	0	2							4	0				546	
Presb	0	3	14	20	34	41	3	0							0		200		1,200	547	
Presb	3	2	15	31	15	20	3	0			1	2			3	0	1,500		55,500	548	
Nonsect	2	0	51	52	17	13	10	2	0	0	0	0	0	0			300		2,300	549	
Christian	0	6	0	90	16	39	0	1	0	10	0	6	0	3	6	0	1,000		35,000	550	
Nonsect	2	0	27	20	15	16	3	4											3,000	551	
Nonsect	0	2	18	10	69	86	1	1	3	1	1	2	1	1	4		200			552	
Nonsect	0	10	0	62	0	68	0	10			0	4	0	4			2,500			553	
R. C.	0	3	0	17	0	23									4		2,000			554	
R. C.	0	11	0	50	0	50	0	0	0	0	0	1	0	0	4	0	1,500			555	
Nonsect	1	1	16	0	0	0	1	0	7	0	1	0	1	0	3	0	0		2,000	556	
Nonsect	1	1	17	29	3	26	4	10	6	9					4	0	200		6,500	557	
Nonsect	1	1	16	16	14	4	1	0	1	0	1	1	1	0	4	0			8,000	558	
Nonsect	1	2	15	8	31	21					1	1			0				2,500	559	

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	KENTUCKY—cont'd.		
560	Versailles	The Ashland Seminary	Fred B. Ayer
561	Williamsburg	Williamsburg Academy	Herbert Haynes
562	Wilmore	Asbury College	Rev. J. W. Hughes
	LOUISIANA.		
563	Baldwin	Gilbert Academy and Industrial College	R. A. E. Albert, A. M., D. D.
564	Covington	Dixon Academy	William A. Dixon
565	Crowley	Acadia College*	J. T. Barrett
566	do	Beach's (Miss) School*	Ellen P. Beach
567	Donaldsonville	St. Vincent's Institute	Sister M. Clotilda
568	Franklin	Franklin Central Institute	Burton
569	Gibbsland	Gibbsland Institute	G. L. Wren
570	Grand Coteau	Sacred Heart Convent	Mother H. Sarens
571	Harrisonburg	Harrisonburg High School	A. W. Meadows
572	Jackson	Feliciana Institute	Rev. D. O. Byers, A. M.
573	do	Millwood Female Institute*	Miss A. M. C. Pearce
574	Marksville	Marksville High School	V. L. Roy, B. S.
575	Monroe	St. Hyacinth's Boarding and Day School	Sister St. Ignatius
576	Mount Lebanon	Mount Lebanon College*	J. Wolfe Carter
577	Mt. Zion	Mt. Zion Academy*	Y. E. Sutton
578	New Iberia	Fasnacht's (Mrs.) Graded School	Miss Louise Fasnacht
579	New Orleans (4521 St. Charles ave.)	Academy of the Sacred Heart	Madam E. Deighton
580	New Orleans (1727 Carondelet st.)	Dykens's Institute	Miss Harriet V. Dykens
581	New Orleans (Dauphin and Reynes sts.)	Holy Cross College	Rev. D. J. Spillard, C. S. C.
582	New Orleans (1140 Camp st.)	Home Institute	Sophia B. Wright
583	New Orleans (2303 Esplanade st.)	Picard Institute	Mrs. E. Viavant
584	New Orleans (cor. Rampart and Esplanade sts.)	St. Aloysius' College	Brother Celestin
585	New Orleans	St. Joseph's Commercial Academy	Brother Athanasius, F. S. C.
586	New Orleans (1321 Annunciation st.)	St. Simeon's School*	Sister Adelaide
587	New Orleans (2618 Coliseum st.)	Southern Academic Institute	Mrs. Kate C. Seaman
588	New Orleans (1973 Coliseum st.)	University School*	T. W. Dyer
589	New Orleans	Ursuline Academy	Mother St. Stanislaus, superioress
590	New Roads	Poydras Academy	Leo M. Favrot
591	Opelousas	Academy of the Immaculate Conception	Sister M. of St. Rose
592	Spearsville	Everett Institute	Chas. A. Mathews
	MAINE.		
593	Athens	Somerset Academy	L. C. Williams
594	Augusta	St. Catharine's Hall	Clare Von Weltberg
595	Bangor	English and Classical School	Miss Helen L. Newman
596	Bethel	Gould's Academy	Frank E. Hanscom, A. M.
597	Bluehill	Bluehill (George Stevens' Academy)	Charles W. Cutts
598	Charleston	Higgins Classical Institute	H. Warren Foss
599	Cherryfield	Cherryfield Academy	Benj. Coffin
600	Cumberland Center	Greely Institute	Everett Peacock

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
	Secondary instructors.		Secondary students.		Elementary students.		Preparing for college.		Graduates in 1900.		College preparatory students in the class that graduated in 1900.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Epis.	1	3	0	17	7	10	0	3	0	2	0	0	0	0	4	0	.....	\$14,000	560	
Cong.	2	4	16	11	148	113	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	2,200	12,500	561	
Meth.	2	3	90	25	75	50	50	20	20	4	2	1	2	1	4	30	300	40,000	562		
M. E.	2	1	12	15	99	122	11	11	.....	.....	3	0	3	0	3	.....	2,000	60,000	533	
Nonsect.	2	1	21	9	38	16	.....	.....	3	0	.....	.....	.....	.....	4	0	1,500	20,000	564	
Nonsect.	1	3	45	50	105	78	0	0	5	0	3	5	.....	.....	4	0	400	35,000	565	
Nonsect.	0	1	5	5	11	9	0	0	1	1	0	.....	.....	.....	.....	.....	.....	.....	566	
R. C.	0	4	0	59	0	65	0	0	0	0	.....	.....	.....	.....	5	.....	1,000	.....	567	
Nonsect.	1	2	40	18	44	57	.....	.....	.....	.....	1	3	0	0	3	0	100	3,000	568	
Nonsect.	2	0	46	0	134	0	2	1	2	1	.....	.....	.....	.....	4	.....	300	4,800	569	
R. C.	0	10	0	60	27	30	.....	.....	.....	.....	0	2	.....	.....	.....	.....	.....	.....	570	
Nonsect.	1	2	16	9	32	64	1	2	0	0	.....	.....	.....	.....	3	0	125	3,500	571	
Presb.	1	4	11	32	7	12	2	4	.....	.....	0	4	.....	.....	4	.....	.....	4,000	572	
M. E. So.	0	2	0	10	15	19	.....	.....	.....	.....	0	1	0	1	.....	.....	.....	5,000	573	
Nonsect.	3	1	40	23	60	32	.....	.....	31	18	5	1	.....	.....	2	0	500	4,000	574	
R. C.	0	2	5	25	36	49	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	.....	6,000	575	
Bapt.	2	3	40	20	60	60	10	8	3	2	10	8	10	8	.....	.....	500	50,000	576	
Nonsect.	1	0	18	17	18	17	0	0	8	10	1	0	0	0	3	.....	.....	1,000	577	
Nonsect.	0	1	0	26	2	15	.....	.....	0	2	.....	.....	.....	.....	3	.....	300	3,700	578	
R. C.	0	6	0	21	0	42	.....	.....	.....	.....	0	6	.....	.....	4	.....	1,000	.....	579	
Nonsect.	0	2	0	8	0	0	.....	.....	.....	.....	0	2	.....	.....	3	.....	300	8,000	580	
R. C.	4	0	91	6	40	0	25	0	15	0	.....	.....	.....	.....	.....	.....	3,000	.....	581	
Nonsect.	0	7	0	60	20	100	0	10	0	10	0	20	0	20	3	.....	800	20,000	582	
R. C.	0	5	0	20	20	40	.....	.....	.....	.....	8	0	6	0	4	0	1,000	15,000	583	
R. C.	5	0	140	0	50	0	.....	.....	.....	.....	8	0	6	0	4	0	1,000	40,000	584	
R. C.	4	0	50	0	250	0	.....	.....	.....	.....	0	12	.....	.....	0	.....	1,500	.....	585	
R. C.	0	5	9	47	46	98	.....	.....	.....	.....	0	8	0	8	5	.....	.....	.....	586	
Nonsect.	0	3	0	15	10	25	.....	.....	.....	.....	0	2	.....	.....	.....	.....	.....	.....	587	
Nonsect.	2	1	34	0	63	0	1	0	22	0	6	0	.....	.....	3	.....	1,000	20,000	588	
R. C.	6	10	0	45	0	41	0	41	.....	.....	0	2	.....	.....	.....	.....	4,500	.....	589	
Nonsect.	1	1	14	12	41	20	.....	.....	.....	.....	1	2	1	0	3	0	500	5,000	590	
R. C.	0	4	0	35	38	24	.....	.....	.....	.....	0	0	.....	.....	3	.....	150	.....	591	
Bapt.	1	0	9	10	27	23	1	0	1	3	0	2	0	2	4	0	75	2,500	592		
Nonsect.	1	1	21	22	4	3	5	8	0	0	4	7	2	4	4	0	16	3,000	593		
P. E.	1	3	0	19	0	4	0	1	0	0	0	0	0	0	4	0	300	.....	594	
Nonsect.	0	2	2	4	12	24	2	1	0	0	0	.....	.....	.....	5	0	.....	.....	595	
Nonsect.	2	1	48	64	0	0	18	16	9	6	4	4	4	1	4	0	400	1,500	596		
Nonsect.	2	1	31	37	9	5	4	3	0	0	6	5	6	0	4	.....	.....	7,000	597	
Bapt.	2	2	51	48	0	0	15	10	4	0	10	10	7	3	4	0	1,200	5,000	598		
Nonsect.	1	1	58	56	0	0	5	9	.....	.....	6	7	1	0	4	0	100	10,000	599	
Nonsect.	1	3	34	30	0	0	4	0	2	14	1	4	0	0	4	0	920	7,000	600		

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
MAINE—continued.		
601 Dresden Mills	Bridge Academy	Francis A. Hamlin, A. B.
602 East Machias	Washington Academy	A. S. Harriman
603 Farmington	Abbott Family School	G. G. Abbott
604 Foxcroft	Foxcroft Academy	Lyman Kingman Lee, A. B.
605 Gray	Pennell Institute	C. W. Pierce
606 Hampden	Hampden Academy	J. F. Philbrook
607 Houlton	Ricker Classical Institute	Arthur M. Thomas, A. M.
608 Limington	Limington Academy	S. Everett Marks
609 Litchfield Corners	Litchfield Academy	O. C. Merrill, A. B.
610 New Castle	Lincoln Academy	G. H. Larrabee, A. M.
611 New Gloucester	The Stevens School	M. B. and S. P. Stevens
612 North Anson	Anson Academy*	Albert B. Hoag
613 North Bridgton	Bridgton Academy	C. C. Spratt
614 Paris	Paris Hill Academy	M. B. Maxim
615 Pittsfield	Maine Central Institute	O. H. Drake
616 Portland	St. Elizabeth's Catholic High School	Mother M. Teresa
617 Saco	Thornton Academy	Edwin P. Sampson
618 Sebago	Potter Academy*	Fred G. Kneeland
619 South Berwick	Berwick Academy	F. Stanley Stebbins
620 South China	Erskine Academy	W. J. Thompson
621 Vassalboro	Oak Grove Seminary*	Freeman Sanborn
622 Waterville	Coburn Classical Institute	Franklin Winslow Johnson
623 Wilton	Wilton Academy	Drew T. Harthorn, A. M.
624 Woodfords	St. Joseph's Academy	Sister M. Petronilla
625 Yarmouth	North Yarmouth Academy	Rev. B. P. Snow, A. M.
MARYLAND.		
626 Baltimore	Academy of the Visitation	Sister Mary Agatha Scott
627 ..do	The Bryn Mawr School for Girls	Edith Hamilton, M. A.
628 Baltimore (1816 St. Paul st.).	The Boys' Latin School	James A. Denham, A. B.
629 Baltimore (Cathedral and Mulberry sts.).	Calvert Hall College	Brother Denis
630 Baltimore (Charles st. extended).	The Country School for Boys of Baltimore City	Frederick Winsor
631 Baltimore (847-851 N. Howard st.).	Deichmann's College Preparatory School	Edward Deichmann, Ph. D.
632 Baltimore (Walbrook)	Epiphany Apostolic College	Rev. Justin McCarthy
633 Baltimore (Park place and Laurens st.).	Friends' School	John W. Gregg
634 Baltimore (St. Paul and 24th sts.).	Girls' Latin School	Wm. H. Shelley
635 Baltimore (853-855 cor. Hollins and Parkinsssts.).	Knapp's F. Institute	W. A. Knapp
636 Baltimore (310 West Hoffman).	Milton Academy*	John F. Springer
637 Baltimore (Station D)	Mount St. Joseph's College	Brother Joseph
638 Baltimore (1405 Park ave.)	The Randolph-Harrison School	Mrs. Jane R. H. Randall
639 Baltimore (Chase and Forrest place).	St. Frances Academy	Sister M. James Fisher, O. P.
640 Baltimore (915-917 N. Charles st.).	Southern Home School	Mrs. and Miss Cary
641 Baltimore (710-712 Madison ave.).	University School for Boys	W. S. Marston
642 Baltimore (909 Cathedral st.).	Wilford Home School	Mrs. Waller R. Bullock
643 Brookeville	Brookeville Academy	Clinton M. Moore
644 Brunswick	Brunswick Seminary	J. J. Shenk
645 Catonsville	Mount De Sales Academy	

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Second-ary in-struct-ors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Second-ary students.		Ele-mentary students.		Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.									
							Classical course.		Scientific course.													
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Nonsect....	0	1	13	19	4	2	---	4	5	2	3	2	1	1	0	4	0	400	\$20,000	601		
Cong.....	2	1	31	35	0	0	---	5	5	0	0	1	9	1	3	4	0	500	8,000	602		
Nonsect....	2	1	6	0	16	0	6	0	0	---	---	---	---	---	---	---	0	3,000	---	603		
Nonsect....	1	1	32	46	0	0	5	0	0	0	1	2	7	1	0	4	0	500	4,200	604		
Nonsect....	1	1	29	39	8	11	8	12	4	6	4	6	6	2	2	4	0	800	17,000	605		
Nonsect....	2	1	40	98	0	0	3	2	---	---	---	---	---	---	---	4	0	535	5,000	606		
Bapt.....	3	4	74	142	0	0	20	4	---	4	2	16	6	3	3	4	0	1,000	60,000	607		
Cong.....	0	1	18	24	11	14	4	3	5	---	---	---	---	---	---	4	0	300	2,800	608		
Nonsect....	1	1	22	13	0	0	0	2	---	---	---	---	---	---	---	4	0	100	2,000	609		
Nonsect....	2	2	43	44	2	3	9	6	---	---	---	---	---	---	---	4	0	350	---	610		
Nonsect....	0	0	5	12	1	1	0	1	0	5	0	2	0	0	2	4	0	---	---	611		
Nonsect....	1	1	35	31	0	0	8	4	2	0	7	3	2	1	1	4	0	1,000	---	612		
Nonsect....	2	2	50	35	0	0	25	2	20	5	9	7	2	2	2	4	0	1,525	11,000	613		
Nonsect....	8	8	8	8	2	5	1	4	0	3	---	---	---	---	---	4	0	300	---	614		
Free Bapt.	2	2	72	85	0	0	8	2	5	2	9	6	1	0	0	4	0	800	30,000	615		
R. C.....	5	6	0	85	0	0	---	---	---	---	0	10	---	---	4	---	---	---	---	616		
Nonsect....	3	6	81	91	0	0	20	9	4	0	12	15	7	1	1	4	0	3,000	33,300	617		
Nonsect....	1	1	7	14	4	5	4	0	---	---	3	6	2	0	0	4	---	---	6,000	618		
Nonsect....	2	2	45	41	0	0	5	5	---	---	4	5	2	1	1	4	0	---	---	619		
Nonsect....	2	2	20	22	15	18	---	---	---	---	4	---	---	---	---	4	0	350	---	620		
Friends	3	3	34	34	0	0	4	2	1	0	12	11	---	---	---	4	0	1,000	40,000	621		
Bapt.....	2	2	75	73	0	0	54	37	8	0	21	19	13	10	3	4	0	2,380	65,000	622		
Nonsect....	4	4	40	39	0	0	17	9	4	0	6	7	3	3	2	4	0	734	15,650	623		
R. C.....	5	5	0	14	0	21	---	---	---	---	0	1	---	---	4	---	---	---	---	624		
Nonsect....	1	3	12	21	4	1	7	3	2	0	1	4	1	2	4	0	2,300	17,000	625			
R. C.....	1	10	0	70	0	69	0	15	---	---	0	11	---	---	4	---	---	---	---	626		
Nonsect....	0	14	0	90	0	82	0	50	---	---	0	8	0	8	---	---	1,300	---	---	627		
Nonsect....	9	0	90	0	10	0	55	0	10	0	8	0	7	0	6	0	500	40,000	628			
R. C.....	6	0	84	0	83	0	---	---	84	0	11	0	---	---	---	---	4,900	175,000	629			
Nonsect....	8	0	45	0	27	0	32	0	13	0	---	---	---	---	6	0	300	25,000	630			
Nonsect....	8	0	55	0	20	0	35	0	29	0	15	0	15	0	4	---	---	---	15,000	631		
R. C.....	7	0	40	0	0	0	40	0	---	---	5	0	5	0	5	---	---	---	---	632		
Friends	4	6	32	30	73	76	3	6	4	0	2	6	2	2	4	0	---	---	42,000	633		
M. E.....	1	12	0	225	0	0	---	193	0	192	0	58	0	46	---	---	1,226	175,000	634			
Nonsect....	1	1	25	20	100	65	---	---	2	1	3	2	---	---	---	0	2,850	55,000	635			
Nonsect....	4	0	38	0	0	0	8	0	3	0	5	0	5	0	---	---	---	---	---	636		
R. C.....	6	0	31	0	85	0	24	0	6	0	3	0	3	0	4	0	6,100	150,000	637			
Christian	2	8	0	47	0	60	0	20	0	8	---	---	---	---	4	0	---	---	---	638		
R. C.....	0	5	0	45	0	20	---	---	---	---	0	0	---	---	---	---	---	---	---	639		
Nonsect....	1	11	0	77	0	16	---	---	---	---	0	5	---	---	4	---	---	---	---	640		
Nonsect....	10	0	183	0	20	0	---	---	---	---	35	0	28	0	6	0	200	65,000	641			
Nonsect....	1	8	0	35	9	7	0	12	---	---	0	3	0	3	5	---	---	---	---	642		
Nonsect....	1	1	16	5	2	2	3	0	---	---	5	1	2	0	4	0	---	---	9,000	643		
Nonsect....	4	0	30	13	28	44	---	---	---	---	3	1	---	---	0	0	320	5,000	644			
R. C.....	0	9	0	41	0	33	---	---	---	---	0	1	---	---	4	---	---	---	---	645		

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

State and post-office.	Name.	Principal.
1	2	3
MARYLAND—continued.		
646 Charlotte Hall.....	Charlotte Hall School.....	George M. Thomas, A. M.....
647 do.....	Gay Hill Female School.....	Edward T. Briscoe.....
648 Chevy Chase.....	Chevy Chase French and Eng- lish School for Girls.....	Miss Bouligny.....
649 Colora.....	West Nottingham Academy.....	John G. Conner, A. M.....
650 Darnestown.....	Andrew Small Academy.....	J. David Jaquette.....
651 Emmitsburg.....	St. Joseph's Academy.....	Sister Henrietta Whelan.....
652 Forest Glen.....	National Park Seminary.....	John A. I. Cassedy.....
653 Frederick.....	Frederick College.....	E. E. Cates.....
654 do.....	St. John's Literary Institution.....	Rev. J. F. X. Coleman, S. J.....
655 Hagerstown.....	Bacon's (Miss) Home and Day School for Girls.*.....	S. Josephine Bacon.....
656 Hyattsville.....	Melrose Institute.....	Misses Lewin.....
657 Leonardtown.....	St. Mary's Academy.....	Sisters of Charity.....
658 McDonogh.....	McDonogh Institute.....	Sidney T. Moreland.....
659 Millersville.....	Anne Arundel County Academy.....	Wm. H. Thompson.....
660 Mount Washington.....	Mount St. Agnes' College.....	Sisters of Mercy.....
661 do.....	Mount Washington Seminary for Boys.....	Sister Mary Bonaventure Middleton.....
662 Port Deposit.....	The Jacob Tome Institute.....	Rev. James C. Mackenzie, Ph. D.....
663 Reisterstown.....	The Hannah More Academy.....	Rev. Joseph Fletcher.....
664 Rising Sun.....	Friends' School*.....	Miss Mary Rodney.....
665 Rockville.....	Rockville Academy.....	W. P. Mason.....
666 St. George.....	St. George's Hall for Boys.....	James C. Kenear, A. M.....
667 St. Mary's City.....	St. Mary's Female Seminary.....	L. R. Langley.....
668 Sandy Springs.....	Sherwood Friends School.....	Elizabeth P. M. Thom.....
669 Sykesville.....	Warfield College School*.....	C. W. Stryker.....
670 Taneytown.....	Milton Academy.....	Henry Meier, B. S.....
671 Washington Grove.....	Fair View Seminary.....	Chas. H. Waters, M. D.....
MASSACHUSETTS.		
672 Amherst.....	Mount Pleasant Institute.....	Wm. K. Nash, A. M.....
673 Andover.....	Abbot Academy.....	Miss Emily A. Means.....
674 do.....	Phillips Academy.....	Cecil F. P. Bancroft.....
675 do.....	Punchard Free School.....	Frank O. Baldwin.....
676 Ashburnham.....	Cushing Academy.....	H. S. Cowell, A. M.....
677 Billerica.....	Howe School.....	Earl C. Darris.....
678 Boston (Back Bay).....	Academy of Notre Dame.....	Sister Frances of the Sacred Heart.....
679 Boston (253 Common- wealth ave.).....	Chamberlayne's (Miss) School for Girls.....	Catharine J. Chamberlayne.....
680 Boston (458 Boylston st.).....	Chauncy Hall Private School.....	Messrs. Taylor, De Meritte, and Hagar.....
681 Boston (97 Beacon st.).....	Classical School.....	G. W. C. Noble and J. J. Greenough.....
682 Boston (324 Common- wealth ave.).....	The Commonwealth Avenue School.*.....	Misses Gilman.....
683 Boston (25 Chestnut st.).....	The Delafield-Colvin School.....	Mrs. Mary M. Colvin.....
684 Boston (618 Massachusetts ave.).....	Female Academy of the Sacred Heart.....	Madame F. Malloy, superior.....
685 Boston (19 Chestnut st.).....	Folsom's (Miss) School for Girls.....	Miss Ellen M. Folsom.....
686 Boston (434 Massachusetts ave.).....	The Fryc Private School for Boys and Girls.....	Ellen C. Frye.....
687 Boston (86 Beacon st.).....	Hale's Private School for Boys.....	R. F. Curtis.....
688 Boston (Chestnut st.).....	Hopkinson School.....	John P. Hopkinson.....
689 Boston (252 Marlboro st.).....	Private Home School for Girls.....	Miss Caroline N. Bynner.....
690 Boston (231 Marlboro st.).....	Weeks (Miss) and Lougee's (Miss) School for Girls.....	Emily Weeks and Susan C. Lougee.....
691 Boston (95 Beacon st.).....	Winsor's (Miss) School.....	Mary Pickard Winsor.....
692 Bradford.....	Bradford Academy.....	Ida C. Allen.....

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.	Elementary students.	Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.										
					Classical course.		Scientific course.														
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Nonsect....	4	0	65	0	17	0	---	---	---	---	19	0	14	0	6	0	3	65	1,360	\$20,000	646
Nonsect....	1	2	1	6	1	2	1	6	1	2	---	---	---	---	---	---	4	0	---	---	647
Nonsect....	0	---	0	12	0	18	0	---	---	---	---	---	---	---	---	---	---	---	500	75,000	648
Nonsect....	2	1	32	13	1	1	4	4	5	0	1	1	1	1	1	1	4	0	250	10,000	649
Nonsect....	2	0	26	18	8	4	---	---	8	4	---	---	---	---	---	---	4	0	150	10,000	650
E. C.....	0	0	0	51	0	25	0	---	---	---	25	0	11	---	---	---	---	---	---	---	651
Nonsect....	6	18	0	188	0	5	0	6	0	0	0	20	---	---	---	---	---	0	1,500	100,000	652
Nonsect....	2	1	32	0	10	0	13	0	1	0	5	0	5	0	5	0	6	32	6,000	15,000	653
R. C.....	2	1	12	0	71	0	3	0	1	0	3	0	3	0	3	0	12	---	---	25,000	654
Nonsect....	0	4	0	19	0	14	---	---	---	---	---	---	---	---	---	---	---	---	---	---	655
Nonsect....	0	3	0	17	15	18	0	10	0	10	0	2	0	0	2	0	0	4	---	---	656
R. C.....	0	2	1	19	12	18	0	4	0	0	0	2	0	0	2	0	5	---	500	6,000	657
Nonsect....	6	0	46	0	120	0	0	0	2	0	8	0	1	0	1	0	3	46	4,000	200,000	658
Nonsect....	1	1	9	8	5	0	1	2	0	0	2	1	0	0	0	0	4	---	---	---	659
R. C.....	0	10	0	50	0	40	0	10	0	30	0	4	0	4	0	4	4	0	1,000	---	660
R. C.....	2	0	8	0	22	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	661
Nonsect....	22	0	53	0	0	0	10	0	30	0	3	0	3	0	3	0	4	0	6,000	200,000	662
P. E.....	0	3	0	78	0	16	0	1	---	---	---	0	11	0	1	3	---	---	600	50,000	663
Friends....	1	2	9	10	3	6	3	6	---	---	---	---	---	---	---	---	3	---	35	1,000	664
Nonsect....	1	1	24	16	16	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	665
Epis.....	3	0	15	0	0	0	2	0	2	0	---	---	---	---	---	---	---	0	500	12,000	666
Nonsect....	0	3	0	40	0	11	---	---	---	---	0	3	---	---	---	---	---	---	500	---	667
Friends....	0	5	8	5	24	35	---	---	---	---	0	3	---	---	---	---	---	0	---	---	668
P. E.....	3	0	15	0	5	0	5	6	---	---	2	0	2	0	2	0	4	---	---	---	669
Nonsect....	7	1	16	12	6	14	4	2	3	0	4	6	2	1	4	0	4	0	500	2,800	670
Nonsect....	1	2	6	16	4	19	---	---	---	---	---	---	---	---	---	---	---	---	---	---	671
Nonsect....	2	0	9	0	5	0	7	0	2	0	3	0	0	0	0	0	3	---	500	20,000	672
Nonsect....	0	10	0	100	0	9	0	13	0	1	0	18	0	8	---	---	0	4,500	152,000	673	
Nonsect....	20	0	431	0	0	0	233	0	181	0	---	---	---	---	---	---	---	---	---	168,000	674
Nonsect....	2	2	35	58	0	0	6	4	2	6	3	16	10	2	0	4	0	---	500	50,000	675
Nonsect....	6	11	101	91	0	0	20	5	---	---	15	16	10	13	4	0	1,200	---	127,396	676	
Nonsect....	1	1	23	21	0	6	2	3	3	4	4	5	2	2	2	4	0	100	---	10,000	677
R. C.....	0	6	0	35	0	105	0	35	0	35	0	1	0	0	4	0	4	0	5,000	---	678
Nonsect....	4	13	0	39	0	0	0	6	0	5	0	0	0	0	0	0	---	---	3,000	---	679
Nonsect....	4	4	47	39	28	12	10	5	14	8	24	4	5	3	4	---	---	---	500	---	680
Nonsect....	6	0	90	0	83	0	78	0	12	0	15	0	15	0	1	4	---	---	---	---	681
Nonsect....	0	3	0	30	0	10	0	6	---	---	0	1	0	1	4	---	---	---	---	---	682
Epis.....	3	8	0	35	0	0	0	2	---	---	0	14	0	2	3	---	---	---	500	---	683
R. C.....	0	9	0	36	0	20	---	---	---	---	---	---	---	---	---	---	---	---	1,350	70,000	684
Nonsect....	1	9	0	58	0	0	0	5	0	5	0	17	0	4	4	---	---	---	500	---	685
Nonsect....	3	2	33	1	1	3	13	1	10	0	15	1	15	1	4	0	100	---	---	500	686
Nonsect....	3	0	26	0	0	0	5	0	5	0	8	0	8	0	4	0	4	0	300	---	687
Nonsect....	7	1	150	0	0	0	150	0	---	---	50	0	50	0	5	0	1,000	---	---	---	688
Nonsect....	0	6	0	27	9	3	0	4	---	---	0	7	0	3	4	0	---	---	---	---	689
Nonsect....	0	8	0	42	0	8	0	5	0	0	---	---	---	---	---	4	6	200	---	200	690
Nonsect....	0	7	0	63	0	29	0	5	0	5	0	10	0	5	4	---	---	---	700	---	691
Cong.....	0	10	0	56	0	0	0	4	---	---	0	17	0	2	5	0	5,000	150,000	---	---	692

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
MASSACHUSETTS—cont'd.		
693 Bradford	Carleton School for Young Men and Boys.	Isaac N. Carleton, Ph. D.
694 Brighton	Mount St. Joseph's Academy and Boarding School.	Sisters of St. Joseph
695 Brimfield	Hitchcock Free Academy	Wellington Hodgkins
696 Cambridge (7 Garden st.)	Browne and Nichols School for Boys.	Geo. H. Browne, A. M., Edgar H. Nichols, A. B.
697 Cambridge (34 and 36 Concord ave.)	The Cambridge School for Girls.	Arthur Gilman, A. M.
698 Cambridge (9 Channing st.)	The Lee School	Miss M. L. Kelly
699 Cambridge (13 Buckingham st.)	Private School for Boys and Girls.*	Miss K. V. Smith
700 Canton	Sherman Hall	Miss Sarah W. Ames
701 Canton Junction	The Norwood School	Wm. C. Langdon, A. M.
702 Concord	Concord Home School	James S. Garland
703 do	White's (Miss) Home School	Flora J. White
704 Danvers	The Willard Hall School	Eleanor J. Dawson
705 Deerfield	Deerfield Academy and Dickinson High School.*	David F. Carpenter
706 Dudley	Nichols Academy and Dudley High School.	Alfred G. Collins
707 Duxbury	The Alden School for Girls	Mary M. Fanning
708 do	Partridge Academy*	Herbert E. Walker
709 do	Powder Point School	F. B. Knapp
710 Easthampton	Williston Seminary	Joseph H. Sawyer, M. A.
711 East Northfield	Northfield Seminary	Miss Evelyn S. Hall
712 Everett	Home School	Mrs. A. P. Potter
713 Fall River	Academy La Ste. Union des Sacre's Cœurs.	Sister Mary Aidan
714 Franklin	Dean Academy	Arthur W. Peirce, A. B.
715 Great Barrington	Sedgwick Institute	Edward J. Van Lennep
716 Greenfield	Prospect Hill School for Young Women.	Ida F. Foster and Caroline R. Clark
717 Groton	Groton School	Rev. Endicott Peabody
718 Hadley	Hopkins Academy	Chester M. Grover
719 Harvard	Bromfield School	Lilla Frost
720 Hatfield	Smith Academy*	Howard W. Dickinson
721 Hingham	Derby Academy	Mabel Cary Hawes
722 Leicester	Leicester Academy	William E. Cate
723 Lowell	The Rogers Hall School for Girls.*	Elisa P. Underhill
724 Marion	Taber Academy	Dana M. Dustan
725 Merrimac	Whittier Home School	Annie B. Russell
726 Milton	Milton Academy	Harrison O. Apthorp
727 Monson	Monson Academy	James F. Butterworth
728 Mount Hermon	Mount Hermon Boys' School	Henry F. Cutler
729 Natick	Walnut Hill School (Girls)	Charlotte H. Conant, B. A., Florence Bigelow, M. A.
730 New Bedford	Friends' Academy	Thomas H. Echfeldt
731 do	School for Boys and Girls (College Preparatory).	Charles E. E. Mosher
732 Newburyport	Putnam Free School*	Geo. A. Dickey
733 New Dorchester	Shawmut School	Ella G. Ives
734 Newton	Newton Private School for Girls	Anna M. Goodman
735 do	Preparatory School for Boys	Edward H. Cutler, A. M.
736 Northampton	The Mary A. Burnham School for Girls.	Miss B. T. Capen
737 Norton	Wheaton Female Seminary	Rev. Samuel V. Cole, D. D.
738 Pittsfield	The Berkshire School	Arthur J. Clough, A. M.
739 do	Hall's (Miss) School for Girls*	Mira H. Hall
740 Quincy	Adams Academy	Wm. Everett, LL. D.

* Statistics of 1898-99.

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
MASSACHUSETTS—cont'd.		
741 Quincy.....	Woodward Institute (Girls)* ..	Miss Carrie E. Small
742 Roxbury	Notre Dame Academy	Sister Julia
743 do	Roxbury Latin School.....	Wm. C. Collar, A. M.
744 Shelburne Falls	Arms Academy	C. A. Holbrook
745 Sherborn	Sawin Academy and Dowse High School	Charles S. Webb.....
746 Southboro	St. Mark's School.....	Rev. Wm. Greenough Thay- er, M. A.
747 South Braintree.....	Thayer Academy	Wm. Gallagher, Ph. D.
748 South Byfield	Dummer Academy	Perley Leonard Horne
749 South Lancaster.....	South Lancaster Academy.....	Frederick Griggs
750 South Worthington	The Conwell Academy	Miss Martha Henry
751 Springfield.....	The "Elms" Home and Day School for Girls.....	Miss Charlotte W. Porter ..
752 do	MacDuffie School	John MacDuffie, Ph. D.
753 Taunton	Bristol Academy	Alfred Bowman Maggs
754 Waban	The Waban School	J. H. Pillsbury
755 Waltham	Waltham New Church School ..	Benj. Worcester
756 Wellesley	Dana Hall School*	Julia A. Eastman
757 do	Wellesley School for Boys.....	Helen Temple Cook
758 West Boxford	Barker Free School	N. B. Sargent
759 West Bridgewater	Howard Seminary	Sarah E. Laughton
760 Westford	Westford Academy	William E. Frost
761 West Newton	English and Classical School ..	F. H. Wood, Ph. D.
762 Wilbraham	Wesleyan Academy	William Rice Newhall, D. D.
763 Winchendon	Murdock School	Frederic W. Plummer
764 Wollaston	Quincy Mansion School	Horace Mann Willard
765 Worcester	The Dalzell School for Boys and Girls	George A. Stearns
766 do	Highland Military Academy.....	Joseph Alden Shaw
767 do	The Home School	Ellen A. Kimball
768 do	Worcester Academy	Daniel Webster Abercrom- bie, LL. D.
MICHIGAN.		
769 Ann Arbor	St. Thomas' School	Sister M. Magdaline
770 Benton Harbor	Benton Harbor College.....	Geo. G. Edgecombe, A. M., Ph. D.
771 Benzonia	Benzonia Academy	J. Frank Jackson
772 Clarksville	Michigan Normal Academy and Business College	Chas. J. Transue
773 Detroit (322 Jefferson ave.)	Academy of the Sacred Heart ..	Mother Anna Hutton
774 Detroit (73 Stimson place) ..	The Detroit Home and Day School	Miss Ella M. Liggett
775 Detroit (36 Putnam st.) ..	The Detroit School for Boys* ..	Mrs. M. E. Whitton
776 Detroit (643-645 Jefferson ave.)	Detroit Seminary	Mrs. E. F. Hammond and Miss L. C. Browning ..
777 Escanaba (712 Hale st.) ..	St. Joseph's High School	Father Bede Oldegeering, O. F. M.
778 Grand Haven (Washing- ton st.)	Akeley Institute for Girls	Miss Margaretta Cheyney ..
779 Grand Rapids (76 Jeffer- son ave.)	Powell's School for Boys	Rev. I. P. Powell
780 Grossepoint	Academy of the Sacred Heart ..	I. C. Gavin, R. S. H.
781 Kalamazoo	Michigan Female Seminary	Elizabeth Eastman
782 Laumium	Sacred Heart Academy	Rev. Peter Welling, O. F. M.
783 Marquette	St. Joseph's Academy	Sister M. Agnes
784 Monroe	St. Mary's Academy	Mother M. Justina
785 Orchard Lake	Michigan Military Academy	W. F. Edwards
786 Saginaw, W. S.	St. Andrew's Academy	Sister Mary Matthew

* Statistics 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomina- tion.	Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific appa- ratus.	
	Sec- ond- ary in- struc- tors.		Sec- ond- ary stu- dents.		Ele- men- tary stu- dents.		Preparing for college.				Grad- uates in 1900.		College prepar- atory students in the class that gradu- ated in 1900.						
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect...	1	10	0	90	0	0	0	12	0	12								741	
R. C	0	4	0	52	0	44	0	7	0	0	0	4				0	5,000	742	
Nonsect...	8	0	150	0	0	0	150	0	0	0	22	0	22	0	6	0	2,800	743	
Cong	1	2	41	52	0	0	2	28	4	0	5	9	1	2	4	0	150	29,000	744
Nonsect...	1	1	8	7	3	5	6	7	0	0	0	0	0	0	4	0		16,000	745
P. E	13	0	130	0	0	0	100	0	25	0	18	0	16	0	6	0	4,000	250,000	746
Nonsect...	7	2	65	43	0	0	20	15	15	5	7	4	2	4	4	0		10,700	747
Nonsect...	6	1	23	20	9	1	16	5	3	0	7	0	6	0	4	0	1,000	748	
7 D. Adv.	6	2	32	39	32	39	2	2	7	0	3	6	0	0	3	0	1,000	40,000	749
Nonsect...	0	1	8	3	2	2	2	7	0	0	0	5	0	0	0	0		5,600	750
Nonsect...	2	4	0	26	15	0	0	0	0	0	0	5	0	4	5	0	3,600		751
Nonsect...	2	6	0	45	0	15	0	6	0	0	0	9	0	4	5	0	2,000		752
Nonsect...	1	2	0	22	12	2	0	0	0	0	2	0	2	0	0	0	300	15,000	753
Nonsect...	2	2	14	0	4	0	4	0	3	0	0	0	0		4	0	2,000	16,000	754
N. Jer....	1	1	9	12	10	15	0								0	300	40,000		755
Nonsect...	0	14	0	96	0	0	0				0	25	0	16					756
Nonsect...	0	15	0	159	0	0	0	69			0	44	0	25	4	0	500	100,000	757
Nonsect...	1	0	8	15	15	0	0				2	4	0		4	0	50		758
Nonsect...	2	10	5	39	0	4	1	6			0	10	0	3	4	0		73,000	759
Nonsect...	1	1	15	23	0	0	1	1	0	0	0	6	0	0	4	0	300	21,150	760
Nonsect...	5	2	29	5	17	3	7	0	8	1	12	12	10	4	4	0		20,000	761
Nonsect...	7	6	97	57	0	0	16	1	40	5	3	13	2	6	4	0	6,700	201,208	762
Nonsect...	2	4	32	67	14	10	6	16	2	4	3	13	2	6	4	0	900	150,000	763
Nonsect...	4	9	0	48							0	17	0	2					764
Nonsect...	1	3	6	12	8	12	6	5			3	4	3	1		0	1,000	2,500	765
P. E	6	0	41	0	10	0	12	0	15	0	4	0	0	0	4	41	1,000	35,000	766
Nonsect...	0	5	0	30	0	15	0	4			0	4							767
Baptist....	14	0	207	0	25	0	100	0	90	0	35	0	39	0	4	0	2,500	650,000	768
R. C	1	2	4	14	86	94	0	4							4	6			769
Nonsect...	5	8	86	92	36	42	24	32	21	23	6	8	4	5	4	33	1,825	50,000	770
Cong	2	3	43	56	0	0					0	1					6,000		771
Nonsect...	1	1	10	20	40	0												4,000	772
R. C	0	6	0	35	0	17													773
Nonsect...	0	25	0	125	20	165					0	17	0	6	5	6	2,000	50,000	774
Nonsect...	8	1	31	0	49	0	7	0	11	0	4	0	3	0	4	0	600	8,000	775
Nonsect...	0	8	0	46	19	67	0	2	0	8	0	6	0	1	5	0	2,000	5,000	776
R. C	0	2	9	41	241	319	2	0			1	3					200	4,000	777
Epis.....	0	1	0	18	0	10	0	5			0	6	0	1	4	0	1,500	50,000	778
Nonsect...	1	1	7	9	18	6	8	8			5	3	5	3		0			779
R. C	0	5	0	50	0	6	0	0	0	30	0	7	0	0		0	200		780
Nonsect...	0	6	0	32	0	6	0	3	0	2	0	1	0	1	4	0	2,000	75,000	781
R. C	0	3	9	21	59	109					0	5							782
R. C	4	6	10	40	190	210					0	3							783
R. C	0	7	0	91	0	132	0	2			0	3					3,194	96,579	784
Nonsect...	11	0	129	0	12	0	5	0	52	0	18	0	7	0	4	129	9,000		785
R. C	3	5	28	39	122	145	8	12	0	5			0	5	3		250		786

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MICHIGAN—continued.		
787	Spring Arbor.....	Spring Arbor Seminary.....	David S. Warner.....
788	Traverse City.....	Academy of Holy Angels.....	Sister Margaret Mary, O. S. D.
	MINNESOTA.		
789	Albert Lea.....	Luther Academy.....	Rev. E. I. Ström.....
790	Duluth.....	The Maynard School.....	Laura A. Jones.....
791	do.....	Sacred Heart Institute.....	Sister Celestine.....
792	Faribault.....	Bethlehem Academy.....	S. M. Ethelbert.....
793	do.....	St. Mary's Hall.....	Miss Caroline Wright Eells.....
794	do.....	Shattuck School.....	Rev. James Dobbin, D. D.....
795	Fergus Falls.....	Park Region Lutheran College.....	John T. Aaker.....
796	Madison.....	Lutheran Normal School.....	Rev. O. Lökensgaard.....
797	Merriam Park.....	College of St. Thomas.....	Rev. John F. Dolphin, A. M.....
798	Minneapolis.....	Academy of the Holy Angels.....	Sister Frances Clare.....
799	Minneapolis (Harvard and Delaware sts.).....	Minneapolis Academy.....	Thomas Feebles.....
800	Minneapolis (2118-2122 Pleasant ave.).....	Stanley Hall.....	Miss O. A. Evers.....
801	Montevideo.....	Windom Institute.....	J. H. Arnold.....
802	Owatonna.....	Academy of the Sacred Heart.....	Sister M. Leo.....
803	do.....	Pillsbury Academy.....	Rev. James W. Ford, Ph. D.....
804	Red Wing.....	Red Wing Seminary and College.....	Rev. M. G. Hanson.....
805	St. Joseph.....	St. Benedicts Academy.....	Rev. Mother Aloysia Bath.....
806	St. Paul.....	Baldwin Seminary.....	Clinton J. Backus.....
807	do.....	Barnard School for Boys.....	C. N. B. Wheeler.....
808	do.....	Concordia College.....	Theo. Buenger.....
809	do.....	Convent Visitation.....	M. C. Shepherd.....
810	do.....	Creten High School.....	Brother Adrian.....
811	do.....	St. Joseph's Academy.....	Sister Hyacinth.....
812	do.....	St. Mary's School.....	Sister M. Victoria.....
813	St. Paul Park.....	St. Paul's College.....	Charles Wm. Hertzler.....
814	Waseca.....	The Academy of the Holy Child Jesus.....	Mother M. Wenceslaus.....
815	Wilder.....	The Breck Mission and Farm School.....	E. P. Coleman.....
816	Willmar.....	Willmar Seminary.....	Henry Solum.....
817	Winona.....	The Winona Seminary.....	
	MISSISSIPPI.		
818	Abbeville.....	High School*.....	K. Harmon.....
819	Bay St. Louis.....	St. Stanislaus College.....	Brother Isidore.....
820	Bienville.....	Fairview Collegiate Training School*.....	Jas. F. Boydston.....
821	Braxton.....	Braxton Collegiate Institute.....	J. H. Venable.....
822	Byhalia.....	Kate Tucker Institute.....	Mrs. Kate E. Tucker.....
823	Carthage.....	Carthage Academy.....	Woodley & Huddleston.....
824	Chalybeate.....	Chalybeate Springs Institute.....	L. H. Jobe.....
825	Chatawa.....	St. Mary's Institute.....	Sister Mary.....
826	Clarkson.....	Bennett Academy.....	Wm. A. Davis.....
827	Clinton.....	Mt. Hermon Female Seminary.....	Sarah A. Dickey.....
828	Columbia.....	Columbia High School.....	J. T. Calhoun.....
829	Cumberland.....	Cumberland Normal Institute.....	W. M. Dalton.....
830	Dixon.....	High School.....	H. Y. Graham.....
831	Eastfork.....	Eastfork High School.....	Miss Lizzie Stewart.....
832	Edwards.....	Southern Christian Institute.....	J. B. Lehman.....
833	French Camp.....	French Camp Academy.....	John F. Frierson.....
834	Gatewood.....	Walshall Hall School*.....	
835	Grenada.....	Grenada Collegiate Institute.....	W. M. McIntosh.....
836	Harperville.....	Harperville Collegiate Institute.....	O. B. Dorris and L. E. Bates.....

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomina- tion.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific appa- ratus.																																																														
	Second- ary in- struct- ors.		Second- ary stu- dents.		Elem- entary stu- dents.		Preparing for college.				Gradu- ates in 1900.		College prepar- atory students in the class that gradu- ated in 1900.																																																																							
							Classi- cal course.		Scien- tific course.																																																																											
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.																																																																				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22																																																																		
FreeMeth. R. C.	3 0	1 3	30 0	33 23	19 0	15 10	2 0	1 2	0 0	0 1	0 0	6 10	1 0	1 3	4 4	0 0	600 750	\$7,000 15,000	787 788																																																																	
Ev. Luth. Nonsect. R. C. R. C. Epis. Epis. Luth. Luth. U. Nor. R. C. R. C. Ref. Presb.	6 1 0 0 0 13 3 3 7 0 7 1	0 5 7 4 11 0 6 6 0 13 1	20 0 7 0 0 110 6 12	15 22 88 30 70 0 6 23	50 15 0 0 0 82 6 74	45 23 32 80 0 13 19 40	10 0 0 0 0 12 4 1	0 10 7 0 0 37 0 0	0 0 0 0 0 0 0 0	0 0 18 0 27 8 0	13 0 0 0 0 0 4 13	6 1 2 0 6 11 4 0	6 0 0 0 0 0 0 0	0 1 2 0 14 0 0 0	4 4 4 0 0 110 3 0	0 400 1,500 2,001 3,000 2,500 350 450	25,000 1,500 22,000 80,000 2,500 350 40,000	789 790 791 792 793 794 795 796																																																																		
R. C. R. C. Ref. Presb.	7 0 7	0 13 1	0 118 107	0 32 21	143 0 22	0 131 12	48 0 4	0 0 2	0 0 68	0 0 17	13 0 17	0 0 10	0 0 14	0 0 7	0 0 7	0 0 4	0 350 500	60,000 50,000	797 798 799																																																																	
Nonsect. Cong. R. C. Bapt. Ev. Luth. R. C. Nonsect. Nonsect. Ev. Luth. R. C. R. C. R. C. R. C. M. Epis. R. C.	0 1 0 5 7 0 0 2 2 4 0 0 3 4 2 0	4 3 0 2 0 5 4 0 0 7 0 4 2 3 0	0 13 22 115 100 0 50 27 16 0 14 32 32 0	0 22 113 0 40 15 0 8 0 34 0 0 105 10 23 40 0	51 64 30 5 40 75 0 0 0 22 0 200 298 40 129	19 4 170 5 10 0 6 5 0 0 0 35 0 0 17 129	49 19 0 10 0 10 5 5 0 7 0 0 0 2 1 4 0	0 0 1 0 0 0 2 10 5 0 0 6 4 3 5 0	0 0 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 1 0 30 0 13 0 0 0 0 0 0 0 0 0 0 0	6 3 8 0 1 0 10 2 0 0 0 0 0 0 0 0	6 6 3 8 3 1 2 0 0 0 0 0 0 0 0 0 0	3 6 0 3 1 0 2 0 0 0 0 0 0 0 0 0 0	3 3 80 4 4 20 5 0 4 0 3 0 4 0 3 4	0 0 2,600 1,100 700 1,000 600 2,500 1,100 800 1,200 600	30,000 13,000 150,000 2,800 75,000 100,000 200,000 30,000 1,100 100,000 40,000	800 801 802 803 804 805 806 807 808 809 810 811 812 813 814																																																																			
Epis. Luth. R. C.	2 6 0	6 1 4	18 80 0	18 44 18	107 100 0	33 50 21	0 25 0	0 0 0	2 0 0	0 0 0	14 0 0	4 4 2	4 4 4	0 0 0	3 3 0	0 0 0	1,200 1,000	30,500 20,000	815 816 817																																																																	
Nonsect. R. C. Nonsect.	1 3 1	2 0 1	20 79 15	18 0 16	56 64 20	62 0 39	0 13 1	0 0 0	29 0 0	0 0 0	8 1 3	0 0 0	0 0 0	0 0 0	2 4 3	58 3,500 150	100 180,000 5,000	3,000 821 822																																																																		
Nonsect. Nonsect. Nonsect. Nonsect. R. C. M. E. Nonsect. Nonsect. Nonsect. Nonsect. Christian Presb. Nonsect. M. E. So. Nonsect.	1 1 3 1 0 1 2 1 1 1 2 2 0 0 2	2 0 1 2 4 2 0 2 1 1 0 0 3 0 0	25 79 75 27 0 20 7 20 6 25 10 38 1 3 32	20 0 65 24 0 35 19 0 6 0 10 0 34 54 0	190 0 35 69 0 40 63 80 34 25 33 19 0 0 0	60 0 40 54 0 39 140 45 18 0 38 19 0 0 0	12 0 0 0 0 0 4 1 0 0 0 0 0 0 0 0	10 0 0 1 0 0 0 0 0 0 0 0 0 0 0 0	6 0 0 1 0 0 0 0 0 0 0 0 0 0 0	7 0 0 2 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0	1 7 0 0 0 2 1 1 0 0 0 0 0 0	1 0 0 0 0 0 0 0 0 0 0 0 0 0	5 4 3 3 3 1 3 0 2 4 0 0 0 0	0 1,500 0 35 0 0 0 0 0 0 0 0 0 0 0	300 9,000 1,750 1,200 0 0 0 0 0 0 0 0 0 0	1,500 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835																																																																			
	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	3 0 3 0 0 0 0 0 0 0 0 0 0 0 0	0 32 0 0 0 0 0 0 0 0 0 0 0 0 0	0 23 0 0 0 0 0 0 0 0 0 0 0 0 0	0 23 0 0 0 0 0 0 0 0 0 0 0 0 0	0 45 0 0 0 0 0 0 0 0 0 0 0 0 0	2 2 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	MISSISSIPPI—cont'd.		
837	Hebron	Hebron High School.....	W. N. Taylor
838	Hernando.....	Randle's University School.....	E. H. Randle, A. M.
839	Holly Springs.....	North Mississippi Presbyterian College.....	Rev. T. W. Raymond
840	Liberty	Liberty Male and Female College.....	Rev. N. Smylie
841	Meridian.....	Lincoln School.....	Mrs. H. I. Miller
842	Moss Point.....	Moss Point Academy.....	W. T. Pate
843	Montrose.....	Forest District High School.....	O. H. Wingfield
844	Natchez.....	Cathedral School.....	Brother Charles.....
845	do.....	St. Joseph's School.....	Sister Scholastica.....
846	Nettleton.....	Providence Male and Female College.....	R. L. Burdine
847	Orwood.....	Orwood Academy.....	J. D. Stormont.....
848	Pittsboro.....	Pittsboro Male and Female College.....	M. V. Milan
849	Plattsburg.....	Winston Normal School.....	J. O. Glenn
850	Senatobia.....	Blackbourn College for Girls.....	Mrs. T. D. Moore.....
851	Silver Creek.....	Lawrence County High School.....	Leon Tyrone
852	Shubuta.....	Shubuta Institute and Military Academy.....	Charles A. Huddleston.....
853	Sylvarena.....	Sylvarena High School.....	W. S. Huddleston.....
854	Tula.....	Tula High School.....	C. C. Hughes
855	Tyro.....	Tyro High School of Science, Literature, and Language.....	E. T. Keeton
856	Union Church.....	Union Church High School.....	J. A. Smylie.....
857	Vaiden.....	Vaiden Institute.....	Hugh B. Rose.....
858	West Point.....	Mary Holmes Seminary.....	Rev. H. N. Payne, D. D.
859	Yale.....	Oakland Normal Institute*.....	J. W. Holley
860	Yazoo.....	St. Clara's Academy.....	.....
	MISSOURI.		
861	Appleton City.....	Appleton City Academy.....	G. A. Theilmann.....
862	Ashley.....	Watson Seminary.....	Jerome Bryant.....
863	Boonville.....	Kemper Military School.....	T. A. Johnston.....
864	do.....	Megguier Seminary.....	Julia Megguier.....
865	Brookfield.....	Brookfield College*.....	Harry C. Myers.....
866	Butler.....	Butler College and Academy.....	Ella A. Ludwig.....
867	Caledonia.....	Bellevue Collegiate Institute.....	H. A. Smith
868	Camden Point.....	Camden Point Military Institute.....	W. N. Stagner (major).....
869	do.....	Female Orphan School of the Christian Church of Missouri.....	H. O. Riall
870	Carthage.....	Carthage Collegiate Institute.....	Rev. W. S. Knight, D. D.
871	Chillicothe.....	St. Joseph's Academy.....	Sister Lucille.....
872	Clarence.....	Macon District Academy.....	S. H. Milam
873	Clarksburg.....	Hooper Institute.....	Sam. Howard Pollard.....
874	Columbia.....	The University Military Academy.....	John B. Welch, A. M.
875	Conception.....	Conception College.....	Rev. Frowin Conrad, O. S. B.
876	Concordia.....	St. Paul's College.....	J. H. C. Kaepfel.....
877	Dadeville.....	Dadeville Academy.....	S. J. Vaughn
878	Excelsior Springs.....	Haynes Academy.....	Anthony Haynes.....
879	Farmington.....	Carleton College.....	J. J. Martin, D. D., president
880	do.....	Farmington Baptist College.....	Truisten E. Gideon.....
881	Fredericktown.....	Marvin Collegiate Institute.....	Nelson B. Henry
882	Fulton.....	Daughters' College.....	James B. Jones.....
883	Gallatin.....	Grand River College.....	J. H. Hutton
884	Glencoe.....	La Salle Institute.....	Brother Baldwin.....
885	Gravelton.....	Concordia College*.....	Rev. L. M. Wagner, A. M.
886	Holden.....	St. Cecilia's Academy*.....	Sisters of Charity.....

*Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Secondary instructors.		Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.		
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.													
	Classical course.						Scientific course.																			
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Nonsect.....	1	0	9	8	65	47	5	1	---	---	---	---	---	---	4	0	600	\$1,700	837							
Nonsect.....	1	3	23	41	17	19	5	0	15	23	---	---	---	---	4	0	1,000	29,000	838							
Presb.....	1	8	0	60	0	40	---	---	---	---	0	5	---	---	6	---	500	20,000	839							
Nonsect.....	5	0	33	0	66	0	---	---	---	---	1	2	---	---	4	---	---	3,000	840							
Cong.....	0	8	60	40	100	100	0	6	0	6	6	8	5	6	4	0	300	4,500	841							
Nonsect.....	1	1	16	14	0	0	1	1	---	---	4	3	1	1	3	0	300	---	842							
Meth.....	2	0	10	0	73	60	4	0	3	0	0	0	0	0	0	0	---	1,000	843							
R. C.....	4	0	20	0	130	0	10	0	---	---	3	0	---	---	3	0	---	30,000	844							
R. C.....	0	2	0	15	0	110	---	---	---	---	0	2	0	0	0	0	---	845								
Nonsect.....	1	1	30	65	20	10	12	9	21	18	0	0	0	0	0	0	600	3,500	846							
Nonsect.....	1	0	17	24	26	22	1	5	3	0	0	5	0	4	4	0	0	847								
Nonsect.....	1	2	27	33	70	81	8	9	8	15	---	---	---	---	3	0	0	1,000	848							
Nonsect.....	1	0	10	20	35	30	---	---	2	2	0	0	0	0	4	0	---	1,500	849							
Nonsect.....	0	2	0	20	0	75	---	---	0	15	0	4	0	0	4	0	250	6,500	850							
Nonsect.....	1	1	23	20	32	28	8	3	2	0	0	1	0	1	3	0	300	2,800	851							
Nonsect.....	2	1	38	59	29	22	13	10	---	---	5	2	5	2	2	23	---	3,000	852							
Nonsect.....	2	1	29	10	40	20	0	0	5	1	---	---	---	---	3	---	---	600	853							
Nonsect.....	2	1	50	55	65	72	18	15	23	23	6	4	3	2	3	0	500	3,000	854							
Nonsect.....	1	2	6	8	36	38	2	2	1	3	---	---	---	---	2	0	200	1,000	855							
Nonsect.....	1	1	10	6	22	14	6	1	---	---	2	3	2	3	---	0	---	2,000	856							
Nonsect.....	0	1	29	20	55	60	6	4	---	---	---	---	---	---	6	0	---	2,000	857							
Presb.....	1	0	36	0	54	0	6	0	0	0	0	8	0	6	5	0	500	40,000	858							
Nonsect.....	1	1	40	25	50	42	5	3	20	10	16	6	8	5	3	0	800	2,000	859							
R. C.....	0	2	0	22	0	0	---	---	20	10	---	---	6	8	5	---	---	800	860							
Nonsect.....	2	3	69	73	0	0	---	---	---	---	2	6	---	---	4	---	---	3,500	861							
Nonsect.....	1	2	16	15	2	6	1	0	---	---	0	0	0	0	3	0	1,500	1,100	862							
Nonsect.....	5	0	40	0	15	0	0	0	3	0	6	0	3	0	4	40	2,500	60,000	863							
Nonsect.....	0	5	0	30	0	0	0	4	0	4	0	4	0	1	4	0	500	15,000	864							
Presb.....	2	2	21	25	40	48	6	5	4	2	4	5	---	---	4	---	500	18,500	865							
Nonsect.....	4	40	37	5	6	1	2	3	5	1	3	1	2	---	4	40	800	10,000	866							
M. E. So.....	0	16	20	24	46	---	---	---	---	---	3	1	---	---	3	0	250	10,000	867							
Nonsect.....	2	1	42	0	5	0	2	0	2	0	3	0	1	0	4	42	500	---	868							
Christian.....	0	10	0	109	0	0	0	8	0	5	0	18	0	7	4	---	1,200	25,000	869							
Presb.....	3	1	33	10	51	44	3	1	5	0	1	5	1	0	0	0	1,000	30,000	870							
R. C.....	0	4	0	23	0	40	0	2	0	2	0	0	0	0	4	0	84	---	871							
M. E. So.....	0	1	48	62	12	15	---	---	---	---	4	5	---	---	4	0	300	20,000	872							
Nonsect.....	1	1	16	16	20	21	---	---	---	---	1	1	---	---	4	30	100	3,000	873							
Nonsect.....	3	1	30	0	10	0	3	0	10	0	3	0	3	0	4	21	1,000	10,000	874							
R. C.....	14	0	57	0	0	0	7	0	---	---	7	0	7	0	5	0	300	---	875							
Ev. Luth.....	4	0	40	0	0	0	20	0	20	0	7	0	7	0	4	0	600	24,000	876							
Nonsect.....	2	0	13	12	30	35	---	---	---	---	4	4	4	4	4	0	400	3,500	877							
Nonsect.....	1	2	6	20	6	14	2	8	0	0	0	2	---	---	---	---	400	5,000	878							
M. E.....	6	2	63	44	0	0	21	13	---	---	4	5	3	2	---	0	900	2,500	879							
Bapt.....	2	1	30	22	10	12	2	0	4	3	---	---	---	---	4	---	50	10,000	880							
M. E. So.....	3	2	60	50	10	15	2	0	5	2	4	0	---	---	4	---	1,200	30,000	881							
Christian.....	0	3	0	60	0	77	0	17	0	28	0	15	---	---	---	---	40,000	882								
Bapt.....	6	0	60	60	30	40	35	40	20	19	6	5	5	5	4	0	2,000	35,000	883							
R. C.....	4	0	45	0	0	0	---	---	---	---	---	---	---	---	---	---	---	884								
Nonsect.....	2	0	22	20	20	10	4	1	---	---	8	10	---	---	---	---	2,000	885								
R. C.....	0	5	7	18	23	53	---	---	---	---	0	5	5	---	---	4	500	---	886							

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	MISSOURI—continued.		
887	Humphreys	Humphreys Academy and Business College.*	L. H. Gehman
888	Iberia	Iberia Academy	G. Byron Smith
889	Independence	Woodland College	Geo. S. Bryant
890	Jackson	Carlisle Training School *	Willis Carlisle
891	Joplin	Institute of our Lady of Mercy	Sister Mary Antonia
892	Kansas City	St. Teresa's Academy	Sister Rose Vincent
893	Kidder	Kidder Institute	George W. Shaw
894	Kirkwood	Kirkwood Military Academy and Glendale Institute.	Edward A. Haight
895	Labaddie	Labaddie Academy *	Louis C. Knowlton
896	Ladonia	Collins Seminary	E. A. Collins
897	Lexington	Wentworth Military Academy	Sanford Sellers
898	Macon	Blees Military Academy	F. W. Blees (Col.)
899	Marionville	Marionville Collegiate Institute.	Lewis Grant Leser, pres.
900	Marshall	St. Savior's Academy	Sister Superior
901	Maryville	Maryville Seminary	Chas. O. Mills, president
902	Mechanicsville	Howell Institute	George E. Miller
903	Middle Grove	Middle Grove College	W. Moore Jones, president
904	Moberly	St. Mary's Academy of the Sisters of Loretto.	Sister Caroline
905	Moundville	Cooper College	C. H. Miles, president
906	Mount Vernon	Mount Vernon Academy *	Elizabeth Park
907	O'Fallon	Woodlawn Institute	Rev. W. T. Howison, A. M.
908	Pierce City	Pierce City Baptist College	Ernest W. Dow, Ph. D.
909	Pilot Grove	Reichelberger Academy	Wallace Crossley
910	Platte City	Gaylord Institute *	Mrs. T. W. Park
911	Plattsburg	Plattsburg College	S. Z. Sharp, A. M.
912	Powersville	York Seminary	Charles R. Bowan
913	Rensselaer	Van Rensselaer Academy	Wm. R. Anderson, jr.
914	Richmond	Woodson Institute	J. C. Shelton
915	St. Charles	Academy of the Sacred Heart	A. Kavanagh
916	St. Joseph	do	Madame M. Vernier
917	St. Louis	Academy of the Visitation	Sister Aquin Martin
918	St. Louis (1607-17 Compton ave.)	Bishop Robertson Hall	Sister Catharine, superior
919	St. Louis (4296 Washington st.)	Hosmer Hall	Miss Martha H. Mathews
920	St. Louis (2345 Pine st.)	Loretto Academy	Sister M. Reparata
921	St. Louis	The Mary Institute	Edmund H. Sears
922	St. Louis (2817 Olive st.)	Rugby Academy *	Denham Arnold
923	St. Louis (Washington ave. and 19th st.)	Smith Academy *	Charles P. Curd
924	St. Louis (South 12th st.)	Ursuline Academy and Day School.	Mother Seraphine
925	St. Louis (1033 South 8th st.)	Walther College	August C. Burgdorf
926	Salisbury	North Missouri Academy	G. C. Briggs
927	Sedalia	George R. Smith College	Rev. E. A. Robertson, M. A.
928	South St. Louis	Academy of the Sacred Heart	Mother Mary Burke
929	Springfield	Loretto Academy	Sister M. Wilfrid La Motte
930	Spring Garden	Miller County Institute	J. Ivy Lumpkin
931	Sweet Springs	Sweet Springs Academy	J. E. Barnett
932	Troy	Buchanan College	E. H. Lay, A. B.
933	Weaubleau	Weaubleau Christian College	J. Whitaker, president
934	Webb City	Webb City Academy	Victor E. Harlow
935	West Plains	West Plains College	J. T. Outen
	MONTANA.		
936	Deer Lodge	St. Vincent's Academy	Sister Anacleta
937	Missoula	Sacred Heart Academy	Sister Hilarion
938	Helena	St. Vincent's Academy	Sister Mary Cecilia

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Students.																						Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.		Grad-uates in 1900.		College preparatory students in the class that gradu-ated in 1900.															
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25					
M. E. So . . .	3	2	105	0	0	0	8	9	7	0	3	4	3	0	4	---	300	\$10,000	887							
Cong . . .	1	5	55	59	0	0	6	6	5	5	2	4	2	0	4	0	2,000	5,000	888							
Christian . . .	1	3	16	23	19	5	3	2	---	---	6	8	---	---	4	0	1,200	15,000	889							
Nonsect . . .	3	0	43	18	10	15	---	---	---	---	1	0	---	---	4	0	400	11,000	890							
R. C . . .	0	1	0	15	0	88	0	6	0	---	0	0	0	---	4	0	250	40,000	891							
R. C . . .	0	3	0	25	0	25	---	---	---	---	0	0	0	---	4	0	300	---	892							
Cong . . .	4	2	43	47	7	17	10	12	20	25	6	12	2	8	4	0	1,500	25,200	893							
Nonsect . . .	4	0	24	0	30	0	3	0	7	0	5	0	5	0	4	24	500	25,200	894							
Nonsect . . .	1	0	7	9	9	10	---	---	---	---	0	2	---	---	---	---	---	---	895							
Nonsect . . .	1	1	15	15	2	4	12	15	---	---	0	0	---	---	---	---	---	---	896							
Nonsect . . .	8	0	100	0	11	0	14	0	22	0	2	0	4	0	3	100	1,200	50,000	897							
Nonsect . . .	14	0	70	0	15	0	6	0	3	0	4	0	1	0	4	70	1,000	500,000	898							
M. E . . .	4	3	45	22	50	62	5	1	18	10	5	2	5	2	4	0	---	12,000	899							
R. C . . .	0	2	0	13	12	35	---	---	---	---	0	0	---	---	4	0	100	12,000	900							
M. E . . .	4	6	66	63	0	0	30	20	25	10	2	5	6	4	4	---	200	20,000	901							
Nonsect . . .	1	0	3	10	7	2	0	0	0	0	0	0	0	0	3	0	100	2,000	902							
Nonsect . . .	0	1	12	2	4	6	2	0	0	1	3	0	3	0	3	0	200	2,000	903							
R. C . . .	1	3	25	25	50	25	---	---	---	---	---	---	---	---	---	---	300	---	904							
Nonsect . . .	3	0	24	33	18	22	6	8	18	23	2	3	2	3	3	0	200	7,000	905							
Presb . . .	0	2	10	10	4	2	---	---	---	---	1	1	---	---	4	---	10	700	906							
Presb . . .	1	6	11	23	2	1	5	12	---	---	1	2	1	2	4	0	300	8,000	907							
Bapt . . .	4	4	84	12	---	---	---	---	---	---	1	0	---	---	4	---	700	20,000	908							
Nonsect . . .	2	1	18	21	20	25	---	---	---	---	2	3	---	---	---	---	---	---	909							
Nonsect . . .	0	2	7	10	9	19	---	---	---	---	---	---	---	---	4	---	600	25,000	910							
Gr. Bapt . . .	4	1	22	40	9	5	2	1	3	5	2	2	---	---	4	0	750	10,000	911							
Nonsect . . .	1	1	10	11	5	1	4	4	---	---	---	---	---	---	---	---	---	---	912							
Presb . . .	1	0	16	5	0	0	4	4	1	0	0	0	0	0	4	0	0	1,000	913							
M. E. So . . .	2	1	30	32	20	23	---	---	---	---	6	0	---	---	---	---	---	35,000	914							
R. C . . .	1	3	0	40	0	10	0	11	0	18	0	4	0	4	---	0	700	10,000	915							
R. C . . .	0	10	0	50	0	37	---	---	---	---	0	1	---	---	5	---	2,000	---	916							
R. C . . .	0	16	0	94	0	66	---	---	---	---	0	10	---	---	---	---	---	350,000	917							
Epis. . . .	1	8	0	39	1	44	0	0	0	1	0	7	6	1	4	0	3,000	70,000	918							
Nonsect . . .	0	5	0	52	0	104	0	5	0	6	0	11	0	1	---	---	400	---	919							
R. C . . .	0	4	0	9	0	81	---	---	---	---	0	1	---	---	4	0	4,000	---	920							
Nonsect . . .	0	18	0	287	0	131	0	45	---	---	0	39	0	8	5	---	1,300	10,000	921							
Nonsect . . .	2	1	19	31	7	0	---	---	---	---	2	0	2	0	4	---	---	25,000	922							
Nonsect . . .	16	0	371	0	0	0	53	0	100	0	33	0	33	0	5	0	---	300,000	923							
R. C . . .	0	5	0	40	12	230	---	---	---	---	0	1	---	---	4	0	1,270	80,000	924							
Luth	4	1	58	20	30	10	17	0	20	1	13	5	---	---	4	0	450	60,000	925							
Nonsect . . .	4	2	25	34	29	32	1	0	1	0	7	3	3	3	4	40	---	---	926							
M. E . . .	3	4	20	30	49	60	5	3	7	8	---	---	---	---	4	0	2,500	50,000	927							
R. C . . .	0	7	0	34	0	78	---	---	---	---	0	4	---	---	4	0	5,047	---	928							
R. C . . .	0	7	0	45	0	70	0	10	---	---	0	0	---	---	4	0	902	20,000	929							
Nonsect . . .	1	2	6	2	30	23	0	0	2	0	0	0	0	0	4	0	100	2,500	930							
Nonsect . . .	2	1	25	15	5	15	10	---	---	---	3	2	2	0	4	0	300	3,500	931							
Nonsect . . .	2	2	32	42	35	27	2	0	2	1	1	2	1	1	4	0	100	12,000	932							
Christian . . .	3	0	23	30	20	24	0	7	6	0	3	2	2	2	4	0	500	7,000	933							
Bapt	2	4	34	41	31	44	5	3	5	0	0	2	0	0	3	0	800	85,000	934							
Nonsect . . .	2	1	30	30	12	8	13	10	8	7	0	0	0	0	5	0	400	6,000	935							
R. C	0	2	0	14	0	76	---	---	---	---	0	1	---	---	4	---	800	60,000	936							
R. C	0	3	0	18	106	192	0	3	0	0	0	3	0	1	3	0	250	60,000	937							
R. C	0	2	0	34	0	326	0	34	0	4	0	5	0	5	4	0	1,000	65,000	938							

TABLE 43.—Statistics of private high schools, endowed academics, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	NEBRASKA.		
939	Chadron	Chadron Academy *	Winfred Chesney Rhoades
940	Central	Nebraska Central College	D. Riley Haworth, A. M.
941	Columbus	St. Francis Academy	Rev. Marcellinus Kollmeyer
942	Franklin	Franklin Academy	Alexis C. Hart
943	Jackson	St. Catherine's Academy	Sister M. Walburger
944	Kearney	Kearney Military Academy	E. Porter Chittenden, Ph. D.
945	Lincoln	Convent and Academy of the Holy Child Jesus.	Mother St. John
946	North Platte	School of the Nativity	Rev. T. V. Haley
947	Nysted	Danish High School	Thomas Knudson
948	Omaha	Academy of the Sacred Heart	L. Garesché
949	do	Brownell Hall	Louise R. Upton
950	do	Mount St. Mary's Seminary	Sisters of Mercy
951	Omaha (18th and Case sts.)	St. Catherine's Academy	Sister Mary Gertrude
952	Orleans	Orleans Seminary	C. E. Anderson
953	Pawnee City	Pawnee City Academy	Rev. R. T. Campbell
954	Plattsmouth	St. John's School	Rev. Thos. J. Carney
955	Wahoo	Luther Academy	Samuel M. Hill
956	Weeping Water	Weeping Water Academy	Frank C. Taylor
957	York	School of the Holy Trinity	Mother Margaret Mary
	NEW HAMPSHIRE.		
958	Andover	Proctor Academy	Miss Luella H. Scales
959	Atkinson	Atkinson Academy	Herman N. Dunham
960	Canterbury	Kezer Seminary	Mrs. Clara M. Currier
961	Center Strafford	Austin Academy	Alvin E. Thomas
962	Concord	St. Mary's School	Elizabeth M. Montague Gainforth.
963	do	St. Paul's School	Joseph H. Coit, rector
964	Derry	Pinkerton Academy *	G. W. Bingham
965	Dover	St. Joseph's High School	Brother Cyril, F. S. C.
966	East Jaffrey	Conant High School	Dwight G. Burrage
967	Exeter	Phillips Exeter Academy	Harlan Page Amen
968	do	Robinson Female Seminary	George N. Cross, A. M.
969	Francetown	Francetown Academy	Albert D. True
970	Franconia	Dow Academy	Roscoe Allan Grant, A. B.
971	Gilmanton	Gilmanton Academy	Rev. L. C. Graves
972	Hampstead	Hampstead High School *	F. E. Merrill
973	Kingston	Sanborn Seminary	Frederick T. Farnsworth
974	Manchester (181 Spruce st.)	St. Augustine's Boarding School and Academy.	Brother Alphonsus
975	Manchester (147 Lowell st.)	St. Joseph's High School for Boys.	Brother Catus
976	Meriden	Kimball Union Academy	W. H. Cummings
977	Milton	Nute High School	Arthur Thad Smith
978	Mount Vernon	McCollom Institute	Geo. S. Chapin, A. B.
979	Nashua (68 Vine st.)	St. Aloysius Academy	Brother Falian
980	Nashua	St. Aloysius School *	Sister Angela
981	New Hampton	New Hampton Literary Institution.	Frank W. Preston
982	New London	Colby Academy	Horace Grant McKean
983	Northwood Center	Coe's Northwood Academy	Edwin K. Welch
984	Pembroke	Pembroke Academy	Isaac Walker, A. M.
985	Plymouth	Holderness School for Boys	Rev. Lorin Webster
986	Reeds Ferry	McGaw Normal Institute	Andrew P. Averill
987	South Hampton	Barnard School	M. F. McIntosh
988	Tilton	New Hampshire Seminary and Female College.	George L. Plimpton, A. M.
989	West Lebanon	New Hampshire Military Academy *	Maj. B. F. Hyatt
990	Wolfboro	Brewster Free Academy *	Edwin H. Lord

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Grad-uates in 1900.		College prepar-atory students in the class that gradu-ated in 1900.										
							Class-ical course.		Scien-tific course.				Male.		Female.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Cong.....	2	1	15	23	19	2	2	1	1	3	2	0						3			\$13,475	939	
Friends.....	4	4	28	30	38	30	5	4	4	1	3	2	3	2							500	20,000	940
R. C.....	1	32	22	22	111	162															290	36,000	941
Cong.....	4	4	27	15	7	5	15	10	12	5	10	11	10	7					40		3,400		942
R. C.....	0	4	0	11	0	49					0	5	0						4		200	30,000	943
Epis.....	3	1	20	4	23	6	1	0	14	0	3	0	2	0					24		700	25,000	944
R. C.....	0	4	0	20	20	93					0	0	0	0					4		2,000	40,000	945
R. C.....	0	2	30	22	30	37	0	0	1	0	0	0	0	0							100		946
Luth.....	4	32	39	20	0	0															3,000	50,000	947
R. C.....	0	5	0	29	0	35	0	0	0	30	0	2							4	0	500	150,000	948
Epis.....	0	5	0	42	0	48	0	0	12	0	0	4	0	0					4	0	500	100,000	949
R. C.....	0	3	0	12	0	58	0	12	0	8	0	4	0	4					4	0	70	65,000	950
Free Meth.....	2	1	16	15	15	15	0	0	5	10		3	2	0								20,000	951
Presb.....	2	4	14	18	22	53	5	3											4	0	200	20,500	952
R. C.....	0	2	4	11	40	55					0	1	7	2					4	0	250		953
Ev. Luth.....	5	1	59	39	13	4	12	2			12	6	3	3					4	0	2,600	18,730	954
Cong.....	3	1	31	22	24	9	5	5	4	1	3	3	3	3					25		850	6,500	955
R. C.....	0	5	0	32	45	60													4				957
Unitarian.....	2	1	20	23	5	5	8	12				1	3	1					3		1,000	5,000	958
Nonsect.....	1	0	5	3	3	2	1	1											4	0	1,500	6,000	959
Free Bapt.....	0	1	5	4	13	8															80	6,000	960
Nonsect.....	1	0	18	9	2	6	2	0											4	0		4,000	961
Epis.....	0	5	0	12	0	4																26,000	962
P. E.....	40	0	348	0	0	107	0	54	0	72	0	72	0	72					6	0	14,000		963
Nonsect.....	3	3	32	52	18	18	5	3	11	7	3	4	3	2					4	0	3,927	65,000	964
R. C.....	2	0	30	0	172	32	6	0	0	0	4	0	4	0					3	0	600	15,000	965
Nonsect.....	1	0	6	16	0	0	0	0	1	4	3	4	1	2					3	0			966
Nonsect.....	14	0	258	0	0	158	0	88	0	68	0	58	0	4					4	0	17		967
Nonsect.....	1	8	0	97	0	115	0	9			0	17	0	2					4	0	700	100,000	968
Cong.....	1	6	6	15	12	15	0	0						3					3	0	490		969
Nonsect.....	2	2	13	15	52	44	1	3	1	0	1	6	0	5					4	0	399	18,000	970
Cong.....	1	1	12	7	5	3	2	0			2	2	1								200	8,000	971
Nonsect.....	1	0	15	15	0	0					2	1							3		50	10,000	972
Nonsect.....	1	4	31	31	8	11	3	2			9	0	0	1					4	0	1,600	70,000	973
R. C.....	3	0	95	0	400	0	10	0	8	0	4	0	2	0					4	0	400	25,000	974
R. C.....	4	0	75	0	311	0	12	0	10	0	7	0	4	0								40,000	975
Cong.....	2	2	44	23	66	34					15	14	11	4					0		2,000	75,000	976
Nonsect.....	1	32	21	22	0	0	5	3	1	1	3	2	0	2					4	0	2,294	40,000	977
Cong.....	2	0	6	9	0	0	1	0	0	0	2	0	0	0					4	0	800		978
R. C.....	3	0	90	0	250	0	10	0	6	0	5	0	4	0					4	40			979
R. C.....	0	10	98	37	0	0					0	3										50,000	980
Free Will Bapt.....	5	6	110	92	10	6	20	8	5	0	22	15	3	5					4	0	11,000	30,000	981
Bapt.....	4	2	29	21	5	1	1	2	6	0	4	4	4	1					4	0	3,927		982
Nonsect.....	1	1	25	5	2	8	1	2	2	0	2	3	0	1					4	0	1,000	20,000	983
Nonsect.....	1	2	19	16	0	0	6	1	0	6	1	10	1	4					4	0	1,800		984
Epis.....	4	0	27	0	5	0	14	0	6	0	6	0	4	0					4	0	1,700	45,000	985
Nonsect.....	1	2	11	8	3	4	2	1	0	0	0	0	0	0					4	0	200		986
Nonsect.....	0	1	7	9	0	0																	987
M. E.....	4	5	73	76	0	0					13	13	13						4	0	3,000	75,000	988
Nonsect.....	1	0	10	0	22	0	5	0	5	0	3	0	3	0							1,000		989
Nonsect.....	4	3	73	58	0	0	15	7	14	5	9	5	5	3					4		1,500	70,000	990

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

State and post-office.	Name.	Principal.
1	2	3
NEW JERSEY.		
991 Bayonne City	School for Young Ladies	Misses Clarke and Kline....
992 Beverly	Farnum Preparatory School	James B. Dilks, A. M.
993 Blairstown	Blair Presbyterian Academy *	John C. Sharpe
994 Bordentown	Bordentown Military Institute	Thompson H. Landon
995 do	St. Joseph's Academy *	Sister Mary Emmanuel
996 do	School for Girls	Alice G. Braislis
997 Bridgeton	Ivy Hall School for Girls	Mrs. J. Allen Maxwell
998 do	South Jersey Institute	H. K. Trask, Ph. D.
999 do	West Jersey Academy	Phoebus W. Lyons
1000 Brielle	Gerlach Academy	D. Gerlach
1001 Burlington	St. Mary's Hall	Miss Charlotte Titcomb
1002 do	Van Rensselaer Seminary	Helen M. Freeman
1003 Deckertown	Seeley's Home School	W. H. Seeley, A. M.
1004 East Orange	East Orange School	H. Louise Underhill
1005 Elizabeth (52 Westmin- ster ave.)	Fingry School	W. R. Marsh, head master
1006 Elizabeth (279 N. Broad st.)	Vail-Deane School	Laura A. Vail
1007 Englewood	Collegiate School for Girls	Caroline M. Gerrish
1008 do	The Dwight School for Girls	Misses Creighton and Farrar
1009 do	The Englewood School for Boys	James B. Parsons, A. M.
1010 Fort Lee	Institute of the Holy Angels	Sister Mary Nonna
1011 Freehold	Freehold Ladies Seminary *	Rev. C. H. W. Stocking
1012 Hackettstown	Centenary Collegiate Institute *	Rev. Wilbert P. Ferguson, Ph. D.
1013 Hightstown	Peddie Institute	Roger W. Swetland, A. B.
1014 Hoboken (285 Washing- ton st.)	Academy of Sacred Heart	
1015 Hoboken (Willow ave. and 5th st.)	Hoboken Academy	Heinrich Kaiser
1016 Hoboken (River and 6th sts.)	Stevens School	Rev. Edward Wall, A. M.
1017 Jersey City	Academy of St. Aloysius	Sisters of Charity
1018 do	Hasbrouck Institute *	Charles C. Stimets, A. M.
1019 Jersey City Heights	German American School *	Carl A. Graupner
1020 Lakewood	The Lakewood School	Edward Park Harris, Ph. D.
1021 do	The Oaks	E. T. Ferrington
1022 Lawrenceville	Lawrenceville School	Rev. S. J. McPherson, D. D.
1023 Long Branch	St. Mary's "Star of the Sea" Academy	Sister M. Imelda
1024 Montclair	Montclair Military Academy	John G. MacVicar
1025 Moorestown	Friends' (Orthodox) Academy	Wm. F. Overman
1026 do	Friends' (Hicksite) High School	Charles S. Moore
1027 Morristown	Dana's (Miss) School for Girls	Miss E. Elizabeth Dana
1028 do	Morris Academy	Harry W. Landfear
1029 do	Morristown School	Messrs. Browne, jr., Butler, and Woodman.
1030 Mount Holly	Wyllie's (Miss) School. *	The Misses Wyllie
1031 Newark (544 High st.)	Newark Academy	Samuel A. Farrand
1032 Newark (993 Broad st.)	Newark Seminary for Young Ladies	Miss Anna Frances Whit- more.
1033 Newark (21 Walnut st.)	The Norwood School *	Caroline B. Sergeant, Misses Tyler.
1034 Newark (98 Washington st.)	St. Mary's Academy	Sister M. Catharine
1035 Newark (42 Wallace place)	St. Vincent's Academy	
1036 Newark (54 Park place)	Townsend's (Miss) School	Miss Anna P. Townsend
1037 New Brunswick (66 Bay- ard st.)	Anable's (Misses) School	The Misses Anable
1038 New Brunswick	Rutgers College Preparatory School	Eliot R. Payson
1039 do	St. Agnes' Academy	Sister Mary Grace

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900.—Cont'd.

Religious denomination.	Secondary instructors.		Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary students.		Preparing for college.		Graduates in 1900.		College preparatory students in the class that graduated in 1900.													
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22						
Nonsect ..	0	3	0	10	0	11	0	1	0	2	0	0	0	0	0	0	1,000				991			
Nonsect ..	1	3	12	40	49	48	0	2	2	2	1	10	0	0	3	0					992			
Presb ..	5	5	62	54	11	1	20	5	50	41	11	5	10	1	4	0	3,600	200,000			993			
Nonsect ..	14	0	81	0	5	0	16	0	17	0	8	0	7	0	4	81					994			
R. C ..	0	3	0	12	3	23	0	11	0	0	0	8	0	0	4	0	300	75,000			995			
Nonsect ..	0	5	0	15	0	5	0	12	0	0	0	0	0	0	6	4	500	16,000			996			
Nonsect ..	0	4	0	20	0	17	0	6	0	0	0	5	0	2	4	0					997			
Bapt ..	5	6	30	54	8	0	0	0	0	5	4	0	0	0	84	3,500	100,000				998			
Presb ..	6	1	55	0	8	0	12	0	32	0	12	0	12	0	4	55	2,000	60,000			999			
Nonsect ..	3	0	20	0	14	0	8	0	0	0	16	0	6	0	4	20	187	26,000			1000			
P. E ..	0	13	0	47	0	13	0	5	0	2	0	19	0	7	4	0		200,000			1001			
Presb ..	0	3	7	8	10	5	2	3	0	0	1	3	0	0	0	0					1002			
Nonsect ..	1	0	10	8	7	5	2	0	0	0	0	0	0	0	4	0		8,000			1003			
Nonsect ..	2	7	6	21	20	20	0	19	0	2	0	6	0	2	4	0	200	15,300			1004			
Nonsect ..	8	0	55	0	52	0	12	0	35	0	7	0	7	0	5	0	200	40,000			1005			
Nonsect ..	1	9	0	53	12	50	0	1	0	7	0	11	0	3	4	0	800	3,000			1006			
Nonsect ..	0	5	0	40	0	10	0	10	0	0	0	3	0	3	4	0	300				1007			
Nonsect ..	2	11	0	88	8	22	0	10	0	2	0	6	0	1	4	0		30,000			1008			
Nonsect ..	4	0	31	0	18	0	9	0	0	0	3	0	2	0	5	31	500	25,000			1009			
R. C ..	0	6	0	28	0	50	0	0	0	8	0	8	0	8	4	0		2,100			1010			
Nonsect ..	1	2	12	9	9	14	4	4	0	0	1	2	1	2	3	0		12,000			1011			
M. Epis.	1	1	127	100	14	18	45	7	15	0	37	18	24	10	4	0	2,000	250,000			1012			
Bapt ..	6	8	89	67	8	0	36	17	10	5	4	4	4	3	4	0	5,200	350,000			1013			
R. C ..	0	10	0	130	0	0	0	130	0	0	0	0	0	0	4	0	1,100				1014			
Nonsect ..	3	4	32	46	98	80	8	0	3	0	2	1	1	0	4	0	400	25,000			1015			
Nonsect ..	10	0	181	0	0	0	0	0	7	0	50	0	50	0	4	0		53,126			1016			
R. C ..	2	8	0	40	25	120	0	12	0	13	0	34	0	4	4	0	500	77,400			1017			
Nonsect ..	8	7	80	75	40	35	40	20	10	2	6	11	6	5	4	0	500	190,000			1018			
Nonsect ..	3	2	24	17	99	64	0	0	0	11	8	0	0	0	0	0	316	10,000			1019			
Nonsect ..	5	2	17	0	15	0	16	0	1	0	0	0	0	0	4	0	300	45,000			1020			
Nonsect ..	0	6	0	30	0	0	0	15	0	0	100	0	100	0	4	0	3,000				1021			
Nonsect ..	25	0	365	0	0	250	0	115	0	100	0	100	0	0	4	0	3,900				1022			
R. C ..	1	3	0	40	25	29	0	0	0	0	0	4	0	0	5	0	0				1023			
Nonsect ..	6	0	45	0	48	0	8	0	22	0	7	0	7	0	5	45	500				1024			
Friends ..	1	1	16	16	42	48	2	2	0	0	0	0	0	0	4	0	2,900				1025			
Friends ..	1	3	12	17	41	37	1	6	1	0	2	5	1	4	3	0	300				1026			
Nonsect ..	0	17	0	113	0	30	0	10	0	0	0	0	0	0	0	0	0				1027			
Nonsect ..	2	0	12	0	3	0	4	0	0	0	0	0	0	0	4	0	0				1028			
Nonsect ..	11	0	65	0	0	0	50	0	15	0	2	0	2	0	4	0	1,000				1029			
Nonsect ..	0	3	0	10	10	20	0	6	0	0	0	0	24	0	5	0	400	100,000			1030			
Nonsect ..	13	0	185	0	78	0	53	0	43	0	30	0	1	0	1	0	650				1031			
Nonsect ..	2	8	0	38	0	27	0	4	0	2	0	0	0	0	0	0	0	300			1032			
Nonsect ..	1	6	0	22	0	20	0	0	1	0	4	0	0	0	4	0					1033			
R. C ..	0	3	0	44	0	55	0	44	0	0	0	0	0	0	4	0					1034			
R. C ..	2	4	0	30	35	35	0	0	0	0	5	0	0	0	0	0	400				1035			
Nonsect ..	0	9	0	43	0	40	0	0	0	6	0	5	0	0	5	0	850				1036			
Nonsect ..	1	6	2	15	3	25	2	15	0	2	0	2	0	2	4	0	1,000	20,000			1037			
Nonsect ..	5	1	84	20	43	25	42	11	37	9	25	7	25	5	5	42					1038			
R. C ..	0	4	11	29	280	270	11	29	0	4	12	2	4	2	40	560	50,000				1039			

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	NEW JERSEY—cont'd.		
1040	New Egypt	New Egypt Seminary and Female College*.	Ross S. Wallace, A. B.
1041	New Orange	Upsala College	L. H. Berk, Ph. D.
1042	Newton	Newton Collegiate Institute	Philip S. Wilson
1043	Nutley	"Cloverside"—A Home School for Girls.	Elizabeth Timlow
1044	Orange	Dearborn Morgan School	David A. Kennedy, Ph. D., Ably B. Morgan.
1045	do	Dorr's (Miss) Boarding and Day School.	Mrs. Nancy H. Dorr
1046	Passaic	Passaic Collegiate School	N. Louise Buckland
1047	Paterson	Paterson Military School	Lincoln A. Rogers, A. M.
1048	do	St. Aloysius' Academy*	Sister M. Augustine
1049	Pennington	Pennington Seminary	Thos. O'Hanlon, D. D., LL. D.
1050	Plainfield	Leal's School for Boys	John Leal
1051	do	Seminary for Young Ladies	Misses Kenyon and Arnold.
1052	Pompton	The Henry C. De Mille School for Girls.	Mrs. Henry C. De Mille
1053	Princeton	The Princeton Preparatory School.	John B. Fine
1054	do	Princeton University Academy.	Edwin W. Rand
1055	Red Bank	The Calhoun-Chamberlain School.	Misses Calhoun, Miss Chamberlain.
1056	Salem	Friends' Select Graded School.	Mary V. Baldwin
1057	Short Hills	Carteret School	Alfred Colburn Arnold
1058	South Orange	Baldwin's (Miss) School	Misses Baldwin and Nelden.
1059	do	Montrose School for Girls	Mrs. L. L. M. Bryant
1060	Summit	Kent Place School	Mrs. Sarah W. Paul
1061	do	Summit Academy	James Heard, A. M.
1062	Trenton	St. Francis' College	Rev. Dominic Reuter, D. D.
1063	Woodbury	Woodbury Private School*	Curtis J. Lewis
1064	Woodstown	Bacon Academy	Laura B. Garrett
	NEW MEXICO.		
1065	Albuquerque	Goss Military Institute	Robt. S. Goss
1066	Las Cruces	Academy of the Visitation	Sister M. Albertina
1067	Santa Fe	Loretto Academy—Our Lady of Light.	Sister M. Xavier
1068	do	St. Michael's College	Brother Botolph
	NEW YORK.		
1069	Albany	Academy of the Holy Names	Sister M. Elizabeth
1070	do	Albany Academy	Henry P. Warren
1071	Albany (155 Washington ave.)	Albany Female Academy	Lucy A. Plympton
1072	Albany (43 Lodge st.)	Christian Brothers' Academy	Brother Jerome
1073	Albany (Kenwood)	Female Academy of the Sacred Heart.	Madam Margaret Moran
1074	Albany	St. Agnos' School	Miss Ellen W. Boyd
1075	Albany (280 N. Pearl st.)	St. Joseph's Academy	Brother Anselm
1076	Allegany	St. Elizabeth's Academy	Mother M. Teresa
1077	Amsterdam	St. Mary's Catholic Institute	Sister Marcella
1078	Batavia	St. Joseph's Academic School	Sister M. Helena
1079	Belleville	Union Academy of Belleville	Charles J. Galpin, A. M.
1080	Binghamton	The Lady Jane Grey School	Mrs. Jane Grey Hyde
1081	do	St. Joseph's Academy	Sister M. Joseph
1082	Bridgehampton	Literary and Commercial Institute.	Lewis W. Hallock
1083	Brooklyn (63 New York ave.)	Bedford Academy	George Rodemann

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in 1900.		College prepar-atory students in the class that gradu-ated in 1900.									
							Classi-cal course.		Scien-tific course.													
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Nonsect....	0	2	19	35	11	8	4	1	3	2	4	1	4	0	4	0	12,500	\$6,500	1040			
Luth.....	5	1	31	10	0	0	15	1	---	---	3	0	3	0	4	0	1,200	79,582	1041			
Nonsect....	2	2	14	2	12	2	3	0	2	0	---	---	---	---	4	10	590	20,000	1042			
Epis.....	0	5	0	8	17	18	0	1	0	0	0	4	0	0	3	---	1,500	20,000	1043			
Nonsect....	3	7	19	49	80	84	12	2	5	12	3	3	3	2	4	0	400	39,025	1044			
Nonsect....	0	3	0	14	6	20	---	---	---	---	0	1	0	1	---	---	---	---	1045			
Nonsect....	0	5	0	7	25	40	0	4	0	0	0	1	0	1	4	0	200	25,000	1046			
Nonsect....	5	0	30	0	20	0	6	0	6	0	---	---	---	---	30	---	---	---	1047			
R. C.....	0	4	1	19	19	46	0	14	---	---	1	6	10	---	4	---	185	---	1048			
M. E.....	2	3	80	20	50	30	30	5	10	5	15	10	10	5	4	0	1,000	240,000	1049			
Nonsect....	4	0	35	0	35	0	0	0	0	0	0	6	0	0	25	---	---	---	1050			
Nonsect....	0	6	0	31	0	36	0	11	---	---	0	2	0	0	4	0	1,100	55,000	1051			
Nonsect....	0	2	0	8	0	5	0	2	---	---	0	4	0	2	4	8	5,000	75,000	1052			
Nonsect....	4	0	52	0	0	0	30	0	22	6	20	0	20	0	4	0	1,000	40,000	1053			
Nonsect....	1	0	10	0	4	0	12	6	3	6	0	0	0	0	0	0	---	---	1054			
Nonsect....	0	2	0	25	0	13	0	10	0	0	0	2	0	0	---	---	500	15,000	1055			
Friends....	0	2	5	15	8	18	0	0	---	---	0	0	0	0	2	0	---	---	1056			
Nonsect....	2	1	6	3	19	8	3	0	2	2	2	0	2	0	4	9	300	20,000	1057			
Nonsect....	0	5	4	28	37	26	0	4	---	---	---	---	---	---	---	---	---	19,000	---	1058		
Nonsect....	0	3	0	7	3	3	---	---	---	---	---	---	---	---	---	---	---	45,000	---	1059		
Nonsect....	0	8	0	46	0	41	0	1	0	23	0	10	0	8	4	0	1,200	---	1060			
Nonsect....	5	1	25	0	10	0	12	6	12	0	1	0	1	0	6	0	400	15,000	1061			
R. C.....	5	0	38	0	0	0	---	---	---	---	---	---	---	---	4	0	4,500	300,000	1062			
Nonsect....	6	1	6	9	10	11	---	---	---	---	---	---	---	---	3	---	200	---	1063			
Friends....	0	3	12	4	16	13	2	1	1	0	1	0	1	0	4	---	40	3,000	1064			
Nonsect....	2	0	6	0	17	0	6	0	---	---	1	0	---	---	4	---	500	---	1065			
R. C.....	0	7	0	29	0	65	0	0	0	0	0	0	0	0	4	0	200	35,000	1066			
R. C.....	0	3	0	30	0	76	---	---	---	---	0	2	---	---	---	---	---	---	1067			
R. C.....	3	0	38	0	94	0	---	---	---	---	5	0	---	---	---	0	1,680	---	1068			
R. C.....	0	5	1	61	11	40	0	7	0	0	0	2	0	2	---	0	1,264	35,540	1069			
Nonsect....	7	2	133	0	76	9	70	0	50	0	13	0	18	0	6	115	1,500	75,000	1070			
Nonsect....	4	9	0	55	0	44	0	2	0	0	0	9	0	1	4	0	2,725	83,800	1071			
R. C.....	5	0	80	0	110	0	30	0	10	0	6	0	0	0	---	80	2,371	54,460	1072			
R. C.....	0	13	0	73	0	17	---	---	---	---	0	4	0	4	4	0	3,718	400,460	1073			
Epis.....	0	9	0	100	150	50	0	2	---	---	0	12	0	1	---	---	---	200,000	1074			
R. C.....	2	2	30	25	270	275	0	0	---	---	0	5	0	0	4	0	1,055	48,565	1075			
R. C.....	0	10	0	51	0	17	0	3	0	0	0	6	0	3	4	0	2,488	99,000	1076			
R. C.....	2	3	30	40	230	265	2	2	0	0	5	8	2	2	4	70	1,130	97,816	1077			
R. C.....	0	3	21	27	142	143	0	0	0	3	---	---	---	---	2	0	700	38,063	1078			
Nonsect....	3	2	24	24	16	27	8	6	4	2	4	4	2	1	4	0	2,315	20,750	1079			
Nonsect....	0	4	0	30	0	10	0	5	---	---	0	5	0	3	---	---	1,060	30,000	1080			
R. C.....	1	3	24	34	76	216	1	2	---	---	1	3	1	2	4	0	750	4,600	1081			
Nonsect....	2	2	13	7	1	0	2	0	2	0	2	0	2	0	4	0	---	3,960	1082			
Nonsect....	2	1	14	0	34	30	3	0	3	0	---	---	---	---	4	14	290	31,000	1083			

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1084	Brooklyn (183-185 Lincoln place).	Berkeley Institute.....	Julian W. Abernethy, Ph. D.
1085	Brooklyn (102 Berkeley place).	Berkeley School for Boys*.....	Wm. A. Stamm
1086	Brooklyn (33 Monroe place).	Bodman (Misses) School for Girls.	Miss Rosa M. Bodman.....
1087	Brooklyn (730 Nostrand ave.).	The Brevoort School	Adeline M. Kipling, M. A....
1088	Brooklyn (209 Clinton ave.).	Female Institute of the Visitation.	Sister Mary Evangelista....
1089	Brooklyn (146 Macon st.).	Garrott's (Miss) School for Young Ladies and Children.	Miss M. E. Garrott
1090	Brooklyn (50 Monroe place).	Hall's (Miss) School for Girls*..	Miss Clara F. Hall.....
1091	Brooklyn (40-42 Monroe place).	The Latin School	Caskie Harrison.....
1092	Brooklyn (30 Madison st.).	Nativity Academy	Sister M. Basil.....
1093	Brooklyn (215 Ryerson st.).	Pratt Institute High School	C. Hanford Henderson, Ph. D.
1094	Brooklyn (31 7th ave.)....	Prospect Heights School	D. E. Ewald
1095	Brooklyn	The Regents' School	Elmer E. Johnson
1096	Brooklyn (525 Clinton ave.)	Rounds' (Miss) School for Girls.	Christina Rounds
1097	Brooklyn (264 Jay st.)....	St. James' Commercial Academy	Brother Castoris
1098	Brooklyn (4th ave. and 9th st.).	St. Thomas Aquinas' Academy..	Sister Mary Anna.....
1099	Buffalo (749 Washington st.).	Buffalo Sacred Heart Academy..	Sister M. Leonard.....
1100	Buffalo (284 Delaware ave.)	Buffalo Seminary	Jessica E. Beers
1101	Buffalo (146 Park st.)....	The Franklin School	Herbert G. Lord
1102	Buffalo (621-623 Delaware ave.).	Heathcote School	Lester Wheeler
1103	Buffalo (320 Porter ave.)...	Holy Angels' Academy.....	Sister M. McMillan.....
1104	Buffalo (1238 Main st.)....	St. Joseph's Collegiate Institute.	Rev. Brother Pompian.....
1105	Buffalo (564 Franklin st.).	St. Margaret's School.....	Miss E. Currie Tuck
1106	Buffalo (74 Franklin st.)..	St. Mary's Academy and Industrial Female School.	Mary Moffitt
1107	Canandaigua	Granger Place School	Samuel Cole Fairley, A. B.
1108	Carmel	Drew Seminary and Female College.	Rev. D. H. Hanaburgh, A. M.
1109	Carthage	Augustinian Institute	Sister Mary Beatrice
1110	Cazenovia	Cazenovia Seminary	Carlton C. Wilbor, A. M.
1111	Chappaqua	Chappaqua Mountain Institute.	Albert R. Lawton
1112	Chautauqua	Hawley's Preparatory School for Boys.	Lucius E. Hawley, A. M.
1113	Claverack	Hudson River Institute	J. O. Spencer, A. M., Ph. B.
1114	Clinton	Houghton Seminary	A. G. Benedict, A. M.
1115	Cohoes	St. Bernard's Academy	Thomas S. Koveny
1116	Cornwall on the Hudson ..	Cornwall Heights School	Carlos H. Stone
1117	do	New York Military Academy...	Sebastian C. Jones, supt
1118	Delhi	Delaware Academy	Eugene D. Holmes
1119	Dobbs Ferry	Masters' (Misses) Boarding and Day School.	The Misses Masters
1120	do	Westminster School	W. L. Cushing, A. M.
1121	Dover Plains	Dover Plains Academy	A. E. Bangs
1122	Dunkirk	St. Mary's Academic School	Sister Agnes Joseph
1123	East Springfield	East Springfield Academy	Menzo Burlingame
1124	Eddytown	Starkey Seminary	Martyn Summerbell, Ph. D., D. D.
1125	Elbridge	Munroe Collegiate Institute	Lester G. Turney
1126	Fairfield	Fairfield Seminary	Frank F. Gray
1127	Fishkill on the Hudson ..	Wilson School for Boys	Benj. Lee Wilson
1128	Flushing	Flushing Institute	Elias A. Fairchild

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.							
							Classical course.		Scientific course.											
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Nonsect....	2	3	0	61	0	0	0	6	0	0	0	5	0	2	4	0	1,105	\$77,751	1084	
Nonsect....	1	1	7	4	36	5	1	0	2	0					4			15,000	1085	
Nonsect....	0	10	0	23		18	0	6				0	2	0	2		0		1095	
Epis.....	0	1	0	15	0	35	0	4				0	2			3			1087	
R. C.....	0	8	0	24	0	52						0	2			4	0	3,600	75,000	1088
Nonsect....	1	4	9	15	10	10													1089	
Nonsect....	1	4	0	16	0	12	0	4				0	8	0	1		1,800	35,000	1090	
Nonsect....	5	0	70	0	30	0	50	0	20	0	25	0	20	0	4	0		45,000	1091	
R. C.....	4	6	0	95	195	241						0	32			4	0	600		1092
Nonsect....	12	9	111	172	0	0						17	24	8	4	4	0	62,981		1093
Nonsect....	6	0	18	0	22	0						1	0	1	0		0	250	18,000	1094
Nonsect....	4	1	50	0	0	0	30	0									509		1095	
Nonsect....	0	11	0	54	1	31	0	10	0	1	0	3	0		2	4	0	1,500	70,000	1096
R. C.....	5	0	80	0	520	0	21	0	0	0	14	0	0	0	3	89		3,300	2,000	1097
R. C.....	9	3	0	40	40	57	0	0	0	0	0	8	0	0	4	0	6	1,000	29,212	1098
R. C.....	0	7	0	60	0	73	0	0	0	21	0	4				4	0	1,200	94,000	1099
Nonsect....	2	7	0	65	0	11	0	24	0	0	0	23	0	0	4	0	2,000	101,897	1100	
Nonsect....	4	2	0	8	61	61										4	0	650	47,000	1101
Nonsect....	1	1	20	0	12	0	3	0	11	0	3	0	3	0	4	0	2,700	55,000	1102	
R. C.....	0	12	0	50	36	160						0	4	0	0	4	0	1,300	186,722	1103
R. C.....	6	0	45	0	59	9	21	0	24	0	6	0	5	0	4	0	2,000	60,000	1104	
Nonsect....	1	14	0	61	1	84	0	0				0	14	0	4	0	995	75,000	1105	
R. C.....	6	6	0	53	70	110	0	0	0	1	0	11	0	0	4	0	559	164,750	1106	
Nonsect....	1	5	0	35	10	20	0	20	0	0	0	4				4	0	2,600	50,000	1107
M. E.....	2	6	0	20	0	6	0	7	0	0	0	6	0		4	0	2,566	49,000	1108	
R. C.....	0	2	30	19	70	83	2	3	0	0	2	3	2	2	32	4	0	509		1109
M. E.....	7	5	80	56	12	0					7	9	6			4	0	3,463	82,810	1110
Friends	0	3	27	30	10	6	9	7	0	0	3	2	2		1	4	0	600	50,000	1111
Nonsect....	2	0	12	0	0	0	4	0	6	0										1112
Nonsect....	5	5	40	41	0	0						9	3			4	39	1,100	56,367	1113
Nonsect....	1	5	0	22	0	0	0	0	0	4	0	7	0		1	4	0	2,433	41,700	1114
R. C.....	1	4	30	36	320	324	0	0	12	19	4	3				4	0	700		1115
Nonsect....	4	2	23	0	12	0	6	0	6	0	2	0	2		0	5	0	400		1116
Nonsect....	9	1	97	0	30	0	12	0	33	0	21	0	12	0	4	97	5,500	85,000	1117	
Nonsect....	3	3	53	40	8	4					5	4	2	1	4	0	1,200	23,600	1118	
Nonsect....	5	17	0	110	0	0														1119
Nonsect....	5	0	32	0	18	0	17	0	15	0	5	0	5	0	4	4	0	1,300		1120
Nonsect....	1	1	20	11	0	0	3	6	4	2	3	2	1	0	0	4	0		4,000	1121
R. C.....	2	4	7	11	83	119	0	0	0	1	1	1	0	0	0	4	0	630	19,223	1122
Nonsect....	1	1	8	6	16	12	0	0	5	2	2	1	2	1	4	0	330	2,500	1123	
Christian	4	4	26	26	47	9	9	5	2	0						4	0	3,505	66,500	1124
Nonsect....	2	1	22	10	8	10	4	6				5	3	3	2	4	0	900	20,000	1125
Nonsect....	10	10	91	19	9	6						1	0	1	0	4	100	2,400	50,000	1126
Epis.....	4	2	18	0	0	0	9	0	9	0						4		500	15,000	1127
Nonsect....	3	0	12	0	15	0	1	0	6	0	0	0	0	0	0	4	0	1,404	63,100	1128

TABLE 43.—*Statistics of private high schools, endowed academics, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
NEW YORK—continued.		
1129 Flushing	Kyle Institute	Paul Kyle
1130 Fort Edward	Fort Edward Collegiate Institute.	Joseph E. King
1131 Fort Plain	Clinton Liberal Institute	William Cary Joslin
1132 Franklin	Delaware Literary Institute*	Elmer E. French
1133 Garden City	St. Mary's Cathedral School	Miss Elizabeth L. Kones
1134 do	St. Paul's Cathedral School	Frederick L. Gamage, A. M.
1135 Geneva	DeLancey School	Mary S. Smart
1136 Glens Falls	Glens Falls Academy	D. C. Farr, Ph. D.
1137 Hamilton	Colgate Academy	Frank L. Shepardson
1138 Hartwick	Hartwick Seminary	J. G. Traver, A. M.
1139 Hempstead, L. I.	Hempstead Institute	Ephraim Hinds, A. M.
1140 Hornellsville	St. Ann's Academic School	Rev. J. F. Farrell
1141 Irvington-on-Hudson ..	Bennett's (Miss) School for Girls ..	May F. Bennett
1142 Ithaca	Cascadilla School	C. V. Parsell
1143 do	The University Preparatory School.	Charles D. Stiles
1144 Keeseville	McAuley Academy	Sister M. Joseph Carr
1145 Kingston	Golden Hill School*	John M. Cross
1146 Kenka College	Keuka Institute	John Kline
1147 Lansingburg	Lansingburg Academy	C. T. R. Smith, M. A.
1148 Lima	Genesee Wesleyan Seminary	Rev. B. W. Hutchinson
1149 Lockport	St. Joseph's Academy and Industrial Female School.	Sister Antonia
1150 Locust Valley	Friends Academy	A. Davis Jackson
1151 Macedon Center	Macedon Academy	J. G. McConnell, W. L. Harris ..
1152 Manlius	St. John's Military School	Wm. Verbeck
1153 Marion	Marion Collegiate Institute	William Carleton Tift, A. M.
1154 Mohegan	Billings's (Miss) School	Louise Billings
1155 Montour Falls	Cook Academy	Charles S. Estes, Ph. D.
1156 Moriah	Sherman Collegiate Institute* ..	B. L. Brown
1157 Mount Vernon	Lockwood's (Misses) Collegiate School for Girls.	Miss Leila H. Lockwood
1158 Neperan	Concordia College	
1159 New Brighton	Botsford's (Misses) School for Girls.	L. H. Botsford
1160 do	Staten Island Academy and Latin School.	Frederick E. Partington, A. M.
1161 Newburg	Mackie's (Miss) Seminary	Misses Mackie
1162 do	Mount St. Mary's Academy	Sister Mary Cyprian
1163 New York (43 West 47th st.).	The Academic Classes for Girls*	Mary B. Whiton, A. B.
1164 New York (Kings Bridge) ..	Academy of Mount St. Vincent ..	Margaret M. Maher
1165 New York (509 5th ave.) ..	Allen's (Francis B.) School for Boys.	Francis Bellows Allen
1166 New York (151 Convent ave.).	Barnard School for Girls	Katharine H. Davis
1167 New York (120 West 126th st.).	The Barnard School (Boys)	Wm. Livingston Hazen
1168 New York (435 Madison ave.).	Berkeley School	John S. White
1169 New York (17 West 44th st.).	Brearley School	James A. Crosswell, A. B.
1170 New York (132 West 71st st.).	Callisen's School for Boys and Young Men.	A. W. Callisen
1171 New York (721 Madison ave.).	The Chapin Collegiate School	Henry Barton Chapin, D. D.
1172 New York (2042 5th ave.) ..	Classical School for Girls	Helen M. Scoville
1173 New York (241-243 West 77th st.).	Collegiate School	L. C. Mygatt
1174 New York (34-36 East 51st st.).	Columbia Grammar School	Benj. H. Campbell

* Statistics of 1898-99

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Second-ary in-struct-ors.		Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in 1900.		College prepar-atory students in the class that gradu-ated in 1900.												
	Classi-cal course.						Scien-tific course.																		
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22							
Nonsect.....	4	0	14	0	40	0	2	6	0	0	4	0	2	0	0	4	14	600	\$40,000	1129					
Nonsect.....	2	6	0	40	0	10	0	2	0	0	0	9	0	0	0	4	0	1,100	70,000	1130					
Univ.....	6	6	34	29	11	7	6	3	3	2	15	6	4	1	4	57	1,500	0	0	1131					
Nonsect.....	5	2	35	50	15	20	25	16	3	2	7	4	5	0	5	35	2,000	0	0	1132					
P.E.....	1	0	0	41	2	6	0	0	22	0	0	5	0	0	0	0	0	0	0	1133					
P.E.....	11	0	114	0	28	0	50	0	60	0	25	0	20	0	4	0	1,200	1,125,000	0	1134					
P.E.....	1	5	0	23	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	1135					
Nonsect.....	3	2	45	20	75	60	6	5	15	10	7	4	2	0	0	0	8,010	23,600	0	1136					
Bapt.....	7	0	144	0	0	0	60	0	50	0	9	0	9	0	0	0	2,600	21,000	0	1137					
Luth.....	6	4	35	20	15	10	1	0	1	0	3	0	0	0	0	0	4,000	35,000	0	1138					
Nonsect.....	0	3	0	35	37	12	2	0	0	0	0	0	0	0	0	0	500	16,000	0	1139					
R.C.....	1	1	14	35	193	193	0	0	0	0	0	0	0	0	0	0	700	40,000	0	1140					
Nonsect.....	0	12	0	30	8	0	1	0	0	0	0	1	0	0	0	0	800	6,000	0	1141					
Nonsect.....	8	0	81	0	0	0	6	0	60	0	14	0	14	0	0	0	492	97,390	0	1142					
Nonsect.....	4	3	49	1	0	0	49	1	0	0	9	0	0	0	0	0	0	0	0	1143					
R.C.....	0	5	0	10	30	50	0	1	0	0	0	2	0	0	1	5	990	15,000	0	1144					
Nonsect.....	2	6	10	0	0	0	8	0	1	0	0	0	0	0	0	0	0	0	0	1145					
Nonsect.....	2	4	34	14	28	14	0	0	0	0	13	3	13	4	4	0	2,600	109,500	0	1146					
Nonsect.....	2	4	19	44	20	14	7	7	6	4	13	4	5	0	4	0	1,000	10,500	0	1147					
M.E.....	6	6	90	115	15	15	20	5	10	0	21	15	15	0	0	0	5,175	100,000	0	1148					
R.C.....	0	3	0	38	15	4	0	0	0	0	0	2	0	0	0	0	1,155	85,155	0	1149					
Friends.....	0	4	29	20	22	24	15	12	21	11	5	2	3	0	4	0	700	40,400	0	1150					
Nonsect.....	1	1	26	24	0	0	0	0	0	0	7	3	0	0	0	0	3,500	4,600	0	1151					
Epis.....	11	0	141	0	30	0	21	0	55	0	15	0	0	0	0	0	500	130,000	0	1152					
Bapt.....	3	3	53	59	2	1	10	3	2	0	3	4	2	1	4	0	575	17,350	0	1153					
Nonsect.....	0	3	0	9	0	1	0	0	0	0	0	1	0	0	0	0	0	30,000	0	1154					
Bapt.....	5	6	49	46	0	7	12	7	1	4	6	4	0	4	6	4	19	2,371	113,440	0	1155				
Nonsect.....	1	2	30	35	30	35	6	5	4	3	2	4	1	2	4	0	500	10,000	0	1156					
Protestant.....	1	7	0	40	3	57	0	20	0	0	0	0	0	0	0	0	1,000	25,000	0	1157					
Luth.....	3	0	32	0	0	0	20	0	0	0	6	10	0	8	0	3	0	500	75,000	0	1158				
Epis.....	0	3	0	24	0	35	0	3	0	0	0	0	2	0	0	4	0	429	10,000	0	1159				
Nonsect.....	6	4	54	65	76	82	35	15	29	20	7	9	6	4	4	0	8,615	95,000	0	1160					
Nonsect.....	0	7	0	30	0	30	0	0	0	0	0	7	0	2	0	0	2,000	0	0	1161					
R.C.....	0	2	0	13	0	49	0	0	0	2	0	0	0	0	0	0	1,230	40,825	0	1162					
Nonsect.....	1	4	0	15	1	25	0	15	0	0	0	1	0	1	0	0	2,600	0	0	1163					
R.C.....	3	16	0	79	0	53	0	0	0	0	0	6	0	0	4	0	7,165	352,582	0	1164					
Nonsect.....	5	1	19	0	19	0	16	0	3	0	1	0	0	0	0	0	150	0	0	1165					
Nonsect.....	1	3	0	18	30	89	0	2	0	0	0	4	0	0	0	4	14	150	10,000	0	1166				
Nonsect.....	9	1	50	0	70	0	20	0	13	0	14	0	9	0	4	50	5,000	40,000	0	1167					
Nonsect.....	15	10	200	0	0	9	125	0	75	0	25	0	25	0	5	200	1,000	180,000	0	1168					
Nonsect.....	0	24	0	130	0	70	0	20	0	0	0	30	0	0	0	0	5,000	220,000	0	1169					
Nonsect.....	2	0	20	0	15	0	8	0	8	0	0	0	0	0	0	5	0	350	40,000	0	1170				
Nonsect.....	5	1	23	0	27	0	15	0	5	0	7	0	6	0	4	0	0	0	0	0	1171				
Nonsect.....	0	10	0	49	7	13	0	2	0	0	0	9	0	2	2	0	700	100,000	0	1172					
Nonsect.....	9	0	66	0	105	0	20	0	40	0	15	0	15	0	4	105	0	0	0	0	1173				
Nonsect.....	1	2	114	0	37	0	22	0	39	0	31	0	17	0	5	0	500	0	0	0	1174				

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1175	New York (270 West 72d st.).	Columbia Institute*.....	Edwin Fowler, M. D., A. B. . . .
1176	New York (32 West 40th st.).	Comstock School.....	Miss Lydia Day
1177	New York (229 West 89d st.).	The Curtis School	Osborn Marcus Curtis
1178	New York (20 East 50th st.).	The Cutler School	Arthur H. Cutler.....
1179	New York (15 West 43d st.).	Dwight School	Arthur Williams
1180	New York (106-108 Central Park, South).	De La Salle Institute.....	Brother Agapas.....
1181	New York (9 East 49th st.).	The Drisler School.....	Frank Drisler
1182	New York (340 West 86th st.).	Ely's (Misses) School for Girls	Miss Elizabeth L. Ely
1183	New York (128th st. and St. Nicholas ave.).	Female Academy of the Sacred Heart.	Ellen Mahoney
1184	New York (236 East 16th st.).	Friends Seminary	Edward B. Rawson.....
1185	New York (45 West 81st st.).	Hamilton Institute.....	N. Archibald Shaw, jr.
1186	New York (2134 7th ave.).	The Harlem Collegiate Institute	Max F. Giovanoly.....
1187	New York	Holy Cross Academy	Sister M. Helena.....
1188	New York (537 5th ave.).	Huger's (M. D.) Boarding and Day School for Girls.	M. D. Huger.....
1189	New York (35 West 84th st.).	The Irving School	Louis Dwight Ray
1190	New York (25 West 55th st.).	Keller's (Miss) School	Eleanor I. Keller, Pd. M.
1191	New York (44-50 2d st.).	La Salle Academy *.....	Brother Austin.....
1192	New York (334 Lenox ave.).	Lenox Institute.....	Andrew Zerban
1193	New York	Manhattan College	Brother Charles.....
1194	New York (542 West 113th st.).	Merington's (Misses) School for Girls.	Mary E. Merington.....
1195	New York (244 Central Park, West 84th st.).	Montpelier Home School for Girls.	Mrs. T. T. Greene.....
1196	New York (13-15 West 86th st.).	Morgan's (Mrs.) Boarding and Day School.*	Mrs. Leslie Morgan.....
1197	New York (423 Madison ave.).	The Morse and Rogers School.	James H. Morse, jr.
1198	New York (649 Madison ave.).	Moses' (Misses) Boarding and Day School.	Rosalie Moses.....
1199	New York (160 West 85th st.).	Murphy (Misses) and Gaylord Boarding and Day School.	Eva R. Murphy.....
1200	New York (241 Lenox ave.).	New York Collegiate Institute.	Mary Schoonmaker.....
1201	New York (32 East 57th st.).	The Peebles and Thompson School.	D. E. Merrill.....
1202	New York (176-180 West 75th st.).	Rayson's (Misses) School for Girls.	The Misses Rayson.....
1203	New York (148 Madison ave.).	Roberts' (Miss) School for Girls.	Miss Roberts
1204	New York	Rugby Military Academy.....	Clinton Binling
1205	New York (38 West 59th st.).	Sachs Collegiate Institute (Boys).	Julius Sachs.....
1206	New York (116 West 59th st.).	Sachs School for Girls.....	.....do
1207	New York (598 East 137th st.).	St. Jerome's Ursuline Academy.	Mother M. Clara.....
1208	New York (231 East 17th st.).	St. John's Baptist School for Girls.	Sister in charge.....
1209	New York (229-231 East Broadway).	St. Mary's Academy.....	Sister M. Frederica.....

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.	Elementary students.	Preparing for college.				Graduates in 1900.	College preparatory students in the class that graduated in 1900.												
					Classical course.		Scientific course.			Male.		Female.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Nonsect...	9	1	80	0	67	0	48	0	32	0	14	0	6	0	4	80	3,000	1175				
Nonsect...	0	7	0	32	0	36	0	17	0	3	0	4					1,100	1176				
Nonsect...	4	0	12	0	16	0	6	0	6	0	2	0	2	0	4	12	800	\$35,000	1177			
Nonsect...	14	3	128	0	129	0	60	0	58	0	43	0	38	0	4	0	500	130,000	1178			
Nonsect...	7	1	60	0	26	0	40	0	20	0	28	0	20	0	4	0	1,000	1,000	1179			
R. C	10	0	69	0	76	0	7	0	8	0	25	0	14	0	4	69		1180				
Nonsect...	6	0	38	0	30	0	9	0	11	0	13	0	13	0			73,000	1181				
Nonsect...	2	20	0	120	0	30	0	3	0	3	0	7	0	1	4		1,000	500,000	1182			
R. C	0	15	0	121	0	110	0	0			0	14	0	0	4	0	5,624	997,675	1183			
Friends...	3	7	20	29	50	62	0	11	6	1	2	7	1	4	4	0	200		1184			
Nonsect...	15	0	70	0	37	0	40	0	30	0	7	0	7	0	4	100	600		1185			
Nonsect...	2	0	0	13	32	0	0	1			0	6	0	1	4	0	300	1,000	1186			
R. C	3	6	0	20	66	142	0	0	0	5	0	1			4	0	1,917	270,640	1187			
Nonsect...	5	9	0	36	0	0													1188			
Nonsect...	8	0	36	0	47	0	29	0	5	0	6	0	6	0	5	0	1,000	35,000	1189			
Nonsect...	2	1	2	4	14	17	1	2			0	0	0	0	4	0	250	3,000	1190			
R. C	6	0	75	0	100	0					9	0	9	0					1191			
Nonsect...	4	0	12	3	18	7	2	0	2	0	1	0	0	0				50,000	1192			
R. C	0	20	200	0	189	0	0	0	0	0	40	0			4				1193			
Nonsect...	3	9	0	56	20	68	0	3	0	7	0	5	0	0	4	0			1194			
Nonsect...	3	3	0	15	0	0	0	0	0	0	0	0	0	0					1195			
Nonsect...	0	15	0	50	0	50	0	3											1196			
Nonsect...	5	3	23	0	9	0	12	0	3	0	3	0	3	0	4	0			1197			
Nonsect...	2	8	0	19	0	17	0	7	0	0	0	5	0	0	4	0	710		1198			
Nonsect...	0	4	0	6	8	17	0	3	0	0	0	1	0	1	4	0	809	500	1199			
Nonsect...	0	9	0	42	16	0	0	7			0	9	0	0	4	0	650	2,000	1200			
Nonsect...	0	8	0	75	9	50	0	10			0	12	0	5	4				1201			
Nonsect...	0	10	0	46	0	37	0	6	0	10	0	11	0	4	5	0	1,400	6,000	1202			
Nonsect...	0	4	0	15	0	20	0	5			0	2			4				1203			
Nonsect...	4	1	20	0	40	0	0	0	0	0	6	0			4	20	14,000	500,000	1204			
Nonsect...	10	3	80	0	65	0	20	0	15	0	23	0	20	0	4	0	700	100,000	1205			
Nonsect...	6	8	0	100	0	50	0	8	0	24	0	20	0	5	4	0	500	125,000	1206			
R. C	3	3	8	57	15	30	0	0	0	0									1207			
Epis	0	5	0	25	0	0	0	4			0	7	0	0	4				1208			
R. C	0	2	0	18	5	12	0	5	0	1	0	3			4	0			1209			

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1210	New York (8 East 46th st.).	St. Mary's School	Sister Anna
1211	New York (137 Henry st.).	St. Teresa's Ursuline Convent	Mother M. Lucy
1212	New York (6 West 48th st.).	Spence's (Miss) School for Girls	Miss C. B. Spence
1213	New York (147 West 91st st.).	Trinity School	Rev. Aug. Umann
1214	New York (120-122 West 70th st.).	Van Norman Institute	Mme. Van Norman
1215	New York (160 West 74th st.).	Veltin's (Miss) School	Mlle. Louise Veltin
1216	New York (139 East 79th st.).	Villa Maria Academy	Sister St. Celestine
1217	New York (109-111 West 77th st.).	Weil's (Mrs.) School	Matilda Weil
1218	New York (41 Mount Morris Park, west).	Whitfield (Misses) and Bliss*	Misses Whitfield and Bliss
1219	New York (622 5th ave., near 50th st.).	Wilson-Vail School*	F. P. Wilson
1220	Niagara Falls	De Veaux College	Wm. Stanley Barrows, M.A.
1221	Nyack-on-Hudson	Hudson River Military Academy.*	Joel Wilson
1222	Nyack (South)	Nyack School for Girls	Miss Bertholf
1223	Oakfield	Cary Collegiate Seminary*	Rev. C. C. Gove
1224	Peeckskill	The Institute	Chas. Unterreiner
1225	do	Mohegan Lake School	Henry Waters
1226	do	The Peekskill Military Academy	D. M. Orleman
1227	do	St. Gabriel's School	Sister Esther
1228	Pelham Manor	Suburban School for Girls*	Mrs. John Cunningham
1229	Pike	Pike Seminary	Hazen. Charles W. Whitney
1230	Plattsburg	D'Youville Academy	Sister St. Euphrasia
1231	Port Henry	Champlain Institute	Sister M. Gabriels
1232	Poughkeepsie	Lyndon Hall School for Young Ladies	Samuel W. Buck, A. M.
1233	do	Quincy School	Mary C. Alliger
1234	do	Riverview Military Academy	Joseph B. Bisbee, M. A.
1235	Randolph	Chamberlain Institute	E. A. Bishop
1236	Rochester (209-218 Cutler Building)	Bradstreet's Classical School	J. Howard Bradstreet
1237	Rochester	The Cruttenden School	Miss L. H. Hakes
1238	do	Female Academy of the Sacred Heart	Madame Augusta Pardon
1239	do	Nazareth Academy	Rev. Thomas Hickey
1240	do	Nichols's (Mrs.) School	Misses J. H. and M. D. Nichols.
1241	do	Wagner Memorial Lutheran College	John Nicum, A. M., D. D.
1242	Rome	St. Peter's Academy	Sister M. Patrick
1243	Rondout	St. Mary's Academy	Sister Francis Regis
1244	Round Lake	Round Lake Academy	Mervin D. Losey
1245	Sag Harbor	Academy of the Sacred Heart of Mary	Mother Basile
1246	Sherwood	Sherwood Select School	A. Gertrude Flanders
1247	Sing Sing	Holbrooke's Military School	D. A. Holbrook
1248	do	Mount Pleasant Military Academy	Charles F. Brasie
1249	do	Ossining Seminary for Girls	Clara C. Fuller
1250	Sodus	Sodus Academy	Elisha Curtiss
1251	Southold	Southold Academy	Frederick Rawcliffe, A. B.
1252	Suffern	Herbert Preparatory School	Wm. J. Eckoff
1253	Syracuse	Academy of the Sacred Heart*	Rev. John F. Mallany
1254	do	St. John's Catholic Academy	Rev. Michael Clune

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Second-ary in-struct-ors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Grad-u-ates in 1900.		College prepar-atory students in the class that gradu-ated in 1900.									
							Classi-cal course.		Scien-tific course.													
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Epis.	5	21	0	120	0	30	0	35	0	5	0	20	0	4	4	5,000	1210					
R. C.	0	2	0	11	1	25	0	0	0	0	0	0	0	0	4	1,000	1211					
Nonsect. .	1	29	0	150	0	36	0	8	0	7	0	27	0	3	5	1,090	1212					
P. E.	6	0	132	0	291	0	64	0	54	0	26	0	26	0	4	296,196	1213					
P. E.	0	6	0	20	3	16	0	10	-----	-----	0	1	0	0	4	800	1214					
Nonsect. .	0	18	0	140	0	100	0	50	-----	-----	0	6	-----	-----	4	1,000	125,000	1215				
R. C.	0	5	0	35	0	98	0	0	0	0	0	2	0	0	3	75,000	1216					
Nonsect. .	4	11	0	45	1	15	0	11	-----	-----	0	12	0	2	4	1,000	75,000	1217				
Nonsect. .	0	2	0	34	0	6	0	5	0	5	0	2	0	2	4	-----	-----	1218				
Nonsect. .	4	0	25	0	55	0	10	0	7	0	9	0	4	0	4	300	10,000	1219				
P. E.	5	0	19	0	14	0	10	0	4	0	3	0	1	0	4	19	1,405	160,643	1220			
Nonsect. .	5	3	44	0	14	0	6	0	4	0	1	0	-----	-----	44	2,000	150,000	1221				
Nonsect. .	0	3	0	15	0	5	0	4	-----	-----	0	4	0	4	4	-----	-----	1222				
P. E.	1	1	7	15	1	0	6	8	1	0	5	8	5	4	4	-----	895	22,950	1223			
Nonsect. .	2	1	6	11	17	10	0	0	0	6	3	2	0	0	3	0	1,200	15,000	1224			
Nonsect. .	5	0	40	0	14	0	8	0	13	0	5	0	-----	-----	4	40	400	25,000	1225			
Nonsect. .	13	0	98	0	15	0	0	0	6	0	8	0	6	0	4	98	1,600	-----	1226			
Epis.	0	6	0	42	0	22	0	5	-----	-----	0	7	0	1	5	-----	-----	-----	1227			
Nonsect. .	2	8	0	78	5	16	0	1	0	0	0	2	0	1	-----	-----	-----	-----	1228			
Free Bapt.	1	3	26	29	18	10	2	1	2	1	1	6	*1	1	4	0	1,000	12,000	1229			
Nonsect. .	0	3	0	39	0	111	0	0	0	0	0	11	0	0	4	0	990	57,926	1230			
R. C.	0	3	10	25	110	110	1	0	0	0	0	5	1	0	4	0	450	15,000	1231			
Nonsect. .	1	5	0	60	14	30	0	20	-----	-----	0	6	-----	-----	5	-----	-----	-----	1232			
Nonsect. .	1	4	25	50	25	50	0	20	-----	-----	0	8	0	4	-----	0	-----	-----	1233			
Nonsect. .	11	0	104	0	47	0	17	0	45	0	12	0	9	0	5	104	500	-----	1234			
M. E.	3	5	55	96	1	3	4	1	7	12	8	14	0	1	4	0	2,440	81,875	1235			
Nonsect. .	3	0	55	0	17	0	18	0	45	0	11	0	9	0	4	-----	500	-----	1236			
Nonsect. .	0	5	0	57	0	58	0	25	-----	-----	0	5	-----	-----	4	-----	1,700	-----	1237			
R. C.	0	15	0	45	0	45	0	2	0	0	0	5	0	0	4	-----	1,600	100,000	1238			
R. C.	0	17	0	123	0	79	0	0	0	0	0	14	0	4	4	0	4,175	157,732	1239			
Nonsect. .	0	7	0	43	0	7	0	13	-----	-----	0	9	-----	-----	4	-----	-----	-----	1240			
Ev. Luth. .	5	0	42	0	0	0	42	0	-----	-----	5	0	-----	-----	6	-----	800	26,500	1241			
R. C.	0	3	0	41	0	62	0	0	0	7	0	2	0	0	4	0	1,133	51,373	1242			
R. C.	0	2	4	13	16	29	2	3	-----	-----	0	0	1	3	5	-----	250	-----	1243			
Meth.	0	2	13	15	17	30	2	1	3	1	3	4	3	4	4	20	896	4,200	1244			
R. C.	0	4	0	6	7	19	-----	-----	-----	-----	-----	-----	-----	-----	4	-----	-----	-----	1245			
Nonsect. .	0	2	5	13	3	4	0	4	0	0	1	4	0	0	4	0	-----	20,000	1246			
Nonsect. .	7	0	60	0	11	0	30	0	20	0	10	0	8	0	4	60	2,600	203,000	1247			
Nonsect. .	7	0	55	0	30	0	8	0	20	0	8	0	6	0	4	55	12,000	100,000	1248			
Nonsect. .	2	8	0	105	10	20	0	4	-----	-----	0	11	-----	-----	4	0	1,230	-----	1249			
Nonsect. .	1	1	12	20	33	35	4	5	5	5	2	2	-----	-----	4	0	500	4,857	1250			
Presb.	1	1	14	15	3	1	2	0	11	0	2	6	0	0	4	0	-----	5,000	-----	1251		
Nonsect. .	2	3	10	8	4	3	4	4	-----	-----	-----	-----	-----	-----	4	0	-----	-----	1252			
R. C.	1	1	10	15	113	149	5	0	0	0	-----	-----	-----	-----	4	0	1,500	120,000	1253			
R. C.	1	2	23	26	102	120	1	0	-----	-----	2	5	1	0	4	-----	1,735	45,846	1254			

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

State and post-office.	Name.	Principal.
1	2	3
NEW YORK—continued.		
1255 Tarrytown	Bulkley's (Miss) School for Young Ladies.*	Miss Bulkley
1256 ..do	Irving Institute	John M. Furman
1257 ..do	Mason's (Miss) School *	Miss C. E. Mason
1258 ..do	Metcalf's (Miss) Home Institute.*	M. W. Metcalf
1259 Troy	Emma Willard School	Miss Mary Alice Knox
1260 ..do	La Salle Institute	Rev. Brother Charles
1261 ..do	St. Peter's Academy	Sister M. Odilia
1262 ..do	Troy Academy	F. C. Barnes, M. A.
1263 Union Springs	Friend's Academy (Oakwood Seminary).	Leslie A. Bailey, A. M.
1264 Utica	Balliol School	Julia C. G. Piatt
1265 ..do	Utica Catholic Academy	Rev. J. S. M. Lynch, D. D.
1266 Verona	The Home School	Mrs. T. M. Foster
1267 Walworth	Walworth Academy	John R. Palmer
1268 West Chester	Sacred Heart Academy	Mother August
1269 West New Brighton	St. Austin's School	Rev. Geo. E. Quail, M. A.
1270 Whitestone (Bayside)	Sacred Heart Seminary *	Sister Mary Perpetua
1271 Yonkers	The Halsted School	Miss Mary Sicard Jenkins
1272 ..do	Kingley School *	Charles E. Ames
NORTH CAROLINA.		
1273 Advance	Advance High School *	C. M. Sheets
1274 Asheville	Bingham School	Robert Bingham
1275 ..do	Champion's (Miss) School	Miss Harriet A. Champion
1276 Ashpole	Ashpole Institute *	G. E. Lineberry
1277 Atlantic	Atlantic Academy	G. W. Mewborn
1278 Auburn	Mount Moriah Male and Female Academy.*	Wm. H. Penney, jr.
1279 Augusta	Hodges' School	John D. Hodges
1280 Barnardsville	Mountain Dale Seminary *	G. H. Blankenship
1281 Bayboro	Pamlico Male and Female Institute.*	Wingate Underhill
1282 Beaufort	Washburn Seminary	B. D. Rowlee
1283 Belmont	Sacred Heart Academy	Sisters of Mercy
1284 Belvidere	Belvidere Academy	Mary J. White
1285 Belwood	Belwood Institute	J. W. Downum
1286 Bensalem	Oak Grove High School *	T. M. Langley
1287 Bethel Hill	Bethel Hill Institute *	Rev. J. A. Beam
1288 Big Lick	Big Lick Academy	C. J. Black
1289 Boonville	Yadkin Valley Institute	Robert B. Horn
1290 Bryson City	James L. Robinson Institute	S. B. Parriss, L. Lee Marr
1291 Buies Creek	Buies Creek Academy	Rev. J. A. Campbell
1292 Burlington	Burlington Academy *	Thos. C. Hoyle
1293 Caldwell Institute	Caldwell Institute	J. Harry Hammett, Ph. D.
1294 Carthage	Carthage Academic Institute	E. M. McIntosh
1295 Cary	Cary High School	E. L. Middleton
1296 Cedar Rock	Cedar Rock Academy	T. H. King
1297 Chapel Hill	Chapel Hill School	J. W. Canada
1298 Charlotte	Charlotte Military Institute *	J. G. Baird
1299 Chocowinity	Trinity School	N. C. Hughes
1300 Cisco	Elm Grove School	Lessie G. Webb
1301 Clyde	Clyde High School	Rev. R. A. Sentell
1302 Concord	Scotia Seminary	Rev. D. J. Satterfield
1303 Conover	Concordia College	Geo. A. Romoser
1304 Cora	Amherst Academy *	W. M. Moore
1305 Crescent	Crescent Academy and Business College.	Rev. J. M. L. Lyerly, A. M.
1306 Culler	Pinnacle High School *	Prof. W. O. Williams
1307 Durham	Trinity Park High School	J. F. Bivins

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.									
	Classical course.						Scientific course.		Male.	Female.							Male.	Female.				
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Nonsect ..	0	4	0	30	0	20	0	1			0	1	0	1			500		1255			
Nonsect ..	5	1	25	0	46	0	2	0	10	0	1	0	1	0	4	0	3,000		1256			
Epis ..	0	4	0	30	0	14	0	0	4		0	5	0	1			800	\$250,000	1257			
Epis ..	0	2	0	12	2	30	0	4			0	3					1,000	15,000	1258			
Nonsect ..	0	8	0	110	15	70	0	9	0	11	0	3	0	1	4	0	2,586	230,159	1259			
R. C ..	6	0	86	0	113	0	4	0	0	0	9	0	4	0	86	2,823	31,255	1260				
R. C ..	1	2	6	15	277	358	0	0	0	0	2	4	0	0	4	0	1,000	68,336	1261			
Nonsect ..	10	0	100	0	30	0	20	0	30	0	30	0	19	0	4	70	1,100	18,350	1262			
Friends ..	4	3	35	35	3	3	2	0			2	3			4	0	2,000	29,255	1263			
Nonsect ..	0	11	0	80	0	30	0	5			0								1264			
R. C ..	4	2	25	25	134	342					0	2			4		1,000		1265			
Nonsect ..	0	3	3	5	0	0	1	1	1	1					4		500		1266			
Nonsect ..	1	1	12	14	7	4					1	1	1	0		0	305	9,240	1267			
R. C ..	8	0	60	0	175	0	25	0	0	0	13	0	13	0	4	22	1,200	500,000	1268			
P. E ..	4	0	29	0	25	0	6	0	10	0	1	0	1	0	4	29		75,000	1269			
R. C ..	4	0	10	0	30	0			3	0	3	0	3	0	10	10	100		1270			
Nonsect ..	0	9	3	13	27	41	1	4	0	5	0	1	0	1	4	0	200	25,000	1271			
Nonsect ..	2	2	2	8	14	20			1	5					4		400	75,000	1272			
Nonsect ..	2	1	25	20	65	65	6	5										1,000	1273			
Nonsect ..	7	0	110	0	0	0	30	50	10	20	15	0	15	0	4	110	0	60,000	1274			
Nonsect ..	0	2	1	8	13	8											250		1275			
Bapt ..	1	1	32	38	66	29	5	6	3	2	1	1							1276			
Nonsect ..	1	1	30	30	50	40	0	1								0		500	1277			
Nonsect ..	2	1	10	7	18	26	8	6							2		200	1,000	1278			
Nonsect ..	1	0	20	10	0	0	20	10									1,000	1,500	1279			
Nonsect ..	3	2	30	24	50	66	30	15	0	0									1280			
Nonsect ..	1	2	16	10	41	35	0	1										2,000	1281			
Nonsect ..	1	1	14	7	59	78	1	0	0	0	3	0	1	0	4	0		6,000	1282			
R. C ..	0	2	0	27	0	28												50,000	1283			
Friends ..	0	2	9	7	18	35										0	70	1,000	1284			
Meth ..	2	1	35	30	45	45					2	1	2	1	4	0		3,500	1285			
Nonsect ..	1	1	41	26	45	23	10	8	4	2	8	4	4	2	4	0	150	2,000	1286			
Miss. Bapt.	2	1	18	15	63	28									2			6,000	1287			
Nonsect ..	1	1	50	50	65	50	10	5		5	0				3	0	300	1,500	1288			
Nonsect ..	4	3	140	40	40	22	20	8	5	0	0				4	0	200	2,500	1289			
Nonsect ..	1	1	30	25	48	15	0	0	6	6						0		1,000	1290			
Nonsect ..	5	2	150	90	70	0					15	5	8	2	3	80	2,000	3,000	1291			
Meth ..	1	1	25	30	15	25	5	7									95	4,000	1292			
Presb ..	1	1	15	20	23	30	8	10	7	6	8	7	8	7	3	0	50	2,000	1293			
Nonsect ..	1	2	40	53	32	31	6	9								0	50	1,000	1294			
Nonsect ..	1	3	31	20	98	92	15	12	3	0	2	5	2	3	3	0	300	4,000	1295			
Miss. Bapt.	1	2	15	15	30	15					0	0	0	0	4	0		1,000	1296			
Nonsect ..	3	2	50	35	40	45	5	0	25	15	7	1	6	1	4	0		5,000	1297			
Nonsect ..	5	0	65	0	5	0	25	0	10	0	2	0	2	6	4	65		2,300	1298			
Epis ..	3	2	29	14	17	9	4	1			4	1	3	1	4	35			1299			
Bapt ..	1	1	12	18	0	0											0		1300			
Bapt ..	0	2	25	30	60	65	4	5	5	6	0	0	0	0		0			1301			
Presb ..	0	7	0	29	0	261	0	0	0	10	0	5	0	0	3	0	2,000	65,000	1302			
Luth ..	4	0	19	14	29	40	8	3	0	0	0	0	0	0	6	0	3,000		1303			
Nonsect ..	1	0	2	8	13	17													1304			
Nonsect ..	4	1	16	12	64	63	14	0			4	1			4	0	1,200	5,000	1305			
Nonsect ..	1	0	17	20	18	20	4	3										1,600	1306			
Meth ..	7	0	90	5	0	0	80	5			20	2	20	2	3	0	100	45,000	1307			

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
NORTH CAROLINA—cont'd.		
1308 Eagletown	Aurora Male and Female Academy.*	Lola S. Stanley
1309 Elizabeth City	Atlantic Collegiate Institute	S. L. Sheep
1310 Enochville	Enochville High School	Floyd B. Brown
1311 Farmer	Farmer Institute	James L. Bost
1312 Farmington	Male and Female Academy*	T. H. Cash
1313 Finch	Stanhope Academy	Eugene L. Crocker
1314 Franklin	Franklin High School	M. D. Billings
1315 Franklinton	Franklinton Christian College*	Rev. Z. A. Poste
1316 Gastonia	Gaston Academy	J. P. Reed and F. P. Hall
1317 Glenwood	Glenwood Academy	Geo. W. Naylor
1318 Goldston	Goldston Academy	C. R. Clegg
1319 Graham	Thompson School*	J. A. W. Thompson
1320 Hertford	Perquinians Academy	S. T. Liles
1321 Huntersville	Huntersville High School	R. J. Cochran
1322 Hlex	Holly Grove Academy	Chas. S. Hileman, A. B.
1323 Johnston	Glenwood High School*	Prof. M. Blackman
1324 Jonesville	Jonesville High School*	Prof. J. E. Johnson
1325 Kernersville	Kernersville Academy	Lillian S. Cathcart
1326 Kings Mountain	Lincoln Academy	Richard H. Lewis, M. D.
1327 Kinston	Lewis School	W. Banks Dove
1328 Lexington	Lexington Seminary	Joseph J. Allen
1329 Louisburg	Louisburg Male Academy	A. H. Lowry, M. S.
1330 Lowell	Lowell High School	John Duckett
1331 Lumberton	Robeson Institute*	J. M. Weatherly
1332 Madison	Madison High School	Rev. C. M. Levister
1333 Marshallberg	Graham Seminary	A. C. Tate
1334 Marshall	Marshall Academy	A. F. Sams
1335 Marshallville	Marshallville Academy*	R. L. Moore
1336 Mars Hill	Mars Hill College	Preston Lewis Gray
1337 Mebane	The Bingham School	M. T. Chilton
1338 Mizpah	Mountain View Institute	M. M. Eaton
1339 Mockville	Sunny Side Seminary	Plummer Stewart
1340 Monroe	Monroe High School	Charles L. Gray
1341 Mooresville	Mooresville Academy	S. J. Becker
1342 Moravian Falls	Moravian Falls Military Academy.*	Bruce E. Payne
1343 Morganton	Morganton Male Academy*	Rev. R. L. Patton
1344 do	Patton School*	Sanders Dent
1345 Morven	Morven Academy*	David F. Nicholson
1346 Mount Olive	Mount Olive High School	Henderson N. Miller, Ph. D.
1347 Mount Pleasant	Mount Amona Seminary	E. L. Womble
1348 Mount Vernon Springs	Sand Creek Associational School	W. A. Smith
1349 Norwood	Norwood High School	A. M. Gentry
1350 Nulin	Turkey Knob School	J. A. and M. H. Holt
1351 Oak Ridge	Oak Ridge Institute	Margaret B. Hilliard
1352 Oxford	The Francis Hillard Institute*	J. C. Horner
1353 do	Horner Military School	Rev. A. M. Barrett, A. M.,
1354 Pee Dee	Barrett Collegiate and Industrial Institute.*	B. D., P. D.
1355 Penelope	Penelope Academy	C. M. Murchison
1356 Pinnacle	Pinnacle Institute	Saml. W. Hall
1357 Raleigh	Peace Institute	James Dinwiddie, M. A.
1358 do	Raleigh Male Academy	Hugh Morson
1359 do	St. Augustine's School	Rev. A. B. Hunter
1360 do	St. Mary's School	Rev. T. D. Bratton, B. D.
1361 Ramseur	Weatherly High School*	D. M. Weatherly
1362 Red Springs	North Carolina Military Academy.	Clarence A. Short
1363 Rocky Mount	University School*	William Veitch Boyle
1364 Roxboro	Roxboro Institute*	W. A. Bradsher, A. B.
1365 Roxobel	Roxobel Academy	John E. Tyler

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Secondary-instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary-students.		Elementary-students.		Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.									
							Classical course.		Scientific course.													
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	19	20	21	22			
Friends	0	1	20	25	20	20														\$1,200	1308	
Nonsect	2	1	45	35	75	70	15	10	5	4	5	0	3	0	4	0	300	5,000	1309			
Nonsect	1	1	10	15	21	24	5	5										500	1310			
Nonsect	2	1	10	25	20	20	15	20	5	7	0	0	0	0	0	0		3,000	1311			
Nonsect	1	1	10	5	60	39	2	2			0	1	0	1	3			1,500	1312			
Nonsect	1	1	10	23	23	37	33	3										1,000	1313			
M. E. So	0	0	23	15	43	43	8	0	1	0	2	0	2	0	3	0		8,000	1314			
Christian	2	2	23	57	51														1315			
Nonsect	1	1	30	56	20	17	2	4			4	7	3	2	4	0	50	5,000	1316			
Nonsect	1	1	30	30	10	20	2	1	8	6	4	0			0	0	400	600	1317			
Nonsect	1	0	7	15	15	15	0	0			0	0							1318			
Nonsect	2	2	20	20	90	85	4	0	2	0	1	0	1	4	3	0		2,500	1319			
Nonsect	1	0	20	20	24	3	5	4	5	3	5	4	3	3	3	0		2,600	1320			
Presb.	1	0	25	30	58	62	12	10	5	3	5	4	3	3	3	0		2,600	1321			
Ev. Luth.	1	1	4	7	20	26													1322			
Nonsect	1	1	20	19	0	0											300	200	1323			
Nonsect	1	1	20	20	20	20	5	4										1,000	1324			
Nonsect	1	1	15	10	15	5	5				0	0				0		500	1325			
Cong.	0	6	4	19	73	159					0	3			4		800	5,500	1326			
Nonsect	0	1	9	16	4	8	3	2	1	0	0	0	0	6	0	0	150	1,500	1327			
Nonsect	1	2	12	15	86	89	3	3	3	4	4	3	4	3	3	0	300	3,000	1328			
Nonsect	1	0	9	0	27	0	3	0	2	0	4	3				0	0		1329			
Nonsect	1	0	24	20	38	29	12	9	6	3	3	2				0	1,200	1,200	1330			
Bapt	1	2	37	42	35	35										160	5,000	1331				
Presb.	1	1	30	24	12	14	10	8								0	2,000	1332				
M. E. So	0	1	5	12	27	23	3	2	0	0						3	6	150	1,500	1333		
Presb.	1	0	3	9	0	0												4,000	1334			
Nonsect	1	1	25	30	75	70	4	5	5	3	4	3	4	3	4	0	2,000	2,000	1335			
Bapt	2	0	50	35	96	58	20	8	5	0	5	1	5	1	3	0	750	5,000	1336			
Nonsect	7	0	72	0	10	0	10	0	3	0	4	0	4	0	4	0	1,500	30,000	1337			
Nonsect	1	1	10	4	15	16										6	0	2,600	1338			
Nonsect	0	1	3	32	17	38	0	6								0	200		1339			
Nonsect	2	5	39	33	133	117										3	0	5,000	1340			
Presb.	1	2	50	50	20	30	8	15			5	5				3	0	1,200	1341			
Nonsect	1	1	14	16	41	29			4	2								1,000	1342			
Nonsect	1	0	15	0	40	0	8	0								5		2,000	1343			
Nonsect	1	1	49	25	0	0	1	8	4	0									1344			
M. E. So	2	1	38	24	23	48													1345			
Nonsect	1	1	5	15	33	17					0	0				4		2,000	1346			
Luth.	3	4	0	54	0	10	0	19			0	0	8			4	0	500	6,000	1347		
Bapt	1	0	14	6	24	16	5	4								3	0	100	1,000	1348		
Nonsect	1	1	18	15	36	41	8	10	12	3	1	2				0	0	1,000	1349			
Nonsect	1	0	6	8	24	30												300	1350			
Nonsect	7	0	150	9	75	0	60	3	20	2	52	4	16	0	3	0	2,000	30,000	1351			
Epis.	1	3	0	18	0	17					0	1					850	5,000	1352			
Nonsect	5	0	133	0	17	0	13	0			10	0	10	0	4	130		25,000	1353			
Nonsect	3	1	26	30	25	30	4	0								0	200	5,000	1354			
Nonsect	1	1	5	5	20	20	4	3			0	0	0	0	4		200	2,500	1355			
Nonsect	1	1	10	15	38	38	6	7			0	0	0	0	3	0	50	1,200	1356			
Presb.	4	13	0	130	0	30					0	8							1357			
Nonsect	2	0	45	0	25	0	15	0	10	0	6	0	6	0	4	0		6,600	1358			
P. E.	3	3	24	25	119	127					3	3	3	1	3				1359			
P. E.	1	8	0	165	4	35	0	4	0	0	0	12	0	0	4	0	3,000	90,000	1360			
Nonsect	1	1	40	30	32	42	5	3	0	0	0	0	0	0	4		1,000	2,500	1361			
Nonsect	1	4	21	0	39	0	5	0	8	0	0	0	0	0	4	21	300	6,000	1362			
Nonsect	0	2	70	65	29	25	11	11	2	0							800		1363			
Nonsect	0	2	20	25	28	29	3	6	0	0								2,000	1364			
Nonsect	1	0	9	4	5	0	4	1	2	1									1365			

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	NORTH CAROLINA—cont'd.		
1366	Salemburg.....	Salem High School	F. F. Wooten, J. J. Hendren
1367	Saluda.....	Saluda Seminary	Fidelia Sheldon
1368	Scotland Neck.....	Vine Hill Male Academy	David M. Prince
1369	Shallotte.....	Preparatory School	Geo. Leonard
1370	Sonoma.....	Bethel High School*	W. H. Phillips
1371	Southport.....	Southport Academy.....	Palmer Dalrymple
1372	Sparta.....	Sparta Institute	S. W. Brown
1373	Sunshine.....	Sunshine Institute	D. M. Stallings, A. B.
1374	Sutherlands.....	Sutherlands Seminary	L. M. Farthing
1375	Taylorsville.....	Taylorsville Collegiate Institute	Rev. J. A. White
1376	Trenton.....	Trenton High School*	Wm. Henry Rhodes
1377	Union Ridge.....	Union Ridge Academy	Rev. Thomas W. Strowd
1378	Wadesboro.....	Anson Institute	D. A. McGregor
1379	Wakefield.....	Wakefield English and Classical School	Rev. A. A. Pippin
1380	Walnut Cove.....	Walnut Cove Institute*	W. H. Albright
1381	Whitsett.....	Whitsett Institute	W. T. Whitsett, Ph. D.
1382	Whittier.....	Whittier High School	M. E. Meriam
1383	Why Not.....	Why Not Academy	J. P. Boroughs
1384	Wilkesboro.....	Wilkesboro School*	M. L. Matthews
1385	Woodland.....	Woodland High School	W. W. Britton
1386	Wilmington.....	Alderman's (Miss) Select School	Mary L. Alderman
1387	do.....	Cape Fear Academy.....	Washington Catlett.....
1388	Wilson.....	Kinsey Seminary	Joseph Kinsey
1389	Windsor.....	Bertie Academy	W. P. Graves, jr., A. B.
1390	do.....	Rankin-Richards Institute	Rhoden Mitchell
1391	Winston-Salem.....	Salem Boy's School	James T. Brower
1392	Winton.....	Waters Normal Institute	C. S. Brown, A. M.
1393	Yadkin College.....	Yadkin Collegiate Institute.....	W. T. and J. F. Totten
1394	Yadkinville.....	Yadkinville Normal School	Zeno H. Dixon
	NORTH DAKOTA.		
1395	Grand Forks.....	St. Bernard's College	Mother Stanislaus
1396	Portland.....	Brufat Academy.....	K. M. Hagestad
	OHIO.		
1397	Austinburg.....	Grand River Institute	Granville W. Mooney
1398	Barnesville.....	Friends' Boarding School	Wm. L. Ashton, superin- tendent.
1399	Canton.....	Buckingham's (Miss) College Preparatory School.*	Ella J. Buckingham
1400	Cedar Point.....	St. Gregory Preparatory Sem- inary.....	Henry Brinkmeyer
1401	Cincinnati (Clifton).....	Academy of the Sacred Heart.....	Madame M. Raleigh.....
1402	Cincinnati (501 East 3d st.).....	Bartholomew English and Classical School for Girls.....	G. K. Bartholomew.....
1403	Cincinnati (619 Oak st.).....	Butler's (Miss) School for Girls.....	Sarah Butler
1404	Cincinnati.....	The Clifton School	E. Antoniette Ely, A. M.
1405	Cincinnati (2303 Auburn ave.).....	Collegiate School	Rev. J. Babin
1406	Cincinnati (16 Morris st.).....	Eden Park School for Girls.....	Madame Fredin
1407	Cincinnati (1 Park Row, Mount Auburn ave.).....	Educational Institute	Alois Schmidt.....
1408	Cincinnati (Walnut Hills).....	Franklin School	Joseph E. White, G. S. Sykes
1409	Cincinnati (2643 Bellevue ave.).....	Lupton's (Miss) School for Girls.....	Katharine M. Lupton
1410	Cincinnati (186 Lenox place).....	The H. Thane Miller School for Girls.*	Mrs. Emma P. Smith Miller
1411	Cincinnati (College Hill).....	Ohio Military Institute.....	W. L. Siling, Ph. D.

* Statistics of 1893-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.						
	Classical course.						Scientific course.		Male.	Female.									Male.
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect.....	2	0	13	14	67	44	2	1	1	0						0	150	1366	
Nonsect.....	2	2	3	11	50	73	1	2			1	3						1367	
Nonsect.....	2	0	75	0	0	0	25	0									690	\$10,000 1368	
Meth.....	1	1	35	18	15	42	15	3	5	0	8	6	4	3			1,800	1,500 1369	
Nonsect.....	1	1	25	15	68	62	12	3									109	1370	
Nonsect.....	1	0	4	5	36	40	0	0	0	1						0	0	0 1371	
Nonsect.....	1	1	20	16	26	18	3	2	0	0							109	1,500 1372	
Nonsect.....	2	1	40	25	30	40	10	5	5	6	2	1	1	2	2		450	1,500 1373	
M. E. So.....	1	1	72	19	19	24	4	6	13	5			1	2	1	3	0	200	2,500 1374
Nonsect.....	3	2	110	57	20	18	35	16			2	2	0	1		0	450	2,800 1375	
Nonsect.....	1	1	29	26	30	23	3	3			2	2	1	2	0		100	4,000 1376	
Nonsect.....	1	2	10	18	24	18			1	5	1	3	1	3	3	0		500 1377	
Nonsect.....	1	0	19	21	44	46	0	0		19	21	0	1	0	1	0		1,500 1378	
Miss. Bapt.....	1	1	43	35	54	48	3	4	6	9	0	0	0	0	0	0		1,200 1379	
Nonsect.....	1	1	20	10	40	10					4	2	2	4	2			3,000 1380	
Nonsect.....	6	1	150	34	40	10	50	5	40	10	25	2	15	1	5	0	1,000		1381
Cong.....	2	0	4	6	33	26	1	0	0	0							150	800 1382	
Nonsect.....	6	1	25	15	24	35	3	5	1	4	0	0	0	0	3	0	0	500 1383	
Nonsect.....	1	1	19	24			9	13	10	11								2,000 1384	
Nonsect.....	1	0	20	19	15	16	5	5										1,000 1385	
Nonsect.....	0	2	26	39	4	10	5	25										240 1386	
Nonsect.....	1	1	27	1	15	0	5	0	10	1	10	0	8	0	4	0	400	3,000 1387	
Nonsect.....	0	8	0	56	0	38	0	0	0	0	0	4	6	4	4	0	200	20,000 1388	
Bapt.....	1	0	1	4	46	45												1,000 1389	
Nonsect.....	1	2	11	13	21	35									3		754	11,000 1390	
Moravian.....	4	0	90	18	39	0	10	0			7	0	4	0	3	0		10,000 1391	
Bapt.....	2	1	48	72	75	77	7	3			4	3	4	2	4		500	12,000 1392	
Meth.....	2	1	16	7	64	39	2	0	0	0	0	1			4	0	500	7,000 1393	
Nonsect.....	1	2	20	12	52	37	0	0	4	5	1	2	1	2	3	0	400	2,500 1394	
R. C.....	0	4	3		33	100	2	2	0	0	1	2	1	1	4	0	1,000	20,000 1395	
Luth.....	3	0	67	15	63	50	4	0	0	0	0	0	0	0	3	0	350	25,000 1396	
Nonsect.....	2	3	25	33	12	16	0	2	25	31	0	7	0	7	4	0	2,000		1397
Friends (Orthodox).....	2	2	33	34	0	0					2	3			3	0	500	50,000 1398	
Nonsect.....	0	5	0	23	0	0					0	10	0	7					1399
R. C.....	8	0	83	0	0	0	83	0			13	0	13	0	4	0	3,000	80,000 1400	
R. C.....	0	3	0	28	0	20	0	12	0	16	0	3			4		3,000		1401
P. E.....	2	8	0	54	5	11	0	54			0	8	6	4	5	0			1402
Nonsect.....	0	7	0	21	6	35	0	5	0	7					4		1,000	16,500 1403	
Nonsect.....	0	6	0	45	0	25	0	4	0	12	0	2	0	1	5		2,000		1404
Epis.....	3	0	20	0	0	0	5	0	7	0					0			400 1405	
Nonsect.....	0	3	0	10	0	10	0	2			0	0					800		1406
Nonsect.....	3	3	26	2	2	1	18	2	5	0	5	0	5	0	4	0	1,000		1407
Nonsect.....	5	0	56	0	30	0	35	0	20	0	18	0	18	0	4	0	600	25,000 1408	
Nonsect.....	0	5	1	15	1	3			1	5					5	0			1409
Nonsect.....	0	11	0	65	0	10	0	5							4				1410
Nonsect.....	6	0	49	0	2	0	10	0	22	0	1	0	1	0	4	45	1,000	100,000 1411	

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	OHIO—continued.		
1412	Cincinnati (1615 Vine st.)	St. Francis Seraphicus College	P. Bernard Nurrc, O. F. M.
1413	Cincinnati (East 6th st.)	St. Mary's Literary Institute	Sister Mary Borgia
1414	Cincinnati (Oak and May sts.)	Ursuline Academy	Mother Baptista
1415	Cleveland (276 Hunting-ton st.)	Cleveland Academy*	Sarah L. Andrews
1416	Cleveland (768-770 Euclid ave.)	Hathaway Brown's School for Girls	Miss Mary E. Spencer
1417	Cleveland (1020 Prospect ave.)	Mittleberger's English and Classical School	Augusta Mittleberger
1418	Cleveland	University School	Newton M. Anderson
1419	do	Ursuline Academy	Mother Superior
1420	Columbus (151 East Broad st.)	Phelps's (Miss) English and Classical School	Lucretia M. Phelps
1421	Columbus (331 East Rich st.)	St. Joseph's Academy	Sister Mary Victorine
1422	Columbus (Cor. Long and High sts.)	Thompson's Preparatory Pri-vate School.*	J. F. Thompson
1423	Columbus (106 East Broad st.)	The University School	Abram Brown
1424	Crawfis College	Crawfis College	J. T. Fairchild
1425	Damascus	Damascus Academy	H. Herbert Ratcliff
1426	Dayton	English and Classical Training School for Boys and Girls	A. B. Shauck
1427	do	Notre Dame Academy	Sisters of Notre Dame
1428	do	St. Mary's Institute	Charles Eichner
1429	Gambier	Harcourt Place Seminary*	Mrs. Ida I. Ayer Hills
1430	Germantown	Miami Military Institute of Twin Valley College.*	Col. Orvon Graff Brown
1431	Hudson	Western Reserve Academy	Clay Herrick and Charles T. Hickok
1432	Marion	St. Mary's School	Rev. Michael Mulvihill
1433	New Lexington	S. Aloysius Academy	Mother Gonzaga
1434	Pleasantville	Fairfield Academy	Charles C. Webb
1435	Poland	Union Seminary	R. H. Gault
1436	Reading	Academy of Mount Notre Dame	Sister Agnes Aloysia
1437	St. Martins	Ursuline Academy	Sister M. Baptista
1438	Savannah	Savannah Academy	R. H. Branson
1439	South New Lyme	New Lyme Institute*	S. W. Mauck, A. M., president
1440	South Salem	Salem Academy	Chas. W. Barrett
1441	Tiffin	College of Ursuline Sisters	Mother Lignori
1442	Toledo	Ursuline Convent of Sacred Heart	Mother Superior
1443	Urbana	Urbana University	John H. Williams, B. S.
1444	West Farmington	Western Reserve Seminary	Rev. William H. Dye, A. M., Ph. D.
1445	Zanesville	Putnam Seminary	Mrs. Helen B. Colt
	OKLAHOMA.		
1446	Guthrie	St. Joseph's Academy	Rev. Mother Paula
	OREGON.		
1447	Albany	Academy of Our Lady of Per-petual Help.	Sister M. Anselma, O. S. B.
1448	Baker City	St. Francis Academy and Col-lege.	Sister Mary Cupertino
1449	Coquille	Coquille Collegiate Institute	J. L. Futrell, president

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.									
	Classical course.						Scientific course.		Male.	Female.					Male.	Female.	Male.	Female.					Male.	Female.
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
R. C.	9	0	96	0	0	0	—	—	—	—	—	—	5	0	5	0	—	1412				
R. C.	0	3	0	20	0	130	0	10	—	—	—	—	—	—	—	—	—	1413				
R. C.	0	4	0	18	8	41	—	—	—	—	—	—	0	7	0	3	—	1414				
Nonsect.	0	3	0	34	0	8	—	—	—	—	—	—	—	—	—	—	—	1415				
Nonsect.	1	13	0	54	16	50	—	—	—	—	—	—	0	12	0	4	—	1416				
Nonsect.	4	12	0	84	0	37	0	11	—	—	—	—	0	12	0	5	—	1417				
Nonsect.	4	6	133	0	93	0	23	0	31	0	23	0	—	—	—	—	—	1418				
R. C.	0	5	0	35	—	—	—	—	—	—	—	—	0	7	—	—	—	1419				
Epis.	2	7	0	70	12	60	0	7	—	—	—	—	6	12	0	3	—	1420				
R. C.	0	6	0	30	0	145	—	—	—	—	—	—	0	4	—	—	—	1421				
Nonsect.	1	0	29	23	8	2	5	0	5	0	—	—	—	—	—	—	—	1422				
Cong.	4	2	31	8	4	2	11	8	13	0	10	3	9	2	—	—	—	1423				
Nonsect.	1	2	23	28	0	0	3	1	—	—	—	—	—	—	—	—	—	1424				
Friends (Ortho- dox).	1	2	19	11	0	0	7	1	1	3	6	3	—	—	—	4	0	1425				
Nonsect.	1	1	35	37	5	15	0	0	11	4	4	1	4	1	3	0	1,200	1426				
R. C.	6	9	0	60	0	61	0	12	0	0	0	2	0	0	4	0	1,000	1427				
R. C.	10	0	100	6	260	0	20	0	49	0	8	0	—	—	5	—	—	1428				
Epis.	0	12	0	74	5	2	0	2	—	—	—	—	0	13	0	9	—	1429				
Nonsect.	3	0	25	0	0	0	—	—	—	—	—	—	2	0	—	—	—	1430				
Nonsect.	4	1	50	18	25	2	14	2	18	2	13	1	13	1	4	0	1,000	1431				
R. C.	6	4	19	22	157	15	9	22	—	—	—	—	0	2	—	—	—	1432				
R. C.	0	7	0	50	0	15	—	—	—	—	—	—	0	4	—	—	—	1433				
Nonsect.	2	0	35	24	2	3	6	0	15	12	3	5	2	3	3	0	150	1434				
Presb.	1	1	14	15	4	2	2	0	—	—	4	2	1	0	2	0	300	1435				
R. C.	0	4	0	28	0	72	0	28	0	1	0	5	0	1	4	0	4,000	1436				
R. C.	0	6	0	53	0	16	0	28	0	0	0	4	—	—	4	0	6,000	1437				
Nonsect.	4	2	69	70	0	0	—	—	—	—	—	—	7	6	—	—	—	1438				
Nonsect.	4	4	74	87	8	12	2	2	6	8	12	15	4	6	3	0	400	1439				
Presb.	1	1	22	16	4	5	2	0	1	1	2	4	2	1	3	0	950	1440				
R. C.	0	10	0	85	50	165	0	20	0	30	0	4	0	0	4	0	1,000	1441				
R. C.	0	10	0	80	0	120	0	0	0	12	0	5	—	—	4	0	2,000	1442				
New Ch. (Sweden- borgian).	3	2	12	10	0	0	2	0	5	4	0	0	0	0	4	0	5,000	1443				
M. E.	1	1	33	31	5	22	1	0	0	1	4	5	2	3	—	0	160	1444				
Nonsect.	0	5	0	22	0	0	0	3	—	—	—	—	0	6	—	—	3,000	1445				
R. C.	0	3	0	20	0	20	0	6	0	0	0	0	0	0	4	0	500	1446				
R. C.	0	1	0	5	17	26	0	1	0	1	0	1	0	0	3	0	0	1447				
R. C.	0	4	3	22	55	88	0	0	0	10	0	1	—	—	—	—	700	1448				
Nonsect.	1	2	4	4	33	32	2	4	—	—	—	—	—	—	4	—	—	1449				

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	OREGON—continued.		
1450	Jacksonville.....	St. Mary's Academy.....	Sister M. Laurentia.....
1451	La Grande.....	Sacred Heart Academy.....	Sister M. Euphrasia.....
1452	Lebanon.....	Santiam Academy.....	S. A. Randle.....
1453	Mount Angel.....	Mount Angel Academy.....	Mother M. Bernardine, O. S. B.....
1454	.....do.....	Mount Angel College and Seminary.....	Rev. F. Dominic, O. S. B.....
1455	Pendleton.....	St. Joseph's Academy and College.....	Mother Mary Stanislaus.....
1456	Portland.....	Bishop Scott Academy.....	J. W. Hill, M. D.....
1457	.....do.....	Portland Academy.....	S. R. Johnston.....
1458	.....do.....	St. Helen's Hall.....	Miss Eleanor Tibbetts, Ph. D.....
1459	.....do.....	St. Mary's Academy and College.....	Sister Mary Flavia.....
1460	.....do.....	St. Mary's College*.....	Brother George.....
1461	Roseburg.....	Roseburg Academy.....	C. T. Whittlesey.....
1462	St. Paul.....	St. Paul's Academy*.....	Sister M. Laurentia.....
1463	Salem.....	Academy of the Sacred Heart*.....	Sister Mary Matthew.....
1464	Sodaville.....	Mineral Springs College.....	Rev. L. D. Beck, A. B.....
1465	Tillamook.....	St. Alphonsus Academy.....	Sister Mary Clement.....
	PENNSYLVANIA.		
1466	Academia.....	Tuscarora Academy.....	Theo. D. Culp.....
1467	Allegheny.....	Park Institute.....	Chas. R. Coffin.....
1468	Ambler.....	Sunnyside School.....	Miss S. A. Knight.....
1469	Barkeyville.....	Barkeyville Academy*.....	G. W. Davis.....
1470	Bedford.....	Bedford Classical School.....	C. V. Smith, A. M.....
1471	Bellefonte.....	Bellefonte Academy.....	Rev. J. P. Hughes.....
1472	Bethlehem.....	Lehigh Preparatory School.....	H. A. Foering, B. S.....
1473	.....do.....	Moravian Parochial School.....	Albert G. Rau.....
1474	Birmingham.....	Mountain Seminary.....	Misses Davis and Gallaher.....
1475	Brodheadsville.....	Fairview Academy.....	E. T. Kunkle, A. M.....
1476	Bryn Mawr.....	Baldwin's (Miss) School for Girls.....	Miss Flora Baldwin.....
1477	.....do.....	Shipley's (Misses) School.....	The Misses Shipley.....
1478	Buckingham.....	Hughesian Free School.....	Melvin M. Heckler.....
1479	Bustleton.....	St. Luke's Boarding School for Boys.....	Charles H. Strout.....
1480	Canonsburg.....	Jefferson Academy.....	John C. Anderson.....
1481	Carlisle.....	Metzger College for Young Ladies.....	Wm. A. West, D. D.....
1482	Chambersburg.....	Chambersburg Academy.....	M. F. Alexander, A. M.....
1483	Chester.....	Chester Academy.....	George Gilbert, M. D.....
1484	Chestnut Hill (Station H, Philadelphia).....	Chestnut Hill Academy.....	James L. Patterson.....
1485	Columbia.....	St. Peter's Convent*.....	Rev. J. J. Hollern.....
1486	Concordville.....	Maplewood Institute.....	Joseph Shortidge.....
1487	Cresson.....	Mount St. Aloysius Academy.....	Mother M. de Sales.....
1488	Darlington.....	Greensburg Academy.....	Robert L. Wallace.....
1489	Dayton.....	Union Academy.....	A. P. Bittinger, Ph. D.....
1490	Doylestown.....	National Farm School.....	Ernest E. Faville.....
1491	Dry Run.....	Path Valley Academy.....	E. E. Pawling, A. M.....
1492	Easton.....	Easton Academy.....	Samuel R. Park.....
1493	.....do.....	Lerch's (Charles H.) School.....	Charles H. Lerch.....
1494	Eau Claire.....	Eau Claire Academy.....	Wm. McElwee, jr., A. M.....
1495	Elders Ridge.....	Elders Ridge Academy*.....	Rev. N. B. Kelly, A. M.....
1496	Elderton.....	Elderton Academy.....	N. A. W. Nichols.....
1497	Erie.....	St. Benedict's Academy.....	Sister M. Helena.....
1498	.....do.....	Villa Maria Academy.....	Elkanah Hulley, A. M.....
1499	Factoryville.....	Keystone Academy.....	Geo. W. Devillbiss.....
1500	Fawn Grove.....	Fawn Grove Academy.....	C. W. Hensel, A. M., B. D.....
1501	Fredericksburg.....	Schuykill Seminary.....	Rev. E. C. Wortman.....
1502	Fredonia.....	Fredonia Institute.....	

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Second-ary in-struct-ors.		Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in 1900.		College prepar-atory students in the class that gradu-ated in 1900.									
							Clas-sical course.		Scien-tific course.													
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
R. C.	0	2	0	15	0	70					0	4			4			1450				
R. C.	0	3	1	24	29	24									3			1451				
M. E.	2	1	19	26	7	4	0	0	4	6	1	0				0	400	88,000	1452			
R. C.	0	3	0	11	76	98					0	3					2,520	33,000	1453			
R. C.	12	0	97	0	45	0					8	0				5	0	2,000		1454		
R. C.	0	7	5	25	45	129	0	0	5	25						5	0	400	43,000	1455		
P. E.	4	3	30	0	80	0	10	0	15	0	3	0	1	0	4	30	800	150,000	1456			
Presb.	8	3	105	99	91	55	30	10	50	30	13	10	11	4	5	0	1,000	140,000	1457			
P. E.	0	7	0	84	13	55	0	4	0	10	0	5	0		5	4	500	90,000	1458			
R. C.	0	5	0	39	0	150	0	10	0	20	0	10				4	3,000		1459			
R. C.	1	1	33	0	112	0					12	0				2	500		1460			
Nonsect.	1	0	8	17	17	10	5	4	3	0	1	0	1	0	4	0	25		1461			
R. C.	0	1	10	20	23	23	2	6	0	20					5	6			1462			
R. C.	0	4	0	15	25	135									4		500		1463			
Cum. Presb.	2	1	13	12	7	0	0	0	0	2					4	0	200	6,000	1464			
R. C.	1	2	34	29	115	108	12	16	8	10	0	0	0	0	4	0	218	3,000	1465			
Nonsect.	3	0	18	16	2	2	2	1			1	1			4	0	150		1466			
Nonsect.	6	2	47	6	155	0	17	1	20	0	42	15	18	0	4	0			1467			
Nonsect.	0	7	6	5	11	17	13	0			0	0	0	0	3	0	400		1468			
Nonsect.	1	1	30	8	30	12	12	0	1	4	1	2	1	0	4		1,000	7,000	1469			
Nonsect.	1	1	25	19	4	2	17	5	3	0	0				4	0	0	120	1470			
Nonsect.	3	2	45	20	35	22	15	7	4	0	10	2	6	2		0			1471			
Epis.	4	0	50	0	21	0	8	0	25	0	10	0	10	0	4	6	2,000		1472			
Moravian.	1	7	35	25	85	77	4	0	12	5	15	9	7	4	6		5,000	65,000	1473			
Presb.	0	6	0	52	0	20	0	3	0	17	0	6	0	5			2,000	56,000	1474			
Nonsect.	3	0	19	11	45	37	2	0										3,500	1475			
Nonsect.	2	24	0	126	0	64	0	0	0	62	0	20	0	11					1476			
Friends.	3	18	0	40	0	10					0	18	0	13	5				40,000	1477		
Friends.	1	2	7	19	45	50					0	4			2				25,000	1478		
Epis.	6	0	30	0	26	0	4	0	18	0	0	8	6	6	6	0	2,000	50,000	1479			
Nonsect.	2	1	17	41	7	4	6	2	2	1	3	2	3	2	2	0	2,000	50,000	1480			
Nonsect.	1	5	0	48	0	12	0	12			0	1					3,000		1481			
Nonsect.	4	0	72	6	0	0	24	0	20	0	7	0	7	0		0	500	20,000	1482			
Nonsect.	1	3	20	22	11	5	1	0	20	16	2	1	1	0	4		700	15,000	1483			
Nonsect.	6	0	60	0	32	0					3	0	3	0		32	700		1484			
R. C.	0	4	9	9	57	55	2	4			0	1			3		670		1485			
Nonsect.	0	3	17	0	28	0	0				6	0			3		2,000	30,000	1486			
R. C.	0	9	0	39	0	31	0	12	0	10	0	4	0	4					1487			
Nonsect.	1	0	17	25	3	5	3	4							3	0	75	3,000	1488			
Nonsect.	2	0	8	3	35	43	0	0	8	3								500	1489			
Nonsect.	2	3	18	0	6	0										18	800		1490			
Presb.	1	0	8	10	18	4	1	0	0	0					3			3,000	1491			
Nonsect.	3	1	49	23	4	4	13	0	20	3	6	1	6	0	4	0	300	12,000	1492			
Nonsect.	3	1	47	3	25	3	15	0					0	1		0	200		1493			
Nonsect.	1	1	13	19	5	4	1	0	0	2					3	0	30	3,000	1494			
Nonsect.	3	0	40	20	0	0	40	2	0	0	6	3	6	3	4	0	500	7,000	1495			
Nonsect.	0	1	53	17	4	3	4	2	0	0	1	0	0	0	3	0	100	2,500	1496			
R. C.	0	4	0	35	0	75					0	0	0	0				80,000	1497			
R. C.	0	4	0	30	0	20	0	10	0	10	0	5	0	1	4	0	15,000	100,000	1498			
Bapt.	6	2	48	39	24	34					9	2			3	0	3,500	100,000	1499			
Nonsect.	1	0	5	10	8	5	0	2	0	0	0	0	0	0			80	1,000	1500			
Ev. Asso.	2	2	14	15	2	5	2	0	4	1	1	4			4		800		1501			
Nonsect.	3	3	107	110	20	15	5	0	10	8	7	5			4	0	350	10,000	1502			

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	PENNSYLVANIA—cont'd.		
1503	George School.....	George School.....	Geo. L. Maris.....
1504	Germantown.....	Boarding Day and College Pre- paratory School.....	Mrs. J. Frederick Dripps.....
1505	.....do.....	Friends' School.....	Davis H. Forsythe.....
1506	.....do.....	Germantown Academy.....	William Kershaw, Ph. D.....
1507	Glenville.....	Glenville Academy.....	E. M. Stahl.....
1508	Greensburg.....	Greensburg Seminary.....	J. C. Hoek.....
1509	.....do.....	St. Joseph's Academy for Young Ladies.....	Mother Mary Blanche.....
1510	Harrisburg.....	Harrisburg Academy.....	J. F. Seiler, Ph. D.....
1511	Haverford.....	Haverford College Grammar School.....	Charles S. Crosman.....
1512	Hickory.....	Hickory Academy.....	A. M. Reed, A. B.....
1513	Jenkintown.....	Abington Friends' School.....	George M. Downing.....
1514	Kennett Square.....	Martin Academy.....	Edgar Stinson.....
1515	Kingston.....	Wyoming Seminary.....	L. L. Sprague, D. D.....
1516	Kittanning.....	Kittanning Academy*.....	Rev. Robert Barner.....
1517	Lancaster.....	Sacred Heart Academy.....	Sister Superior.....
1518	.....do.....	The Yeates Institute.....	Frederic Gardiner.....
1519	Ligonier.....	Ligonier Classical Institute.....	Rev. E. H. Dickinson.....
1520	Lititz.....	Linden Hall Seminary.....	Rev. Charles D. Kreider.....
1521	London Grove.....	Friends' School.....	Jane P. Rushmore.....
1522	McSherrystown.....	St. Joseph's Academy.....	Mother Ignatius.....
1523	Mechanicsburg.....	Normal and Classical School.....	D. E. Kast.....
1524	Media.....	Friends' Select School.....	Alice A. Roberts.....
1525	Mercersburg.....	Mercersburg Academy.....	William Mann Irvine, Ph. D.....
1526	Millville.....	Greenwood Seminary.....	Harry W. Ever.....
1527	Mount Pleasant.....	Western Penn.-sylvania Classical and Scientific Institute.....	H. C. Dixon.....
1528	Murrysville.....	Laird Institute.....	S. R. Frazier.....
1529	Nazareth.....	Nazareth Hall Military Acad- emy.....	Rev. S. J. Blum.....
1530	New Bloomfield.....	Bloomfield Academy*.....	H. C. Mohn.....
1531	New Lebanon.....	McElwain Institute*.....	H. Alfred Steele.....
1532	North East.....	St. Mary's College.....	Rev. Caspar G. Ritter.....
1533	North Hope.....	North Washington Academy*.....	Kinter Hawilton.....
1534	North Wales.....	North Wales Academy and School of Business.....	Samuel U. Brunner.....
1535	Ogontz.....	Chettenham Military Academy.....	J. D. Skilton, A. M.....
1536	Ogontz School.....	Ogontz School for Young Ladies.....	Sylvia J. Eastman.....
1537	Oley.....	Oley Academy.....	Howard Mitman, A. M.....
1538	Oxford.....	Oxford Academy*.....	Slater C. Garver.....
1539	Penn Run.....	Armagh Academy.....	C. A. Campbell.....
1540	Pennsburg.....	Perkiomen Seminary.....	O. S. Kriebel, A. M.....
1541	Philadelphia (Torresdale P. O.).....	Academy of the Sacred Heart.....	Mother Henrietta Spalding.....
1542	Philadelphia (1350 Pine st., cor. of Broad.).....	Anable's (Miss) School for Young Ladies.....	Isabella Anable.....
1543	Philadelphia (Broad and Cherry sts.).....	Brown College Preparatory School.....	Alonzo Brown.....
1544	Philadelphia (1420 Pine st., above Broad.).....	De Lancey School.....	Joseph Dana Allen.....
1545	Philadelphia (4112 Spruce st.).....	French and English Boarding and Day School for Young Ladies.....	Elizabeth F. Gordon.....

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.								
							Classical course.		Scientific course.												
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Friends	7	9	92	77	0	0	1	1	4	1	9	18	2	2	3	5	0	2,361	\$320,000	1508	
Nonsect.	0	8	0	24	0	76	0	5			0	8	0	3	3	0		2,361		1504	
Friends	0	5	40	80	50	70			40	80	1	5	1	4	5	0	1,200	100,000	1505		
Nonsect.	8	2	150	0	100	0					16	5	0	5	0		1,000	250,000	1506		
Luth.	3	1	43	8	1	2	12	2	0	0	7	0	5	0	4	0	150	6,000	1507		
Luth.	4	4	130	135	0	0	7	3	0	0	20	21	7	3	3	0	600	35,000	1508		
R. C.	0	4	0	15	0	67	0	0	0	0	0	3	0	0	4			300,000	1509		
Nonsect.	2	0	26	6	3	0	6	0	4	0	5	0	4	0	0		100		1510		
Friends	7	0	75	0	51	0	13	0	15	0	7	0	6	0	4	0	600		1511		
Nonsect.	1	1	16	21	0	0	1	0			2	7	1	1	1		300	1,400	1512		
Friends	2	5	21	26	34	29	0	8	2		4	8	1	3	4	0	800	150,000	1513		
Friends (Hick-site).	0	2	23	25	23	18					4	2	4	2	4	0			1514		
M. E.	11	10	269	137	35	30	26	3	93	28	22	14	17	6	4	0	4,000	300,000	1515		
Nonsect.	3	0	40	25	0	0	25	4			0	4					0		1516		
R. C.	0	3	0	18	0	10					0						0		1517		
Epis.	7	2	24	0	16	0	30	0	6	0	4	0	4	0	6	0	1,300	70,000	1518		
Nonsect.	1	1	30	36	14	12	2	2	1	0							100		1519		
Moravian	0	4	0	21	8	42					0	7					2,000	63,000	1520		
Friends (Hick-site).	0	2	16	20	3	7	1	3	2	0	3	5	3	5		0	0	3,000		1521	
R. C.	0	5	0	19	0	15	0	0	0	0							1,245		1522		
Nonsect.	1	2	15	15	3	2	5	4	0	2									1523		
Friends	0	3	9	2	10	16	2	2			0	1	0	1	4	0	20	10,000	1524		
Reformed.	15	6	160	0	25	0	70	0	50	0	66	0	66	0	160	0	3,000	75,000	1525		
Friends	1	2	15	8	29	13	2	0			0	1	0	1		0	500	3,000	1526		
Baptist	3	2	41	24	13	8	12	13	29	11	4	3	4	3	3	0	2,800	37,000	1527		
Presb.	1	1	10	15	3	7	3	2									400		1528		
Moravian.	4	0	56	0	30	0	5	0	15	0	20	0	28	0	4	56			1529		
Nonsect.	2	2	40	30	35	20	7	1			4	3	1	0	4	0	200	8,000	1530		
Nonsect.	12	1	55	25	20	15	10	12	4	1	7	0	0	0	6	0	800	7,000	1531		
R. C.	11	0	102	0	0	0	0	0			2	0	0	0	0	0	6,000	50,000	1532		
Nonsect.	1	1	25	23	11	26	3	2	2		3	2	2	0	3	0	600	3,000	1533		
Nonsect.	2	1	8	2	7	0	3	2	2	0	3	2	1	2	3	0		20,000	1534		
Nonsect.	7	2	50	0	27	0	5	0	20	0	8	0	3	0		50	400		1535		
Nonsect.	4	17	0	109	0	12					0	17						200		1536	
Nonsect.	1	0	7	6	11	10	5	5									300	3,500	1537		
Nonsect.	1	0	4	8	2		1	0	0	0	0	0	0	0						1538	
Nonsect.	2	0	20	14	40	39					12	1	0	0				500		1539	
Schwenkfelder.	15	5	120	81	64	25					20	8	20	3	3	0	1,500	50,000	1540		
R. C.	0	15	0	70	0	60	0	40	0	30	0	2			4	0	2,500		1541		
Nonsect.	0	7	0	39	0	11					0	9					1,000		1542		
Nonsect.	2	2	60	5	6	0	4	0	26	0	20	0	20	0	4		100	10,000	1543		
Nonsect.	13	0	108	0	82	0					30	0	24	0	4	0	500	200,000	1544		
Nonsect.	0	4	0	42	0	50	0	4			0	5	0	2	6		1,200	18,000	1545		

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	PENNSYLVANIA—cont'd.		
1546	Philadelphia (140 North 16th st.).	Friends' Select School.....	J. Henry Bartlett
1547	Philadelphia (2037 De Lancey place).	Gibson's (Miss) School for Girls.....	Miss Margaret S. Gibson....
1548	Philadelphia	Girard College for Orphans.....	Adam H. Fetterolf, Ph. D.
1549	Philadelphia (410 South Chestnut st.).	Hamilton School *	Le Roy Bliss Peckham
1550	Philadelphia (921 Bainbridge st.).	Institute for Colored Youth	Fanny J. Coppin.....
1551	Philadelphia (2011 De Lancey place).	Agnes Irwin's School for Girls	Sophy Dallas Irwin
1552	Philadelphia (1825 Green st.).	Keyser's (Miss) School.....	Harriet D. Keyser.....
1553	Philadelphia	Marshall Seminary.....	Miss E. S. Marshall
1554	Philadelphia (109 South 20th st.).	Mid-City School for Girls	Mrs. Rebecca C. Dickson Long.....
1555	Philadelphia (Chestnut Hill).	Mount St. Joseph Academy	Mother M. Clement.....
1556	Philadelphia (West Rittenhouse square).	Notre Dame Academy	Sister Agnes Mary.....
1557	Philadelphia (Broad and Vine sts.).	Roman Catholic High School for Boys.....	Rev. Nevin F. Fisher.....
1558	Philadelphia (2100 South College ave.).	School for Girls—Drexel Home.....	Rev. C. Goedel.....
1559	Philadelphia (Broad and Berks sts.).	The Temple College	Russell H. Conwell
1560	Philadelphia (8 South 12th st.).	William Penn Charter School	Richard M. Jones, LL. D.
1561	Pittsburg (5th ave. and Craig st.).	Alinda College Preparatory School.....	Miss Ellen Gordon Stuart
1562	Pittsburg	East Liberty Academy.....	Rev. Emil Lewey, Ph. D.
1563	Pittsburg (Oakland).....	Lady of Mercy Academy	Sister Director
1564	Pittsburg	Shady Side Academy.....	William R. Crabbe
1565	Pittsburg (Ross and Diamond sts.).	The Pittsburg Academy	J. Warren Lytle.....
1566	Pittsburg (Shady ave.)	Thurston Preparatory School	Alice M. Thurston
1567	Pittsburg	Ursuline Academy (Young Ladies).....	Madame Ursula
1568	Pleasant Mount	Pleasant Mount Academy *	J. H. Kennedy
1569	Pottstown	The Hill School	John Meigs
1570	Prospect	Prospect Academy	A. Green, A. M.
1571	Reading	Reading Classical School for Boys.....	S. W. Kerr and Ambrose Cort
1572	Reidsburg	Reid Institute *	Geo. Ballentine
1573	Riegelsville	Riegelsville Academy	M. S. H. Unger
1574	Rimersburg	Clarion Collegiate Institute *	W. L. Smith
1575	Rose Point	Rose Point Academy	W. Floyd Harris.....
1576	Saltsburg	Kiskiminetas Springs School	A. W. Wilson, jr., R. W. Fair
1577	Scranton	St. Cecilia Academy	Mother Crescentia
1578	do	St. Thomas College	Brother F. Andrew, F. S. C.
1579	do	School of the Lackawana	Rev. T. M. Cann, LL. D.
1580	Sewickley	Stuart's (Miss) College Preparatory School.....	Miss Ellen Gordon Stuart
1581	Sharon	Hall Institute.....	S. L. Cover, A. M.
1582	South Bethlehem	Bishopthorpe School	Miss Frances M. Buchan
1583	Stewartstown	Stewartstown Collegiate Institute.....	Henry M. Payne, president
1584	Sugar Grove	Sugar Grove Seminary	D. H. Seneff, president
1585	Swarthmore	Swarthmore Preparatory School.....	A. H. Tomlinson.....

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.		
	Secondary instructors.		Secondary students.		Elementary students.		Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.									
							Classical course.		Scientific course.													
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	19	20	21	22			
Friends (Orthodox). Nonsect	5	10	70	163	0	0								6	10	0	0	4	0	\$150,000	1546	
Nonsect	1	6	0	25	0	0								0	4						1547	
Nonsect	21	1	197	0	1534	0								24	0			3	197	16,000	3,350	1548
Nonsect	5	0	40	0	60	0														50,000	1549	
Friends	3	5	49	102	72	95								7	15	0	0	4	0	4,000	75,000	1550
Nonsect	1	4	0	101	0	61	0	1										4	0			1551
Nonsect	0	4	0	9	13	47	4	0						4	0			4		500	25,600	1552
Nonsect	6	7	0	62	0	0													62			1553
Nonsect	0	5	0	10	0	15								0	3					1,000		1554
R. C.	0	4	0	125	56	47	0	65	0	60	0	5		0	5					4,600		1555
R. C.	0	6	0	58	45	98	0	58	0	0	0	0	0	0	0	0	4	0	2,000			1556
R. C.	22	0	300	0	100	0					25	0					4	0	2,000	250,000		1557
Luth	1	7	0	15	0	27	0	0									2	0	300			1558
Nonsect	13	2	356	92	588	721	69	31	77	20	42	84	11	6	3			3,500	165,000		1559	
Friends	11	14	473	0							23	0	23	0		0	2,000					1560
Nonsect	1	6	0	47	10	23	0	12										450				1561
Nonsect	2	0	38	0	2	0	5	0	20	0	8	0	8	0	4	0		60				1562
R. C.	0	4	0	68	0	45	0	9			0	4	0	2			1,200					1563
Nonsect	14	0	211	0	29	0	80	0	150	0	33	0	33	0	6	0	1,000	100,000				1564
Nonsect	3	9	251	168	11	208	5	1	90	6	26	30	20	6	3	126						1565
Nonsect	1	10	0	84	46	140	0	59			0	1	0	1	4	13	852					1566
R. C.	0	7	0	34	0	50	0	5	0	5	0	2						50,000				1567
Nonsect	2	1	10	20	10	15	1	3	1	3	1	3	1	0	3	0	500	1,600				1568
Nonsect	17	0	154	0	46	0	75	0	75	0	40	0	40	0	4	154	4,000	400,000				1569
Nonsect	1	1	24	25	16	3	1	0			1	0	1	0	4	0						1570
Nonsect	2	0	30	25	6	0	8	0	6	0	8	0	8	0	3	0		15,500				1571
Bapt	1	1	8	10	5	8	1	0	0	1							300	2,000				1572
Nonsect	0	2	9	20	11	10	3	6			2	3	2	3		0	3,500	10,000				1573
Reformed	1	0	9	25	6	5	4	1								4	0	300	3,000			1574
Nonsect	1	0	10	8	6	6					0	0	0	0	4	0	0		1,000			1575
Nonsect	4	2	53	0	25	0	20	0	33	0	12	0	12	0	4		300	52,000				1576
R. C.	3	4	33	50	57	215	1	0	1	0	3	9	2	0	4	0	3,000					1577
R. C.	2	0	180	0	300	0	93	0	87	0	8	0	8	0	4	0	2,000	200,500				1578
Nonsect	2	2	33	26	27	10	27	2	15	14	9	6	7	3	4		2,000	40,000				1579
Nonsect	0	5	2	16	0	11	2	3								0						1580
Bapt	3	2	20	20	92	80	10	16	15	12	10	8	3	2	4	0	1,000	60,000				1581
Epis.	0	5	0	45	0	17	0	2	0	1	0	5					3,500	30,000				1582
Nonsect	2	2	83	22	12	14	27	12	8	0	20		11	4	4	0	200	15,000				1583
United Br. Friends (Hicksite).	3	3	37	72	0	0	7	15	9	15	1	0	1	0	3	0	2,000	33,200				1584
	4	6	53	42	32	30	12	21	41	22	7	2	7	1	4	0	200	53,000				1585

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	PENNSYLVANIA—cont'd.		
1586	Towanda	Susquehanna Collegiate Institute.	H. G. Padgett
1587	Washington	Trinity Hall	Wm. W. Smith, rector
1588	...do	Washington Female Seminary	Mrs. Martha N. McMillan
1589	Waterford	Waterford High School*	G. A. Persell
1590	West Chester	Darlington Seminary for Young Ladies.	Frank P. Bye
1591	...do	Friends' School*	Elizabeth S. Pennell
1592	West Newton	West Newton Academy	Geo. D. Crissman, Ph. D.
1593	West Sunbury	West Sunbury Academy	A. Bruce Gill
1594	Westtown	Westtown Boarding School	William F. Wickersham
1595	Wilkesbarre	Harry Hillman Academy	H. C. Davis
1596	...do	St. Mary's Academy*	Mother Francesco
1597	Williamsport	Williamsport Dickinson Seminary.	Edward J. Gray, D. D.
1598	Wyncote	Chelton Hills Select School	Annie Heacock, Lida Le Maître.
1599	York	York Collegiate Institute	E. T. Jeffers, D. D.
	RHODE ISLAND.		
1600	East Greenwich	The East Greenwich Academy	Rev. Ambrie Field
1601	Newport	School for Boys (St. George's)	John B. Diman
1602	Pawtucket (35 Fountain st.).	English and Classical School	C. A. Cole, A. M.
1603	Providence (48 Snow st.).	English and Classical School*	Charles B. Goff, Ph. D.
1604	Providence (Ehnlhurst, 736 Smith st.).	Female Academy of the Sacred Heart.	Mother Amelia Schulten
1605	Providence (197 Franklin st.).	La Salle Academy	Mother Peter
1606	Providence (223 Thayer st.).	The Lincoln School	Ednah G. Bowen
1607	Providence (547 Ehnwood ave.).	Slade Mansion Select School*	Fannie E. Woods
1608	Providence (60 Broad st.).	St. Francis Xavier's Academy	Sister M. Eulalia
1609	Providence (15 Greene st.).	School for Young Ladies	Miss Abbie E. Southwick
1610	Providence (26 Cabot st.).	Wheeler's (Miss) School	Miss Mary C. Wheeler
1611	East Providence (Riverside P. O.).	Flagg's (Mrs.) Private School	Mrs. Eleanor C. M. Flagg
1612	Woonsocket (Park ave.).	Convent of Jesus and Mary	Sister Mary St. Stephen
1613	Woonsocket (43 Hamlet ave.).	Sacred Heart College	Brother Urie
	SOUTH CAROLINA.		
1614	Anderson	Patrick Military Institute	John B. Patrick
1615	Ashland	Ashland High School	P. P. Bethea
1616	Bamberg	Carlisle Fitting School of Wofford College.	W. E. Willis
1617	Batesburg	Batesburg Institute	Louis C. Perry, A. M.
1618	Brownsville	Brownsville School	R. D. Epps
1619	Campbell	Campbell High School	I. W. Wingo
1620	Charleston (38 Corning st.).	Gibbes' (Misses) Private School	Misses S. P. and E. S. Gibbes.
1621	Charleston	Porter Military Academy	Chas. J. Colcock
1622	Charleston (47 Meeting st.).	Smith's (Mrs.) Private School	Mrs. Isabel A. Smith
1623	Charleston (16 Legare st.).	University School	Edward F. Mayberry
1624	Chester	Brainerd Institute	John S. Marquis
1625	Clinton	The Thornwell Orphanage	Wm. P. Jacobs, D. D.
1626	Cokesbury	Cokesbury Conference School	Dr. W. S. Stokes
1627	Columbia	Benedict College	Abraham C. Osborn

*Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.						
	Classical course.						Scientific course.		Male.	Female.									Male.	Female.	Male.	Female.
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Presb.....	4	3	46	63	0	0	15	12	8	3	5	4	5	4	3	50	1,000	\$10,000	1586
Epis.....	4	0	26	0	11	0	6	0	16	0	2	0	2	0	6	26	3,200		1587
Nonsect.....	0	14	0	160	0	20	0	0	0	1	1	0	13	0	3		2,500	55,000	1588
Nonsect.....	1	0	19	19	0	0	0	0	1	1	1	0	1	0	3		800	6,600	1589
Nonsect.....	5	5	0	46	0	4	0	6	0	0	0	6	0	2	3	0	1,000	25,000	1590
Friends (Orthodox).	0	2	11	11	4	5	0	4			0	2	0	1	4	0			1591
Nonsect.....	3	1	20	25	5	2	2	0	2	4	1	0	1	0	2	0	20	50	1592
Nonsect.....	1	2	46	58	0	0	6	11	0	0	1	3	1	1	3	0	400	6,000	1593
Friends.....	8	10	89	97	4	5	0	2	5	0	14	19	4	2	4	0	5,200		1594
Nonsect.....	5	0	57	0	63	0	17	0	36	0	10	0	10	0	0		500	60,000	1595
R. C.....	0	2	8	16	192	384	0	16	0	8	0	16			3		100		1596
Meth.....	6	3	116	97	14	83	7	3	9	2	15	20	2	4	4	0			1597
Nonsect.....	0	4	5	13	2	2	0	5			2	2			5			10,000	1598
Presb.....	4	3	51	22	4	6	21	5	27	20	3	1	3	1	5	0	3,500	106,600	1599
M. E.....	5	6	42	60	35	29	4	3	5	3	6	10	4	3	4	0		64,500	1600
Epis.....	5	1	18	0	12	0	15	0	3	0	3	0	3	0	4	0			1601
Nonsect.....	1	1	21	11	40	6	1	0	8	1	7	2	5	1	0		5,000		1602
Nonsect.....	8	1	70	0	71	0					16	0	13	0	4	35	200	1,400	1603
R. C.....	0	10	0	35	9	35	0	27	9	0	0	4					3,170	100,000	1604
R. C.....	7	0	153	0	50	0	116	0			18	0	11	0	4	0	1,500		1605
Nonsect.....	0	5	0	50	0	50	0	15	0	5	0	6	0	3	4	0	660	2,000	1606
Nonsect.....	1	3	0	7	51	78	0	0	0	1	1	0			4				1607
R. C.....	0	7	0	41	16	0	0	6			0	3			4	0			1608
Epis.....	0	7	0	21	0	41	0	0	0	3	0	7	0	1	4	0	1,000		1609
Nonsect.....	1	3	0	32	0	23	0	5	0	0	0	2	0	2	5			30,000	1610
Nonsect.....	0	1	5	3	5	8					0	6	0	0		0			1611
R. C.....	0	2	0	8	0	593	0	4	0	4	0	8	0	8			100		1612
R. C.....	4	0	56	0	151	0											200	10,000	1613
Nonsect.....	4	0	48	0	5	0	2	0	0	0	4	0	1	0	4	48	1,000	12,000	1614
Nonsect.....	1	2	45	37	28	44	8	10	2	0	4	2	4	2	3		150	3,000	1615
Meth.....	3	1	42	23	10	2	12	9	2	0	4	8	4	8	4		960	18,000	1616
Nonsect.....	2	1	30	40	50	35	10	15			1	1	1	1	4	0	130	3,500	1617
Nonsect.....	1	1	13	10	30	27	1	0			0	0	0	0		0	0	1,000	1618
Nonsect.....	2	2	15	20	35	40	10	10			1	3	1	3	4	0	300	3,500	1619
Nonsect.....	1	5	0	11	0	35	0	2			0	4	0	1	4				1620
Epis.....	6	0	70	0	15	0	4	0	25	0	12	0	0	0	4	70			1621
Nonsect.....	6	6	0	47	2	23	0	12			0	8							1622
Nonsect.....	1	0	17	9	6	0	7	0	1	0	4	9	4	0		0		200	1623
Presb.....	1	2	10	15	78	192	8	0	0	2	3	7	2	2	2	0	300	10,000	1624
Presb.....	4	5	15	39	65	81	15	39			1	5	1	5	4	0	6,000	80,000	1625
Meth.....	1	1	40	30	8	10									4	0	1,200	4,000	1626
Bapt.....	19	4	123	69	82	294	8	5			7	16	3	2	4	0	3,500	76,000	1627

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

State and post-office.	Name.	Principal.
1	2	3
SOUTH CAROLINA—cont'd.		
1628 Gaffney	Gaffney High School	S. A. Chambers
1629 Georgetown	Winyah Indigo Academy	Thos. B. Hamby
1630 Greenville	Sterling Industrial College	D. M. Minus, A. M., D. D.
1631 Hartsville	Welsh Neck High School	J. W. Gaines
1632 Honea Path	High School	J. J. McLewain
1633 Johnston	The Johnston Institute*	W. D. Holland
1634 Jordan	Jordan Academy*	R. C. Newton
1635 Kershaw	Union Institution*	Rev. F. M. Hemphill
1636 Lake City	Lake City High School	S. C. Morris
1637 Leesville	Leesville College*	L. B. Haynes
1638 Link	Willington High School*	R. B. Cheatham
1639 McColl	Palmetto High School	R. S. Fletcher
1640 Manning	Manning Academy	Mrs. E. C. Alsbrook
1641 Pinopolis	Pinopolis Academy	D. M. O. Driscoll
1642 Reidville	Reidville Female College*	L. P. McGee
1643 do	Reidville Male High School	Geo. Briggs
1644 Rock Hill	Presbyterian High School	A. R. Banks
1645 Sumter	St. Joseph's Academy	Sister M. Loretto
1646 do	Sumter Institute	Mrs. L. A. Broune and Miss E. E. Cooper
1647 Tigerville	North Greenville High School	O. J. Peterson, A. B.
1648 Townville	Townville Academy*	C. W. Moore
1649 Walhalla	McCollough's (Miss) School	Ida McCollough
SOUTH DAKOTA		
1650 Academy	Ward Academy	Mrs. Olivia Herron
1651 Canton	Augustana College	Anthony G. Tuve
1652 Sioux Falls	All Saints School	Helen S. Peabody
1653 do	Sioux Falls College	Rev. A. Wellington Norton, A. M.
1654 Sturgis	St. Martin's Academy	Mother Angela
1655 Vermillion	St. Joseph's Academy	Sister M. Stanislaus Percell
1656 Wessington	Wessington Springs Seminary	J. Gordon Baird
TENNESSEE.		
1657 Anderson	Andersonville Institute	C. T. Carpenter
1658 Aspen Hill	Aspen Hill Academy*	C. H. Walker, M. Sci.
1659 Athens	Athens Female Academy*	B. E. Atkins
1660 Atoka	Robinson High School*	R. E. Robinson
1661 Bellbuckle	Webb School	W. R. and J. M. Webb
1662 Birchwood	Rutherford Graded School	R. T. Rutherford
1663 Bloomingdale	Kingsley Seminary	Joseph H. Ketron
1664 Bryson	Bethany High School*	W. W. Templeton
1665 Butler	Holly Springs College*	James H. Smith
1666 Camden	Benton Seminary	W. D. Cooper
1667 Campbellsville	Campbellsville High School*	J. J. Zuccarello
1668 Carthage	Joseph W. Allen School	W. P. Morrison
1669 Centerville	Centerville High School	J. N. D. Atkins
1670 Chapel Hill	Chapel Hill Academy	W. E. Thompson
1671 Chattanooga	Baylor's University School*	Jno. Roy Baylor
1672 do	Chattanooga College for Young Ladies	Jno. L. Cooper, A. M.
1673 do	English and French School	Diana Duval
1674 Chuckey City	Wesleyan Academy	Samuel H. Thompson
1675 Clarksville	Clarksville Female Academy	Mrs. E. G. Buford
1676 Clifton	Clifton Masonic Academy*	J. F. Hughes
1677 Cloverdale	Cloverdale Seminary*	W. A. Bell
1678 College	Ewing and Jefferson College*	O. L. White
1679 Columbia	Columbia Female Institute	Miss Mary A. Bryant
1680 Culleoka	Culleoka Academy*	John P. Graham

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Students.																		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Secondary instructors.		Secondary students.		Elementary students.		Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.									
							Classical course.		Scientific course.													
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Nonsect.	1	0	8	6	23	17	3	4			3	1				0		\$2,000	1628			
Nonsect.	1	0	6	13	0	0	6	13			0	9	1		2	0	7,000	8,000	1629			
Nonsect.	1	1	16	60	20	66	2	13	3	0	0	6	1	9	0	25	3,000	23,000	1630			
Bapt.	3	3	75	60	20	22					0	6			4	70	100	21,000	1631			
Nonsect.	1	1	24	23	34	38	5	8	7	1	0	6	0		3	0	300	1,200	1632			
Nonsect.	4	4	80	79	50	40	15	15			0	4	0	6	4	40	150	5,000	1633			
Nonsect.	0	1	12	15	22	23	0	1	0	2	0	4	0		4	0	160	1,000	1634			
Bapt.	1	1	12	10	90	140					1	0			4		0	2,500	1635			
Nonsect.	1	1	3	8	27	17	2	2			2	2			4			100	1636			
Nonsect.	3	4	25	40	15	20					12	12			4		300	3,000	1637			
Nonsect.	1	0	11	7	16	14	0	0	0	0					4			400	1638			
Meth.	1	0	17	5	13	15	0	0	4	0						6	150	1,350	1639			
Nonsect.	1	1	15	10	10	5	10	8	2	5									1640			
Nonsect.	1	0	16	10	12	10					1	1	1	1				700	1641			
Presb.	0	2	1	20	6	50	0	10	0	10	0	5	0		3		300	2,000	1642			
Presb.	1	1	32	0	46	0	8	0	3	0	5	0	3	0	3	0	600	2,000	1643			
Presb.	1	0	90	2	0	60	2	33	0	0	15	2	13	2	4	90	350	18,000	1644			
R. C.	0	5	0	30	0	0							0		4				1645			
Presb.	2	5	0	40	10	20					0	6							1646			
Bapt.	1	1	10	10	70	60	3	1								0	75	1,500	1647			
Nonsect.	1	1	1	10	26	25	0	0	0	5					3			300	1648			
P. E.	0	1	3	7	21	25	0	4			0	0	0	0	0	0	130	2,000	1649			
Cong.	1	3	18	12	0	15	7	3	1	6	0	6	0		4	0	800	10,000	1650			
Nor. Luth.	4	1	27	8	62	40	14	0	11	0	7	2	4	0	3	0	1,000	10,000	1651			
P. E.	0	6	4	46	21	70	0	5	0	3	0	2	0	2	5	0	1,027	60,000	1652			
Bapt.	4	6	44	39	13	10	2	15	1	5	1	2	1	4	4	0	2,000	50,000	1653			
R. C.	0	5	14	30	26	44	0	0	4	30	1	8	1	4	4	0			1654			
R. C.	0	2	12	20	5	44					7	0	7		4	0	1,550		1655			
Free Meth.	2	4	16	17	0	0	3	3	2	3	7	0	7	0	4	0	1,000	13,500	1656			
Bapt.	2	1	55	10	84	51	55	10							4	0	400	7,200	1657			
Nonsect.	1	1	20	21	34	30	7	4	9	4	9	4	4	4	4		200	2,000	1658			
Nonsect.	0	3	0	60	15	20					0	2			4			8,000	1659			
Nonsect.	1	1	20	40	46	20					0	2					100	2,500	1660			
Meth.	5	0	227	17	0	0	219	13	27	3	27	22	27	3	4	0	3,000	8,000	1661			
Nonsect.	2	1	112	126													125	2,500	1662			
M. E.	4	0	34	8	33	20	8	1	2	1	1	0	1	0	4	0	30	2,200	1663			
Presb.	1	2	14	26	40	37												10,000	1664			
Nonsect.	1	1	28	10	0	0	2	1	3	4							600	4,000	1665			
Nonsect.	1	1	12	14	103	76	2	4	2	4					4	0	200	2,500	1666			
Nonsect.	1	2	40	45	40	25	4	4	4	4									1667			
Nonsect.	2	0	60	75	40	50	40	28	4	3	2	0	1	0	0	0	600	10,000	1668			
Nonsect.	2	0	14	10	46	55	5	6	10	7	0	0	0	0	4	0		1,250	1669			
Nonsect.	1	0	11	12	44	38	7	7			7						190	3,000	1670			
Nonsect.	2	1	29	0	20	0									4		1,000	12,000	1671			
Nonsect.	3	2	10	17	0	8									3				1672			
Nonsect.	0	1	7	10	11	23													1673			
Meth.	1	1	15	14	20	30	3	2	2	2	0	0	0	0	3	0	200	3,000	1674			
M. E. So.	0	4	0	97	0	45	0	75	0	20	0	11	0	5	4	0	500	15,000	1675			
Nonsect.	1	0	12	8	40	38			1	6					5		59	4,000	1676			
Nonsect.	1	2	10	9	8	3				0	3	0	2						1677			
Cum. Presb.	1	1	20	16	70	29	3	0	5	6	1	0	0	0	0	0		12,000	1678			
Epis.	0	8	0	60	40	69	0	0	0	26	0	4	0	0	4	0	10,200	140,000	1679			
Nonsect.	1	0	11	10	20	16	2	2	0	0	1	2	1	2	4		1,200	1,200	1680			

TABLE 43.—Statistics of private high schools, endowed academies, seminaries,

State and post-office.	Name.	Principal.
1	2	3
TENNESSEE—continued.		
1681 Cumberland City	Cumberland City Academy	J. H. Bayer
1682 Cumberland Gap	Training School (Harrow) *	Joseph Marion Weaver
1683 Doyle Station	Doyle College	B. F. Jones
1684 Duck River	Shady Grove Institute	R. S. Ballow
1685 East Nashville	Paxton Academic School *	Alex. S. Paxton
1686 Elizabethton	Harold McCormick School	J. J. Loux
1687 Evensville	Tennessee Valley Baptist Insti- tute.	W. E. Rogers, A. M.
1688 Fayetteville	Dick White College *	J. M. Langston, jr.
1689 do	Peoples and Morgan's School	R. H. Peoples, R. K. Morgan
1690 Friendsville	Friendsville Academy	J. H. Moore
1691 Grandview	Grandview Normal Institute	H. L. Hoyt
1692 Grassy Cove	Grassy Cove Academy	Hubert S. Lyle
1693 Hardison Mills	Hardison Mills Institute *	Flanary and Robinson
1694 Henderson	Vanderbilt Training School	R. C. Douglas
1695 Hillham	The Fisk Academy	W. C. Davidson
1696 Howell	Howell Academy	Allen Hughey
1697 Jackson	Lane College	Thomas F. Sanders
1698 Jasper	Pryor Training School *	J. R. Hunter
1699 Kingston	Rittenhouse Academy	W. H. Taylor
1700 Knoxville	Baker-Hemel University School	C. W. Hemel
1701 do	East Tennessee Female Insti- tute.*	Charles C. Ross
1702 La Follette	Big Creek Seminary *	K. C. La Grange
1703 Leipers Fork	Hillsboro High School	E. Sparkman
1704 Lexington	Lexington College	W. R. Phillips
1705 Lewisburg	Haynes-McLean School	W. D. Haddins
1706 Liberty	Dixie Normal School	R. C. Rose
1707 Loudon	Loudon College *	A. E. Handley
1708 Lynnville	Lynnville Academy *	W. B. Davidson
1709 McKenzie	McTyeire Institute	Robins and Peoples
1710 McMoresville	McLemoresville Collegiate In- stitute.*	Albert S. Humphrey
1711 McMinnville	Cumberland University Train- ing School.*	G. A. Bearden
1712 Martin	McFerrin College	J. T. Pritchett, M. A.
1713 Maryville	Freedmen's Normal Institute	L. H. Garner
1714 do	Friends' Normal and Prepara- tory School.	A. W. Hadley
1715 Memphis	St. Agnes Academy	Sister Raphael
1716 do	St. Mary's School *	Sister Superior
1717 do	University School	Werts and Rhea
1718 Middleton	Middleton High School	I. N. Roland
1719 Midway	Midway High School	J. W. Lucas
1720 Mount Eagle	Fairmount College *	Miss S. P. Du Bose
1721 Mount Juliet	Caldwell Training School	W. A. Caldwell
1722 Mount Pleasant	Howard Institute	Bostick and Dinning
1723 Munford	Dyersburg District Training School.	W. M. Abernathy
1724 Nashville	Belmont College	Misses Hood and Herron
1725 do	Bowen Academic School *	W. G. Bowen
1726 do	Montgomery Bell Academy	S. M. D. Clark
1727 do	St. Cecilia's Academy	Mother Frances
1728 do	St. Joseph's Academy	Sister M. Evangelist
1729 New Market	New Market Academy	Samuel O. Houston
1730 Newport	Newport Seminary	Alex. S. Paxton
1731 Orinda	Orinda Normal Academy	Wm. McNeely
1732 Ottway	Ottway College *	J. P. K. Saylor, acting prin
1733 Parrottsville	Parrottsville Academy	R. P. Driskill
1734 Petersburg	Elizabeth Training School	W. E. Miller
1735 Pikeville	People's College	Rev. J. W. Taylor
1736 Pleasant Hill	Pleasant Hill Academy	John C. Campbell

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Second-ary in-struct-ors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Second-ary stu-dents.		Ele-men-tary stu-dents.		Preparing for college.				Gradu-ates in 1900.		College prepar-atory students in the class that gradu-ated in 1900.									
	Classi-cal course.						Scien-tific course.		Male.	Female.					Male.	Female.	Male.	Female.					Male.	Female.
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Nonsect.....	3	1	53	35	67	70	3	2	4	2	5	0	2	1	4	0	500	\$10,000	1681			
Nonsect.....	2	0	25	18	110	70	10	9	6	5	0	1	0	1	4	0	1,000	250,000	1682			
Bapt.....	1	1	14	11	49	35	0	2	0	0	0	0	0	0	3	0	150	5,600	1683			
Nonsect.....	1	1	25	10	35	30	2	0	6	4	0	0	0	0	3	0	0	2,500	1684			
Nonsect.....	1	0	11	3	8	1	0	0	0	0	0	0	0	0	3	0	0	0	1685			
Presb.....	1	0	9	6	37	20	2	2	0	0	0	0	0	0	3	0	0	4,800	1686			
Bapt.....	2	1	43	38	40	35	15	10	0	0	0	0	0	0	4	0	500	7,000	1687			
Nonsect.....	2	1	35	45	18	22	8	3	14	5	0	0	0	0	4	0	1,000	20,000	1688			
Nonsect.....	2	1	38	40	0	0	0	0	0	0	9	4	9	4	4	0	500	8,000	1689			
Friends.....	2	2	19	13	21	21	0	0	0	0	3	0	0	0	4	0	150	10,000	1690			
Cong.....	1	1	21	21	102	75	1	2	0	0	1	2	1	2	4	0	800	11,200	1691			
Presb.....	2	0	10	6	41	44	0	1	5	5	1	2	1	2	3	0	1,700	3,100	1692			
Nonsect.....	1	0	14	8	29	49	10	2	0	0	0	0	0	0	4	0	50	4,000	1693			
M. E. So.....	2	2	25	30	17	9	8	3	0	0	0	0	0	0	4	0	75	4,000	1694			
Nonsect.....	1	0	17	8	29	33	0	0	0	0	0	0	0	0	2	0	250	250	1695			
Nonsect.....	2	0	15	15	10	35	2	0	0	1	0	1	0	0	0	0	150	1,000	1696			
M. E.....	3	0	30	20	138	85	25	16	1	0	6	9	2	1	0	0	1,500	35,000	1697			
M. E. So.....	2	1	62	41	16	14	5	1	13	21	1	0	1	0	4	0	500	31,000	1698			
Nonsect.....	1	1	13	46	40	15	2	2	7	9	2	4	0	0	0	0	30	1,800	1699			
Nonsect.....	5	0	73	0	20	0	0	0	0	0	0	0	0	0	5	0	1,000	25,000	1700			
Nonsect.....	0	4	0	25	8	57	0	6	0	0	5	0	0	5	5	0	0	30,000	1701			
Cong.....	2	2	75	60	75	40	1	0	0	1	1	1	1	1	4	0	200	58,000	1702			
Nonsect.....	1	0	10	0	13	11	0	3	0	1	0	0	0	0	4	0	100	2,500	1703			
Nonsect.....	1	3	40	70	20	5	0	0	0	0	5	2	0	0	3	0	50	2,000	1704			
Nonsect.....	2	1	62	62	24	21	0	0	0	0	2	0	2	0	5	0	500	7,000	1705			
Nonsect.....	2	1	80	60	50	60	30	22	24	18	0	0	0	0	3	0	300	2,000	1706			
Cum.Presb.....	1	1	10	15	15	10	0	0	0	0	0	0	0	0	0	0	30	1,000	1707			
Nonsect.....	1	1	29	18	23	29	5	3	0	0	0	0	0	0	4	0	50	2,000	1708			
M. E. So.....	2	0	43	12	0	0	15	0	0	0	2	2	2	2	4	0	750	12,000	1709			
M. Ep.....	2	0	29	19	40	32	2	1	0	0	2	2	2	2	3	0	0	3,000	1710			
Cum.Presb.....	1	2	41	37	78	39	0	0	0	0	1	2	1	2	0	0	1,100	30,000	1711			
M. E. So.....	4	5	61	70	21	23	12	1	7	4	2	6	2	2	4	0	500	20,000	1712			
Friends.....	4	1	15	9	85	107	0	0	0	0	3	4	0	0	3	0	0	0	1713			
Friends.....	2	1	11	11	92	64	1	4	0	0	0	0	0	0	3	0	175	4,000	1714			
R. C.....	0	5	0	32	0	118	0	0	0	0	0	2	0	0	0	0	0	0	1715			
Epis.....	0	10	0	80	0	20	0	0	0	0	0	0	0	0	0	0	0	30,000	1716			
Nonsect.....	6	0	70	0	30	0	70	0	0	0	0	0	0	0	5	0	0	20,000	1717			
Nonsect.....	1	0	25	15	50	40	2	3	0	3	0	0	0	0	2	0	0	1,000	1718			
Nonsect.....	1	0	6	7	75	70	6	7	0	0	0	0	0	0	3	0	0	1,000	1719			
Epis.....	0	4	0	20	0	19	0	0	0	0	0	0	0	0	4	0	1,600	20,000	1720			
Nonsect.....	1	2	24	20	5	5	7	3	0	0	0	0	0	0	4	0	0	1,800	1721			
Meth.....	2	1	80	65	40	40	48	37	15	12	6	4	6	4	4	0	800	10,500	1722			
Meth.....	2	2	12	16	36	39	0	0	0	0	0	0	0	0	0	0	0	0	1723			
Nonsect.....	2	19	0	132	0	20	0	58	0	42	0	11	0	0	4	0	700	100,000	1724			
Nonsect.....	4	0	80	0	3	0	40	0	20	0	5	0	5	0	4	0	800	10,000	1725			
Nonsect.....	5	0	69	0	21	0	5	0	7	0	6	0	2	0	4	0	1,000	500	1726			
R. C.....	0	8	0	75	0	50	0	15	0	15	0	10	0	0	4	0	3,000	0	1727			
R. C.....	0	2	0	16	90	202	0	3	0	16	0	3	0	0	4	0	500	500	1728			
Presb.....	2	0	14	16	98	99	8	1	4	10	1	2	0	0	4	0	500	5,000	1729			
Nonsect.....	1	0	5	8	28	17	2	6	0	0	0	0	0	0	4	0	0	0	1730			
Nonsect.....	1	0	15	13	48	45	0	0	0	0	4	4	1	0	4	0	200	2,000	1731			
Nonsect.....	2	0	21	5	69	37	4	0	0	8	3	4	6	2	4	0	4,000	4,000	1732			
M. E.....	1	0	25	23	50	47	0	0	5	2	0	3	0	0	0	0	50	600	1733			
Nonsect.....	4	0	60	40	75	45	3	1	0	0	12	9	3	1	4	0	1,000	8,000	1734			
M. E. So.....	1	1	25	25	25	25	0	0	0	0	3	3	3	2	2	0	1,200	0	1735			
Cong.....	1	6	17	14	118	86	5	1	0	0	3	3	3	2	2	0	1,200	0	1736			

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
TENNESSEE—continued.		
1737 Rogersville	McMinn Military Academy	C. W. Davis
1738 do	Swift Memorial Institute	W. H. Franklin, A. M.
1739 Sale Creek	Sale Creek Institute	S. L. Hoover, W. T. Davies ..
1740 Saulsbury	Woodland Academy	Frank S. Coffin
1741 Scotts Hill	Scotts Hill College	B. A. Tucker
1742 Sevierville	Murphy College	Alvis Craig
1743 Sharon	Sharon Training School	Homer L. Higgs
1744 Shelbyville	Dixon Academy *	Geo. M. Edgar, L. L. D.
1745 Smyrna	Smyrna Fitting School	W. H. Bates
1746 Sparta	Dibrell Normal Institute	B. O. Duggan
1747 Tazewell	Tazewell College *	J. C. Brogan
1748 Trezevant	Male and Female Academy * ..	J. R. Garrett
1749 Tullahoma	Jesse Mai Aydelotte College ..	B. S. Foster
1750 Wartrace	Brandon Training School	A. J. Brandon
1751 Watertown	Watertown School	J. W. Patton
1752 Well Springs	Powells Valley Seminary	Rev. M. H. Monroe
1753 Wheat	Roane College *	J. P. Griffiths, D. Sc., Ph. D. .
1754 White Pine	Edwards Academy	Jacobus D. Drake
1755 Woodbury	Woodbury Academy	E. J. Lehmann
TEXAS.		
1756 Abilene	Simmons College	O. C. Pope, D. D.
1757 Albany	Reynolds Presbyterian Academy ..	O. E. Arbuckle
1758 Arlington	Arlington College *	L. M. Hammond, M. W. Glass ..
1759 Athens	Bruce Academy	C. D. Owen, H. W. Glasgow ..
1760 Austin	St. Mary's Academy *	Sister Superior
1761 do	Tillotson College	Marshall R. Gaines
1762 Belton	Belton Academy *	C. H. Widemeyer
1763 Brenham	Blinn Memorial College	G. Dossall
1764 do	Evangelical Lutheran College ..	Rev. J. Romberg
1765 Brownsville	St. Joseph's College	Rev. E. J. O'Callaghan, O. M. I.
1766 Buffalo Gap	Buffalo Gap College	J. D. Clay
1767 Cleburne	Cleburne Academy	K. A. Berry
1768 Comanche	Comanche College	W. F. Rogers, Ph. D., A. M.
1769 Commerce	East Texas Normal College	W. L. Mayo
1770 Corsicana	Miller's (Mrs.) Seminary for Girls ..	Mrs. R. T. Miller
1771 Dallas	Central Academy	Waldemar Malcolmson
1772 Decatur	Decatur Baptist College *	B. T. Giles
1773 Eddy	Eddy Literary and Scientific Institute ..	J. M. Bedichek
1774 Farmer	Farmer High School	G. Hardgrave
1775 Ferris	Ferris Institute	A. C. Speer
1776 Florence	Florence College	W. J. Holder
1777 Forney	The Lewis Academy	E. C. Lewis
1778 Fort Worth	St. Ignatius Academy	Sister Louise
1779 Galveston	St. Joseph's Academy	Sister Mary
1780 do	Ursuline Convent	Mother St. Agnes
1781 Glen Rose	Glen Rose Collegiate Institute ..	L. F. Bickford, Ph. D.
1782 Grapevine	Grapevine College	J. S. Brown
1783 Greenwood	Greenwood Male and Female College * ..	M. L. Arnold
1784 Hearne	Hearne Academy *	Jno. F. Anderson
1785 Jacksonville	Alexander Collegiate Institute ..	E. R. Williams
1786 Jasper	South East Texas Male and Female College ..	J. H. Synnott
1787 Laredo	Laredo Seminary	Miss N. E. Holding
1788 McKinney	Hawthorne College	H. G. Reed
1789 Marshall	Bishop College	Albert Loughridge, LL. D.

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomina- tion.	Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
	Sec- ond- ary in- struc- tors.	Sec- ond- ary stu- dents.		Ele- men- tary stu- dents.		Preparing for college.				Grad- uates in 1900.	College prepar- atory students in the class that gradu- ated in 1900.									
						Class- ical course.		Scien- tific course.												
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	19	20	21	22			
Nonsect	1	0	60	20	65	20	4	2	6	1	10	0	10	0	3			\$6,000	1737	
Presb	2	5	9	10	81	110	1	0	1	7	3	0	4	1	0		500	28,000	1738	
Nonsect	1	1	11	3	79	77					4	2					40	2,000	1739	
Nonsect	1	1	9	3	38	37					4	2						1,200	1,740	
Nonsect	2	0	45	15	90	52	3	1	3	1	12	3	1				300	8,800	1741	
M. E.	2	2	21	23	62	84	14	15	1	1	6	7	5	1	1	44	1,500	17,000	1742	
Nonsect	2	2	25	35	100	140	6	7	10	12	6	7	5	3	4	0	1,200	4,000	1743	
Nonsect	0	1	12	26	14	15												6,000	1744	
Nonsect	1	1	21	17	36	23	7	0	0	0							712	4,000	1745	
Nonsect	1	0	30	43	52	52	11	7	8	10	12	7	0	0	0	0	200	5,000	1746	
Nonsect	1	1	19	17	61	68												5,000	1747	
Nonsect	1	1	53	48	82	80												5,000	1748	
Nonsect	1	2	20	30	15	10												200	40,000	1749
Nonsect	3	0	51	32	107	87	7	6	10	7	6	5	4	2	4	0	180	6,000	1750	
Nonsect	2	0	32	40	63	58	5	0	7	3	3	3	4				150	2,100	1751	
M. E.	1	1	48	16	48	57	3	1	8	3	3	3	3				31	4,000	1752	
Nonsect	2	2	30	15	50	30	4	4	8	4	10	9	3	2	4	0	400	5,000	1753	
U. Breth	1	1	25	34	75	87	10	12	10	12							100	25	1754	
Nonsect	2	0	32	16	18	24	11	5	3	0							0	5,000	1755	
Bapt	0	2	25	15	35	30	2	5	12	15	1	3					4,010	20,500	1756	
Presb	1	2	32	20	30	20	3	5	3	0	1	0	1	0	0	6	400	23,000	1757	
Nonsect	2	0	48	53	60	40					0	2					40	6,000	1758	
Nonsect	3	1	46	42	0	0	0	2	4	0	0	6	0	0	2	0	100	4,000	1759	
R. C.	0	5	0	30	0	170	0	0	0	0	0	0	4						1760	
Cong	3	5	27	22	55	94	0	0	16	10	1	0	0				2,000	40,000	1761	
Nonsect	3	3	90	55	0	0	25	15	10	0	5	0	3	1	4	80	500	10,000	1762	
M. E.	1	1	40	10	50	10	0	0	10	0	11	0	0				1,500	16,000	1763	
Ev. Luth.	3	0	36	4	12	5	3	0			9	0	2	0	3	16	250	4,600	1764	
R. C.	10	0	100	0	59	0	50	0	50	0	10	0					800	75,000	1765	
Cum. Presb	1	2	15	20	25	40	2	6	2	5							200	8,000	1766	
Nonsect	1	1	35	27	5	0	0	0	0	0							250	4,000	1767	
Nonsect	2	2	320	190	217	223	57	49	18	11	6	19	6	19	4	0	1,900	21,000	1768	
Nonsect	5	1	67	26	110	61	24	8	43	18	10	1	0				4,000	20,000	1769	
Nonsect	1	2	0	35	3	10	0	10	0	15	0	6	0	2	4	0	300	1,500	1770	
Nonsect	2	0	32	0	10	1	8	1	3	0	3	0				6	3,500	5,000	1771	
Bapt	2	1	41	20	61	23					0	2					100	50,000	1772	
Nonsect	1	1	18	20	24	29					0						300	3,000	1773	
Nonsect	1	1	24	25	27	33	0	0	1	0							0	1,200	1774	
Nonsect	4	0	115	109	120	134	7	1	3	2	8	7	4	1	4	0		30,000	1775	
Nonsect	2	0	30	25	59	76	8	7	6	4							30	8,000	1776	
Nonsect	2	1	26	24	14	14	6	3	2	0	7	4	3	0	4	0	1,000	11,200	1777	
R. C.	0	6	0	50	100	250											600	60,000	1778	
R. C.	0	4	10	30	70	90					0	2	0	2	4	0	0		1779	
R. C.	0	5	0	75	0	100	0	50	0	50	0	5	0	0	4	0			1780	
Presb	2	1	18	30	11	13	3	4	0	0	0	0	0	0	4	0	100	6,000	1781	
Nonsect	0	1	35	37	15	66				5	3	3	5	0	3		200	3,500	1782	
Nonsect	2	0	3	3	97	98										3	150	3,500	1783	
Miss. Bapt.	2	3	25	40	5	10											200	5,600	1784	
M. E. So	3	1	37	18	12	17	5	9			2	1	2	1	4	0		12,500	1785	
Nonsect	3	1	40	60	65	20	65	20	20	20						40	1,000	10,000	1786	
M. E. So	0	5	12	35	28	149	4	24			0	2	1	2	4	47	800	100,000	1787	
Nonsect	0	4	60	65	15	40	4	0	23	10	1	2	0	1	4	0	500	20,000	1788	
Bapt	7	9	76	48	112	101	9	0	23	10	9	2	4	0	4	0	2,700	100,000	1789	

TABLE 43.—Statistics of private high schools, endowed academics, seminaries,

	State and post-office.	Name.	Principal.
	1	2	3
	TEXAS—continued.		
1790	Marshall	Masonic Female Institute *	W. D. Allen
1791	Midlothian	Whitten Institute	Thos. G. Whitten
1792	Minden	Rock Hill Institute	G. I. Watkins
1793	Mount Sylvan	Rose Dale High School	J. W. Adamson
1794	Omen	Summer Hill School	A. W. Orr
1795	Paris	East Side Boys' School	J. P. Downer
1796	do	Paris Female College	T. J. Sims
1797	Pilot Point	Franklin College	T. E. Peters, A. M.
1798	Salado	Thomas Arnold High School	S. J. Jones and T. J. Witt
1799	San Antonio	Academy of Our Lady of the Lake	Mother M. Florence
1800	do	Peacock's School for Boys	Wesley Peacock
1801	do	St. Mary's College	Bro. George Deck
1802	do	San Antonio Academy	W. B. Seeley, A. M., Ph. D.
1803	do	Ursuline Academy	Sister M. Ursula
1804	do	West Texas Military Academy	Rev. A. L. Burleson
1805	San Marcos	Coronal Institute	A. A. Thomas
1806	Seguin	St. Joseph's Academy	Sisters of the Incarnate Word
1807	Sherman	North Texas Female College	Mrs. Lucy Kidd Key
1808	do	Sherman Private School	J. H. Le Tellier
1809	Stephenville	John Tarleton College	W. H. Bruce
1810	Van Alstyne	Columbia College	W. B. Duncan
1811	Veals Station	Parson's College*	James I. Greeves
1812	Victoria	Nazareth Academy	Sister Mary Agnes
1813	Waco	Douglas-Schuler School	S. A. Douglas
1814	Weatherford	Texas Female Seminary	Miss Emma Elizabeth McClure
1815	do	Weatherford College	David S. Switzer
1816	Westminster	Westminster College	C. O. Stubbs
1817	Whitewright	Grayson College	F. E. Butler
	UTAH.		
1818	Castle Dale	Emery Stake Academy	Geo. Cluff
1819	Ephraim	Snow Academy	Newton E. Noyes
1820	Huntington	Huntington Seminary*	David Prior
1821	Logan	New Jersey Academy	Alice Logan Burnet
1822	Mount Pleasant	Wasatch Academy	Geo. H. Marshall, M. S.
1823	Ogden	Weber Stake Academy	Louis F. Moench
1824	Provo	Brigham Young Academy	B. Cluff, jr.
1825	do	Proctor Academy*	Bessie Chase Peek
1826	Salt Lake City	All Hallows' College	Thos. J. Larkin
1827	do	Latter-Day Saints' College*	Willard Done, president
1828	do	Rowland Hall	Clara Colburne, A. B.
1829	do	Salt Lake Collegiate Institute	Robert J. Caskey
1830	Springville	Hungerford Academy	Isaac Newton Smith
	VERMONT.		
1831	Bakersfield	Brigham Academy	Charles H. Morrill
1832	Burlington	St. Mary's Academy	Sisters of Mercy
1833	Chelsea	Chelsea Academy	John M. Comstock
1834	Derby	Derby Academy*	G. A. Andrews
1835	Essex	Essex Classical Institute	C. H. Martin
1836	Lyndon Center	Lyndon Institute	Fremon L. Pugsley
1837	McIndoe Falls	McIndoe Falls Academy	Carlton D. Howe
1838	Manchester	Burr and Burton Seminary	E. H. Botsford
1839	Montpelier	Montpelier Seminary	W. M. Newton, A. B.
1840	New Haven	Beeman Academy	Luther A. Brown
1841	North Craftsbury	Craftsbury Academy	Arthur C. Cole

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1839-1900—Cont'd.

Religious denomina- tion.	Sec- ond- ary in- struc- tors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, build- ings, furniture, and scientific appa- ratus.	
			Second- ary stu- dents.		Ele- men- tary stu- dents.		Preparing for college.				Gradu- ates in 1900.		College prepar- atory students in the class that gradu- ated in 1900.								
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		
Nonsect	0	3	0	69	0	55	0	2	0	3	0	6					190	\$15,000	1790		
Nonsect	3	2	60	32	40	20											10,000	1791			
Nonsect	1	1	38	37	37	38	2	6			1	0			4	0	200	3,000	1792		
Nonsect	0	2	47	32	32	39	32	1	23	32	5	4	5		4	0	125	2,000	1793		
Nonsect	3	0	53	31	28	21	4	1			6	6	4		1	4	1,000	6,000	1794		
Nonsect	1	0	42	0	0	0	2	0	0	0	0	0	0		0	0	0	2,500	1795		
Bapt	0	3	0	45	0	60	0	28	0	32	0	1			3		1,800	14,000	1796		
Nonsect	1	2	19	21	39	16	0	0	16	8					4	0	300	10,000	1797		
Nonsect	2	1	40	30	0	6	2		7	3	4	5	2		1	4	300	20,000	1798		
R. C.	0	1	0	36	6	12	0	32	0	6	0	4	0	2	4	0	450	94,000	1799		
Nonsect	1	0	55	0	20	0	10	0	20	0	10	0	5	0	4	0	300	17,500	1800		
R. C.	5	0	60	275	0						4	0			4	0	2,000	60,000	1801		
Nonsect	3	2	50	41	2						18	1	18	1	4	0	1,200		1802		
R. C.	0	0	0	0	120	0	20												1803		
Epis	2	1	115	6	24	0	30	0	43	0	12	0	2	0	6	115	500	25,000	1804		
M. E. So	2	2	100	80	50	80	3	1	2	0	9	6	5	1	4	0	500	40,000	1805		
R. C.	0	2	22	20	33	36					0	1							1806		
Meth	0	2	0	150	0	150	0	75	0	75	0	29				0	3,000	100,000	1807		
Nonsect	3	0	31	0	37	0	7	0	3	0	3	0	3	0	4	0	300		1808		
Nonsect	2	2	106	69	0	0	0								4	0	100	6,000	1809		
Nonsect	1	4	35	50	125	100	15	20	20	30	4	0				0		8,000	1810		
Presb	0	3	31	30	0	0	0		0	0	0	1					100	1,900	1811		
R. C.	9	10	0	80	0	120					0	0							1812		
Nonsect	1	3	28	20	36	50	5	4	7	6	0	0	0	0	4	0	950	7,000	1813		
Cum. Presb	2	9	0	147	12	30	0	3			0	7			4			25,000	1814		
M. E. So	2	1	35	30	111	107	25	20	10	10	1	0			2	0	1,500	30,000	1815		
M. P.	0	2	67	20	45	43	35	20	0	0						0	200	4,000	1816		
Nonsect	6	1	80	50	120	62					6	16	4	6	5	87	3,500	35,000	1817		
L. D. S.	2	2	70	78	0	0	70	78			16	22	0	0	0	0	111	4,800	1818		
L. D. S.	2	1	18	27	40	65					7	6	4	5	0	0	350	20,000	1819		
L. D. S.	1	0	9	11	43	30									2	0	1,200	1,200	1820		
Presb	0	6	7	8	43	57	0	3			0	3	6	3	4	0	200	1,500	1821		
Presb	1	2	25	25	35	54	5	4	10	5						0	1,000	10,000	1822		
L. D. S.	6	4	88	48	54	34			1	6	5	3	1	0	4	0	200	40,000	1823		
L. D. S.	7	4	44	45	132	93	78	53	95	18	13	7	8	6	4	0	4,000	250,000	1824		
Cong	0	3	18	3	95	82	2	0			2	2	1	1	4		520	11,500	1825		
R. C.	2	0	90	0	50	0	40	0	44	0					6	0	5,000	50,000	1826		
L. D. S.	2	2	45	41	0	0					0	3	0	0	4	0	1,000	25,000	1827		
Epis	0	14	6	60	28	92	9	8	0	6	0	3	0	0	4	0	1,000	25,000	1828		
Presb	1	6	38	35	6	1	4	2	1	1	7	4	7	4	4	0	400	52,000	1829		
Presb	1	1	7	15	68										3	0	200	7,000	1830		
Nonsect	2	3	58	70	12	10	4	4	10	8	11	12	4	3	4	0	800	22,000	1831		
R. C.	0	6	0	35	175	195			0	5	0	4	0		4	0	1,400		1832		
Nonsect	1	1	30	25	0	0	1	0	2	2	4	4	0	0	3	0	185		1833		
Nonsect	0	2	23	18	35	27					6	5	3	3	4	20	500	5,000	1834		
Nonsect	1	3	16	20	5	6	0	2	3	5	0	1	0	1	4	0	250	14,000	1835		
Free Bapt.	3	3	37	53	0	0	1	1			2	2	9	1	0	4	1,186	28,000	1836		
Nonsect	1	1	11	16	28	14	1	0	4	2	3	3	0	3	4	0	300	5,000	1837		
Nonsect	2	3	35	30	0	0	3	1	6	4	0	9	3	3	4	0	1,000		1838		
M. E.	1	1	31	27	51	59	12	3	0	3	16	23	5	1	25	1	96,712	1839			
Nonsect	1	1	13	16	8	8	1	0	4	7	4	1	0	1	4	0	200	1,500	1840		
Nonsect	1	2	26	35	1	2	1	0	5	2	2	3	2	2	4	0	2,100	4,000	1841		

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

State and post-office.	Name.	Principal.
1	2	3
VERMONT—continued.		
1842 Peacham	Caledonia County Grammar School.*	Chas. H. Cambridge
1843 Poultney	Troy Conference Academy*	H. A. Durfee, D. D.
1844 St. Albans	"Villa Barlow"—Convent for Girls.*	Sister St. Susan
1845 Saxtons River	Vermont Academy*	Edward Ellery, Ph. D.
1846 Thetford	Thetford Academy	L. R. Bowdish
1847 Townshend	Leland and Gray Seminary*	Eli Edgecomb
VIRGINIA.		
1848 Abington	Abington Academy	B. R. Smith
1849 do	Academy of the Visitation	Sister M. Agnes
1850 Achilles	Alpha Academy*	Rev. R. A. Folkes
1851 Alexandria	Episcopal High School	Launcelot M. Blackford, M. A.
1852 do	Potomac Academy	John S. Blackburn
1853 Arvonnia	Seven Islands School	Philip B. Ambler
1854 Bedford City	Randolph-Macon Academy	E. Sumter Smith
1855 Bellevue	Bellevue High School	Wm. R. Abbott
1856 Berkley	Ryland Institute	Rev. A. E. Owen, D. D.
1857 Berryville	Gold's (Miss) School	Miss Laura W. Gold
1858 Bethel Academy	Bethel Military Academy	Robert A. McIntyre
1859 Blackstone	Hoge Military Academy	Rev. T. P. Epes, D. D.
1860 do	Blackstone Female Institute*	Rev. James Cannon, jr.
1861 Black Walnut	Cluster Springs High School	Rev. B. W. Mebane, D. D.
1862 Bon Air	Bon Air School	William Day Smith
1863 Bowling Green	Southern Seminary	Rev. E. H. Rowe
1864 Bruington	Bruington Academy	Alexander Fleet
1865 Burkeville	South Side Female Institute	E. W. Cridlin
1866 Cappahosic	Gloucester Agricultural and Industrial High School.*	W. G. Price
1867 Chase City	Southside Academy	Edward C. James
1868 Churchland	Churchland Academy	C. B. Baker
1869 Claremont	Temperance, Industrial, and Collegiate Institute	John J. Smallwood, president.
1870 Coveseville	Cove Academy	Rev. Daniel Blain, D. D.
1871 Danville	Danville Military Institute	L. H. Saunders, president.
1872 do	Randolph-Macon Institute	William H. Davis
1873 Dayton	Shenandoah Institute	E. U. Hoenshel
1874 Effna	Sharon College School	J. T. Crabtree, A. M.
1875 Farnham	Farnham Academy	Rev. R. Willmarson
1876 Floyd	Oxford Academy	Rev. John K. Harris
1877 Fort Defiance	Augusta Military Academy	Chas. S. Roller, M. A.
1878 Franklin	Franklin Academy	J. G. Mills
1879 Front Royal	Randolph-Macon Academy	Charles L. Melton, A. M.
1880 Gloucester	Summersville Home School*	John Tabb
1881 Hampton	Hampton College	Miss Bessie L. Fitchett
1882 do	Spiller Academy	G. Edward Read
1883 Herndon	Herndon Seminary	Misses Castleman
1884 Lebanon	The Russell College	R. M. Copenhaver
1885 Lewiston	Bel-Air School	N. E. Scott
1886 Locustdale	Locust Dale Academy*	W. W. Briggs
1887 Lodi	Liberty Hall Home School	W. J. Edmondson
1888 Lynchburg	Virginia Baptist Seminary	Geo. Hayes
1889 Manassas	Manassas Institute	Miss Osborne
1890 Millwood	Clay Hill Academy	W. H. Whiting, jr., A. M.
1891 Mount Clinton	West Central Academy	I. S. Wampler
1892 Mount Crawford	Rockingham Military Institute	F. A. Byerly
1893 Newport News	Newport News Military Academy.	Edward W. Huffman
1894 Norfolk	Leache-Wood Seminary	Agnes Douglass West

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.									
							Classical course.		Scientific course.				Male.		Female.							
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Nonsect.	1	1	28	35	0	0	4	2	1	2	2	1	0	1	4	0	2,000	1842				
M. E.	3	5	63	19	48	46	56	3	8	0	13	1	13	1	4	0	2,100	\$75,000 1843				
R. C.	0	2	0	24	75	100									4		25,000 1844					
Bapt.	5	5	73	53	0	0					7	9	6	6	4	70	4,000 112,000 1845					
Cong.	12	12	31	23	0	0	3	2	2	0	12	5	1	1	4	0	3,000 10,000 1846					
Bapt.	12	4	21	37	5	19	3	1	2	0	12	4	1	1	3		500 8,000 1847					
Nonsect.	2	0	24	0	24	0	11	0	1	0	0	0					500 10,000 1848					
R. C.	0	3	0	11	0	11					0	1	0	1		0	800 22,000 1849					
Bapt.	1	1	10	14	5	2	1	1	0	0	0				5		100 100 1850					
Epis.	7	0	105	0	0	0	89	0	0	0	3	0	3	0	4	0		30,000 1851				
Nonsect.	3	0	24	0	0	0					1	0							1852			
Nonsect.	2	0	12	0	0	0	4	0							4	0	1,000	5,000 1853				
M. E. So.	6	0	89	0	0	0									4	0	500	100,000 1854				
Nonsect.	4	0	40	0	0	0	18	0	17	0							2,000	25,000 1855				
Bapt.	0	3	0	30	5	25	0	25	0	6	0	2			5	0	500	2,000 1856				
Nonsect.	1	3	4	15	11	12	4	6									75	2,500 1857				
Nonsect.	7	0	60	0	0	0									4		1,200	25,000 1858				
Presb.	3	0	65	0	21	0	25	0	20	0	10	0	10	0	4	65	3,000	25,000 1859				
Meth.	1	14	0	172	6	14					6	20					800	40,000 1860				
Presb.	3	1	22	6	1	3											0	7,000 1861				
Nonsect.	1	1	9	5	6	1	1	0	1	0					4	0	200	1,200 1862				
Meth.	3	8	0	73	0	6					0	5	0	0	4	0		163 1863				
Nonsect.	1	0	10	1	5	0	3	1	0	0					4	0	600	2,500 1864				
Bapt.	1	5	0	60	5	30	0	40	0	40	0	2	0	2	0	0	2,000	15,000 1865				
Nonsect.	2	2	32	31	32	31	0	0	0	0	0		0	0	3			20,000 1866				
Bapt.	2	3	18	59	20	13	2	0	0	0	5	11	4	0	3	0	200	6,000 1867				
Nonsect.	0	1	0	15	30	0	1	0	1	0									1868			
Nonsect.	1	1	26	38	29	30	16	4	8	3	2	5	2	5	4		400	23,800 1869				
Nonsect.	2	0	12	0	1	0	6	0			1	0	1	0	4	0		300 1870				
Nonsect.	6	0	85	0	0	0	23	0	20		16	0	11	0	4	85	200	40,000 1871				
M. E. So.	1	8	0	75	0	17	0	23	0	23	0	4	0	2	5		400	40,000 1872				
U. Breth.	3	2	32	30	30	39	5	3	3	0	4	2	1	3	3	0	1,500	10,000 1873				
Nonsect.	2	3	25	22	6	4	4	2	2	2	0	0	0	0	3	0	225		1874			
Nonsect.	1	0	8	9	3	4	4	3	1	1	0	0	0	0				375 1875				
Presb.	0	2	9	8	14	16	8	5	1	3					5		1,000	1,500 1876				
Nonsect.	4	0	35	0	19	0	10	0	4	0	3	0	3	0	4	25	3,000	10,000 1877				
Nonsect.	2	0	54	0	11	0	15	0	3	0	0	0	0	0	4		150	6,000 1878				
M. E. So.	3	0	79	0	4	0									4		500	100,000 1879				
Nonsect.	0	1	0	10												0	500		1880			
Nonsect.	0	3	0	20	0	30	0	10	0	10	0	1						20,000 1881				
Bapt.	1	1	13	17	29	44	13	17			2	2	2	2	4	0		10,000 1882				
Epis.	0	2	3	5	6	10	0	4	0	0	0	0	0	0	4	0		25 1883				
Nonsect.	1	1	26	20	27	20	10	6	0	0					4	0	1,000	8,000 1884				
Presb.	0	1	1	8	1	2	0	8			0	2					500	3,000 1885				
Nonsect.	4	1	45	0	20	2									4	30		15,000 1886				
Presb.	1	1	15	10	19	12					8	15	8	4			164	2,500 1887				
Bapt.	6	7	60	82	20	78					8	15	8	4	4	0	1,600	50,000 1888				
Nonsect.	1	3	5	12	21	37	3	3			1	0	1	0	4	0	700	4,000 1889				
Nonsect.	2	0	31	0	2	0	10	0	0	0							500	10,000 1890				
Nonsect.	6	6	46	23	47	58	10	2	8	3	5	1	4	0	4	0	500	9,000 1891				
Nonsect.	2	1	17	7	16	5	3	0	1	0	1	0	1	0		24	75	5,000 1892				
Nonsect.	1	0	96	12	15	0	1	0	6	0	3	6	2	0	4	45	300	18,000 1893				
Nonsect.	0	8	0	45	0	30					0	4					500	30,000 1894				

TABLE 43. — *Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	VIRGINIA—continued.		
1895	Norfolk	Norfolk Academy	J. F. Blackwell
1896	do	Norfolk Mission College	Wm. McKirahan
1897	do	Phillips and West's Seminary	Misses Phillips and West
1898	do	St. Mary's Male Academy	Brother Raymond
1899	Portsmouth	Portsmouth Academy and Commercial Night School.	W. H. Stokes
1900	do	St. Joseph's Academy	Sister Agnes
1901	Richmond	Academy of the Visitation	Sister M. Justina Prevost
1902	do	Hartshorn Memorial College	Lyman B. Tefft
1903	do	McGuire's School	John P. McGuire
1904	do	Nolley's School for Boys	G. W. Nolley
1905	do	University School*	W. Gordan McCabe
1906	Ridgeway	Ridgeway Institute	Jefferson Davis
1907	Roanoke	Alleghany Institute*	Sidney S. Handy
1908	Rural Retreat	Hawkins Chapel Institute	Slack
1909	Schuyler	Kleinberg High School	Misses Wailes
1910	Scottsburg	Scottsburg Normal College	Rev. C. R. Hairfield
1911	South Boston	South Boston Female Institute	J. P. Snead
1912	Spottswood	Valley High School	James M. Mason
1913	Spring Garden	Spring Garden Academy	R. Scott Crowe
1914	Staunton	The Mary Baldwin Seminary	Miss E. C. Weimar
1915	do	Staunton Military Academy	Wm. H. Kable
1916	Suffolk	Nansemond Seminary	Mrs. Lucy H. Quimby
1917	do	St. Paul's Universalist Mission School.	Rev. Thos. E. Wise
1918	do	Suffolk College.	Sally A. Finney
1919	do	Suffolk Institute	A. P. Kelly
1920	do	Suffolk Military Academy*	W. G. Welborn
1921	Tazewell	Tazewell College	C. D. M. Showalter
1922	Ursus	Elk Creek Academy	M. L. Roark
1923	Warrenton	Fauquier Institute for Young Ladies.	Geo. G. Butler, A. M.
1924	Waynesboro.	Fishburne Military School.	James A. Fishburne
1925	do	Valley Female Seminary*	J. B. Winston
1926	West Point	West Point Female Seminary	Mrs. W. R. Ercaddus
1927	Winchester	Fairfax Hall.	G. C. Shepard
1928	Wise	Gladeville College	C. Y. Chapman
1929	Wood Lawn	Male and Female Academy*	Everett Edridge Worrrell
	WASHINGTON.		
1930	Ahtanum	Woodcock Academy	Rev. W. I. Dawson
1931	College Place	Walla Walla College	E. L. Stewart
1932	Olympia	Providence Academy	Sister M. Wilford
1933	Parkland	Pacific Lutheran University	N. J. Hong
1934	Ross	Seattle Seminary	C. N. Bertels
1935	Seattle	Academy of the Holy Names	Sister M. Alodia
1936	Snohomish	Puget Sound Academy	Eli Roberts Loomis
1937	South Park	College of Our Lady of Lourdes	Brother Philip
1938	Spokane	Academy of the Holy Names	Sister M. Geraldine
1939	do	St. Mary's Hall	Mrs. Lemuel H. Wells
1940	Tacoma	Annie Wright Seminary	Theresa G. Williamson
1941	do	Tacoma Academy	Alfred P. Powelson
1942	Waitsburg	Waitsburg Academy	J. A. Keener
	WEST VIRGINIA.		
1943	Alderson	Alleghany Collegiate Institute	W. S. Anderson, A. M.
1944	Buchannon	West Virginia Conference Seminary.	John Wier
1945	Burnsville	Burnsville Academy	G. F. Queen
1946	Charlestown	Stephenson's Seminary	C. N. Campbell

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Secondary instructors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1900.		College preparatory students in the class that graduated in 1900.										
	Classical course.						Scientific course.		Male.	Female.							Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Nonsect.	4	0	110	0	0	0	2	2			2	5			4				\$60,000		1895		
U. Presb.	2	10	20	28	232	419	0	32			2	5			3	0	1,000		60,000		1896		
Nonsect.	1	6	0	35	0	43	0	33	0	3	0	6			5	0					1897		
R. C.	4	0	17	0	176	0	0	0							5						1898		
Nonsect.	1	0	15	1	60	9									5	0					1899		
R. C.	0	3	0	12	30	108	0	12	0	12					3	0	450				1900		
R. C.	0	4	0	20	0	30	6	3	0	3	0	2	0	5							1901		
Bapt.	0	10	0	33	0	85	0	1	0	0	2	0	5								1902		
Nonsect.	6	3	109	0	56	0	20	0	5	0	10	0			6		200		16,000		1903		
Nonsect.	2	0	30	0	15	0	32	0	10	0	5	0	5	0					3,000		1904		
Nonsect.	6	0	62	0	40	0									3	0	6,000				1905		
Nonsect.	1	1	11	12	24	28	4	2	7	0	3	0							25,000		1906		
Nonsect.	5	0	30	0	60	0	4	0	1	0	0	0			4		1,000		40,000		1907		
Nonsect.	1	0	4	6	6	15	2	2	0	0	0	0	0		4	0	200		700		1908		
Presb.	0	2	0	19	0	10					0	1			0				5,000		1909		
Nonsect.	4	3	40	39	52	49	0	0	0	0	0	0	0	0	2		205		3,500		1910		
Nonsect.	1	1	3	6	7	13	1	4	1	1	0	0	0	0	4	0	100				1911		
Nonsect.	2	0	7	3	12	0	4	1	0	0	1	1			0				500		1912		
Nonsect.	0	1	6	22	3	10	0	4	0	1	0	0			3	0	200		3,000		1913		
Presb.	0	3	0	90	0	130					13				5	0	2,500		175,000		1914		
Nonsect.	4	0	20	0	20	0	15	0	5	0	2	0	2	0	4	20	606		15,000		1915		
Epis.	0	2	0	20	2	8	0	11	0	9	0	0			5	0	333				1916		
Univ.	0	1	0	40	60	50	25	15	10	10	1	1	1	1	4		100		2,000		1917		
Meth.	0	3	0	34	1	56					0	2			4	0					1918		
Nonsect.	1	0	9	0	8	0	4	0	1	0	0	0	0	0	5	0			5,500		1919		
Nonsect.	2	0	16	0	4	0	2	0	3	0					4	10					1920		
Christian	4	1	44	38	18	22	4	0	25	22						0			6,000		1921		
Nonsect.	1	0	50	51	15	13									3				1,000		1922		
Nonsect.	0	3	0	32	5	10	1	5	1	4	0	4	0	4	4		350		10,000		1923		
Nonsect.	5	0	54	0	0	0	15	0							4	40	300		15,000		1924		
Presb.	0	6	0	80	3	9	0	1			0	2					200		6,000		1925		
Nonsect.	0	5	0	44	0	10	0	10			0	1	0	0	3		200		4,000		1926		
Presb.	3	5	0	30	1	15	0	2			0	10	0	1	4	0	1,400		15,000		1927		
Nonsect.	1	0	13	2	91	97					0	0							4,000		1928		
Nonsect.	1	1	31	17	43	34	8	7							3	6	20		2,500		1929		
Cong.	2	2	8	12	10	18	0	0	1	3	0	0			4	0	206		15,000		1930		
7 D. Adv.	3	1	10	15	59	41			5	7	6	18	1	0	3	0	800		50,000		1931		
R. C.	0	2	6	20	19	70					0	1			3	0			10,000		1932		
Luth.	6	1	25	16	70	46	4	2			2	4	0	1	4	0	500		100,000		1933		
Free Meth.	2	3	20	15	25	30	6	0			3	1	2	1	4	0	650		25,000		1934		
R. C.	0	4	0	25	0	162					0	3			4	0	500				1935		
Cong.	2	2	27	30	5	12	8	2	3	2	2	3	1	1			1,000		30,000		1936		
R. C.	1	0	15	0	55	0	8	0	7	0							1,000		20,000		1937		
R. C.	6	14	0	130	0	214	0	21	0	38	0	8	0	8	4	0	3,500				1938		
Epis.	0	6	0	25	0	32					0	4					150		50,000		1939		
P. E.	2	10	0	50	3	68	0	4	0	0	0	4	0	1	4	0	2,500		100,000		1940		
Christian	1	3	12	12	4	4	6	6	2	0	1	1	1	1	4	0	200		2,500		1841		
U. Breth.	2	3	27	26	5	1	4	3			3	3	1	2	4		500		1,800		1942		
Nonsect.	2	1	24	20	44	37	8	6	0	0	1	0	1	0	4	0	200		7,000		1943		
M. Epis.	3	4	212	174	2	2	40	35			25	18			4	0	3,000		75,000		1944		
Nonsect.	0	1	24	15	16	25	4	4	5	6	4	0	3	0		0	200		3,500		1945		
Christian	2	2	3	21	0	23	2	21			0	3			4		300		10,000		1946		

TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	WEST VIRGINIA—cont'd.		
1947	Clarksburg	Broadus Classical and Scientific Institute.*	Miss Bertha B. Stout.....
1948	Elizabeth	Seminary and Business School	A. S. Lee
1949	Fayetteville	Fayetteville Academy	W. G. Brown and H. C. Robertson.
1950	Lewisburg	Greenbrier Academy	Gordon R. Houston
1951	Parkersburg	Academy of the Visitation	Sister Mary Xavier Reilly..
1952	Romney	Potomac Academy	J. E. Hodgson
1953	Salem	Salem College	Theo. L. Gardiner, D. D
1954	Wheeling	Linsley Institute (Lancastrian Academy).	Baine C. Dent
1955	.....do.....	Wheeling Female Academy ("Mount de Chantal" Academy of the Visitation).	Rev. P. J. Donahoe
	WISCONSIN.		
1956	Ashland	North Wisconsin Academy	M. J. Fenengo
1957	Beaverdam	Wayland University *	Homer J. Vosburgh
1958	Delafield	St. John's Military Academy	Sidney T. Smythe
1959	Evansville	Evansville Seminary	A. H. Stilwell
1960	Fond du Lac	Grafton Hall	B. T. Rogers
1961	Hillside	Home School	Ellen Lloyd Jones
1962	Kenosha	Kemper Hall	Sister Superior
1963	Madison	Sacred Heart Academy	Mother Reginald
1964	Marinette	St. Mary's Institute	Mary Gonzalva
1965	Milwaukee	German-English Academy	Emil Dapprich
1966	.....do.....	Milwaukee Academy	Julius H. Pratt, Ph. D
1967	Mount Calvary	St. Lawrence College	Rev. Antonine Wilmer
1968	Poynette	Poynette Academy*	Mary McCarle
1969	Prairie du Chien	St. Mary's Academy	Sister M. Seraphia
1970	Racine	Racine College	Henry D. Robinson
1971	.....do.....	St. Catherine's Academy	Mother M. Hyacintha
1972	St. Francis	Catholic Normal School of the Holy Family.	Rev. M. J. Lochemes
1973	.....do.....	Provincial Seminary of St. Francis of Sales.	Rev. Joseph Rainer
1974	Scandinavia	Scandinavia Academy	E. C. Nelson
1975	Sinsinawa	St. Clara's Academy	Sister M. Bonaventure
1976	Stoughton	Stoughton Academy and Business Institute.*	K. A. Kasberg
1977	Watertown	Sacred Heart College	Rev. John O. Keefe, C. S. C
1978	Waukesha	Carroll College	Walter L. Rankin

* Statistics of 1898-99.

and other private secondary schools for the scholastic year 1899-1900—Cont'd.

Religious denomination.	Second-ary in-struct-ors.		Students.																Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.
			Second-ary stu-dents.		Elem-entary stu-dents.		Preparing for college.				Gradu-ates in 1900.		College preparatory students in the class that gradu-ated in 1900.									
							Clas-sical course.		Scien-tific course.													
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
Bapt.	1	5	17	75	8	24						1	10			3		600	\$1,700	1947		
Nonsect ..	1	0	31	36	7	6										0		7,000	1948			
Nonsect ..	3	1	27	25	64	47	6	4	5	2	3	0				4	0	200	5,900	1949		
Nonsect ..	3	0	17	0	12	0	3	0	2	0	1	0	1	0		4	0	230	3,000	1950		
R. C.	0	13	0	60	0	40					0	6								1951		
Presb	2	2	17	15	15	15	5	1			0	0	0	0		4	0	0	6,000	1952		
7 D. Bapt ..	2	1	27	13	63	42					1	2	1	2		4	0	2,200	10,000	1953		
Nonsect ..	4	0	56	0	30	0	0	0	15	0	7	0	5	0		4	56	0	25,000	1954		
R. C.	0	6	0	56	0	59	0	8	0	0	0	3				4		1,800		1955		
Cong.	1	3	20	13	12	6	5	3	15	8						0		3,000	40,000	1956		
Bapt.	7	8	65	65	4	3	12	3	40	20	3	1	3	1	4	0		2,000	90,000	1957		
Epis.	10	2	132	0	8	0	15	0			24	0	9	0	4	132		1,500		1958		
Free Meth	1	5	30	22	43	67	2	1	0	1	3	7						300	12,000	1959		
Epis.	0	3	0	41	0	21			0	7	0	5	0	2	4	0		1,000	100,000	1960		
Nonsect ..	3	9	19	23	25	15	0	2	2	2	0	2	0	2	4	0		3,200	42,000	1961		
P. Epis.	0	12	0	60	0	45	0	30			0	14	0	3				3,000	100,000	1962		
R. C.	0	6	0	25	0	45					0	3						425		1963		
R. C.	0	4	0	30	0	20	0	4	0	8	0	12	0	3	4	0		150	25,000	1964		
Nonsect ..	6	0	27	36	45	44					9	13	9	13				1,503	75,000	1965		
Nonsect ..	6	1	42	0	39	0	10	0	19	0	6	0	6	0	4	0			32,000	1966		
R. C.	13	0	159	0	0	0	135	0			6	0	6	0	5	0		2,800	65,000	1967		
Presb.	0	4	14	10	8	8					1	5						533	20,725	1968		
R. C.	0	3	0	21	0	30	0	2	0	0	0	9								1969		
Epis.	5	0	50	0	25	0	11	0	20	0	4	0	4	0	4	50	11,000		250,000	1970		
R. C.	0	9	0	90	0	116	1	8			0	16						2,650		1971		
R. C.	6	0	30	0	42	0					12	0						2,000		1972		
R. C.	10	0	95	0	125	0													12,600	180,000	1973	
Luth.	3	3	45	21	0	0	13	4	0	0	12	4	3	1	3	0		250	21,000	1974		
R. C.	0	19	0	115	0	30	0	40			0	19				4	0	2,400	200,000	1975		
Luth.	3	1	30	20	74	18	2	0	5	0	14	3	4	0	4	0		700	12,000	1976		
R. C.	2	0	36	0	76	0	28	0	8	0								5,900		1977		
Presb.	4	2	46	30	18	10					11	6	11	6	3	0		1,500	40,000	1978		

TABLE 44.—*Public and private high schools for boys only, for girls only, and for both sexes.*

State or Territory.	Public.						Private.					
	For boys only.		For girls only.		Coeducational.		For boys only.		For girls only.		Coeducational.	
	Schools.	Students.	Schools.	Students.	Schools.	Boys.	Girls.	Schools.	Students.	Schools.	Students.	Girls.
United States.....	41	16,680	31	16,093	5,933	199,527	286,951	327	21,726	530	24,199	30,864
North Atlantic Division	16	13,629	8	11,321	1,424	59,707	84,751	149	11,338	212	9,874	9,469
South Atlantic Division	11	1,262	10	2,075	428	9,291	14,385	66	3,198	76	4,008	6,023
South Central Division	10	1,198	7	2,179	653	14,882	21,410	39	2,144	69	3,979	9,154
North Central Division	3	589	4	27	3,156	104,391	149,899	45	3,706	121	5,482	6,315
Western Division.....	1	5	2	491	267	11,256	16,596	28	1,346	52	1,856	1,501
North Atlantic Division:												
Maine.....	1	6			153	3,822	4,921	1	6	3	118	1,036
New Hampshire.....	1	57			56	1,545	2,102	8	963	2	109	679
Vermont.....					55	1,482	1,956			2	59	496
Massachusetts.....	5	2,254	2	1,426	230	13,464	18,800	16	1,550	36	1,954	45
Rhode Island.....					20	1,476	1,974	4	297	5	160	5
Connecticut.....					74	3,519	4,588	16	799	20	878	27
New York.....	5	10,113	3	6,590	370	18,906	26,757	59	3,640	84	4,046	61
New Jersey.....					98	4,252	7,008	18	1,320	29	1,030	27
Pennsylvania.....	4	1,196	3	3,305	30	11,241	16,445	27	2,763	51	1,556	73
South Atlantic Division:												
Delaware.....					13	402	650		1	48	3	157
Maryland.....	7	947	5	1,034	39	773	1,262	16	812	16	1,085	14
District of Columbia					5	1,313	2,118	7	204	12	496	2
Virginia.....	2	100	1	9	67	1,496	2,725	24	1,193	22	991	36
West Virginia.....					32	655	1,290	2	73	2	116	9
North Carolina.....					21	405	538	8	553	7	479	107
South Carolina.....	2	215	1	340	101	1,478	1,965	4	167	4	128	28
Georgia.....			3	692	117	2,202	2,951	5	216	8	588	54
Florida.....					33	557	946		4	87	5	64
South Central Division:												
Kentucky.....	2	622	1	752	67	1,690	2,453	10	497	22	797	63
Tennessee.....	1	36			100	2,133	3,253	6	331	10	597	83
Alabama.....	2	135	3	771	57	1,343	1,568	4	247	7	237	44
Mississippi.....	1	15			99	1,605	2,434	5	185	8	251	30
Louisiana.....	1	294	2	650	28	520	751	5	391	10	309	15
Texas.....	1	5			239	6,073	8,851	7	438	11	768	44
Arkansas.....			1	6	60	1,371	1,847	2	85			19
Oklahoma.....					6	117	219			1	20	
Indian Territory.....	2	91			2	32	34					11
North Central Division:												
Ohio.....					678	19,753	25,959	8	593	23	1,043	18
Indiana.....	1	6			381	11,178	15,231	3	390	11	457	13
Illinois.....	1	578			343	14,092	22,776	7	584	29	1,234	28
Michigan.....			1	6	293	12,146	16,639	2	160	8	423	10
Wisconsin.....					231	8,750	11,876	7	544	7	382	9
Minnesota.....					115	5,020	7,290	6	484	12	558	11
Iowa.....					344	11,773	17,249			4	125	31
Missouri.....			3	21	231	8,208	12,377	11	924	17	962	47
North Dakota.....					27	442	688					2
South Dakota.....					61	1,111	1,506					7
Nebraska.....	1	5			249	6,048	9,155			7	173	12
Kansas.....					203	5,870	9,043	1	51	3	75	10
Western Division:												
Montana.....					19	642	993			3	66	
Wyoming.....					7	155	202					
Colorado.....	1	5	1	5	42	2,332	3,568	1	18	1	20	4
New Mexico.....					7	100	143	2	44	2	59	
Arizona.....					2	57	115			1	15	1
Utah.....					5	491	624	1	90	1	60	11
Nevada.....					9	164	267					
Idaho.....					8	216	270	1	22	1	30	3
Washington.....					47	1,326	2,137	1	15	4	230	8
Oregon.....					17	743	1,173	3	165	6	210	10
California.....			1	486	104	5,030	7,104	19	992	33	1,166	11

CHAPTER XL.

MANUAL AND INDUSTRIAL TRAINING.

References to recent Reports of the United States Commissioner of Education, in which this subject has been treated or statistics published: Annual Report for 1888-89, pages 411-423, 1362-1367; 1889-90, pages 1148, 1209-1212, 1351-1356; 1891-92, page 1197; 1892-93, pages 186-188, 569-575; 1893-94, pages 877-949, 2063-2169; 1894-95, page 2170; 1895-96, pages 989-992, 1001-1152, 1321-1329, 1510-1521 (column 8); 1896-97, pages 193-197, 699-703, 2211-2222 (column 8), 2279-2294; 1897-98, pages 141, 194, 723, 2370-2382 (column 8), 2419-2440; 1898-99, pages 26, 83, 179-189, 208-209, 853-863, 1355-1361, 1442, 1448, 1525-1536 (column 8), 2139-2162.

There is a steady increase from year to year in the enrollment in the schools especially devoted to manual and industrial training. The number of such schools reporting to this Office for the year 1899-1900 was 144, an increase of 19 over the preceding year. The different pupils receiving manual or industrial training in these schools was 41,736, an increase of 3,115 in one year.

The 144 schools, including 32 industrial schools for Indian children, had 1,199 teachers in the manual and industrial training departments—612 men and 587 women—as shown in Table 3. The number of boys receiving manual training was 25,754, an increase of 2,752, and the number of girls 15,982, an increase of 363.

The total expenditure for manual training by 106 of the 144 schools was \$766,121. Of the aggregate of expenditure for 1899-1900 the sum of \$573,784 was paid teachers, \$94,405 for material, \$42,862 for new tools and repairs, and \$55,070 for incidentals and for items not classified.

The statistics in detail for the 112 manual and industrial training schools other than Indian schools will be found in Table 4. In these 112 schools there were employed 871 teachers—479 men and 392 women. In the same schools there were 35,191 pupils—2,193 boys and 13,261 girls.

Table 5 gives in detail the statistics of the 32 Indian schools. There were 328 teachers employed in these schools—133 men and 195 women. The number of pupils was 6,545, the number of boys being 3,824 and girls 2,721.

The branches of manual training or the trades taught and the number of pupils in each branch, so far as reported by the individual schools mentioned in Tables 4 and 5, are shown in Table 6.

This Office did not attempt to ascertain the number of pupils receiving manual or industrial training in 1899-1900 in institutions not distinctively manual or industrial training schools. General statistics of this character were collected in 1893-94 and printed in the Report of this Office for that year, pages 2093 to 2169.

Table 1, on the next page, shows the number of cities of 8,000 population and over in whose public schools manual training has been given in the last ten years. In 1890 it was given in 37 cities, in 1894 in 95 cities, in 1896 in 121 cities, in 1898 in 146 cities, and in 1900 in 169 cities.

Table 2 gives a list of the 169 cities in whose public schools manual training (other than drawing) was given in 1899-1900, and indicates the grades in each city system in which such instruction was given.

TABLE 1.—*Number of cities of 8,000 population and over, in each State, in which manual training was given.*

Geographical location.	1890.	1894.	1896.	1898.	1900.
United States	37	95	121	146	169
North Atlantic Division.....	23	52	72	80	94
South Atlantic Division.....	3	3	6	5	10
South Central Division.....	1	2	2	5	3
North Central Division.....	10	30	31	45	48
Western Division.....	.....	8	10	11	14
North Atlantic Division:					
Maine.....	.....	2	1	4	3
New Hampshire.....	1	1	3	2	3
Vermont.....	.....	.....	.....	.....	1
Massachusetts.....	6	17	22	33	37
Rhode Island.....	.....	2	7	3	3
Connecticut.....	1	3	6	7	7
New York.....	6	10	18	16	16
New Jersey.....	4	12	8	10	18
Pennsylvania.....	5	5	7	15	6
South Atlantic Division:					
Delaware.....	1	1	1	1	1
Maryland.....	1	1	1	1	1
District of Columbia.....	1	1	.....	1	2
Virginia.....	.....	.....	2	1	2
North Carolina.....	.....	.....	2	1	1
Georgia.....	.....	.....	.....	.....	3
South Central Division:					
Kentucky.....	.....	.....	.....	.....	1
Tennessee.....	1	.....	.....	.....	.....
Louisiana.....	.....	.....	.....	1	.....
Texas.....	.....	.....	.....	1	2
North Central Division:					
Ohio.....	2	3	7	11	6
Indiana.....	.....	1	2	2	4
Illinois.....	2	7	5	9	7
Michigan.....	2	2	4	3	8
Wisconsin.....	2	5	4	8	9
Minnesota.....	1	4	5	5	3
Iowa.....	.....	4	3	4	3
Missouri.....	.....	2	.....	2	5
South Dakota.....	.....	.....	.....	.....	1
Nebraska.....	1	2	1	1	1
Kansas.....	1	1	.....	.....	1
Western Division:					
Colorado.....	.....	2	3	3	5
Utah.....	.....	.....	.....	.....	1
Washington.....	.....	2	1	1	1
California.....	.....	4	6	7	7

TABLE 2.—*Cities in which manual training (other than drawing) was given in the public schools in 1899-1900.*

Cities.	Grades in which manual training was given.	Cities.	Grades in which manual training was given.
CALIFORNIA.		CONNECTICUT.	
Fresno.....	7, 8, 9, and 10.	Hartford.....	8 and 9.
Los Angeles.....	5, 6, 7, and 8.	Manchester (South)...	5, 6, 7, 8, and 9.
Pasadena.....	1 to 4 (primary).	Naugatuck.....	6, 7, 8, and 9.
San Diego.....	6, 7, and 8.	New Britain.....	8 and 9.
San Francisco.....	High school.	New Haven.....	4, 5, 6, and 7.
Santa Barbara.....	1 to 8.	New London.....	7 and 8.
Stockton.....	9, 10, and 11.	Stamford.....	8, 9, and high school.
COLORADO.		DELAWARE.	
Denver:		Wilmington.....	High school.
District No. 1.....	All.	DISTRICT OF COLUMBIA.	
District No. 7.....	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.	Washington:	
District No. 17.....	All.	Seventh to eighth divisions.	3, through high school.
Pueblo:		Ninth to eleventh divisions.	7 and 8.
District No. 1.....	4, 5, and 6 (sloyd).		
District No. 20.....	5, 6, 7, 8, 9, and 10.		

TABLE 2.—*Cities in which manual training (other than drawing) was given in the public schools in 1899-1900—Continued.*

Cities.	Grades in which manual training was given.	Cities.	Grades in which manual training was given.
GEORGIA.		MASSACHUSETTS—continued.	
Athens.....	1 to 7.	Somerville.....	10 and 11.
Columbus.....	1, 2, 3, 4, 5, 6, 7, and 8.	Wakefield.....	7, 8, and 9.
Waycross.....	1 and 2 (primary).	Waltham.....	6, 7, 8, 9, 10, and 11.
ILLINOIS.		Whitman.....	1, 2, 3, 4, 5, 6, 7, 8, and 9.
Bloomington.....	1, 2, and 3 (primary).	Winchester.....	6, 7, and 8.
Champaign.....	High school.	Woburn.....	1, 2, 3, and 4.
Chicago.....	Grammar and high.	Worcester.....	9 and high school.
Galesburg.....	High school.	MICHIGAN.	
Moline.....	7, 8, and high school.	Bay City.....	7, 8, 9, and 10.
Rockford.....	Do.	Detroit.....	5, 6, 7, and 8.
Springfield.....	7, 8, and 9.	Flint.....	7, 8, and 9.
INDIANA.		Kalamazoo.....	5, 6, 7, 8, 9, 10, 11, and 12.
Indianapolis.....	5, 8, and high.	Menominee.....	6, 7, 8, and high school.
Laporte.....	Primary and high.	Muskegon.....	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13.
Richmond.....	1, 2, 3, 4, 5, 6, and 7.	Saginaw (East).....	5 and 6.
Vincennes.....	High school.	Ypsilanti.....	1, 2, 3, 4, 5, 6, 7, and 8.
IOWA.		MINNESOTA.	
Davenport.....	9, 10, 11, 12, and 13.	Minneapolis.....	High school.
Des Moines (West).....	7 to 12.	St. Cloud.....	5, 6, 7, and 8.
Mason City.....	7, 8, 9, 10, 11, and 12.	St. Paul.....	High school.
KANSAS.		MISSOURI.	
Pittsburg.....	Primary.	Carthage.....	7, 8, and high school.
KENTUCKY.		Kansas City.....	High school.
Louisville.....	High school.	Moberly.....	7, 8, and high school.
MAINE.		St. Louis.....	High school.
Lewiston.....	6, 7, 8, and 9.	Sedalia.....	Do.
Saco.....	7, 8, and 9.	NEBRASKA.	
Westbrook.....	Do.	Omaha.....	9 and 10.
MARYLAND.		NEW HAMPSHIRE.	
Baltimore.....	6, 7, 8, 9, 10, and 11.	Concord.....	5, 6, 7, 8, 9, and four high schools.
MASSACHUSETTS.		Manchester.....	8 and 9.
Arlington.....	7, 8, and 9.	Portsmouth.....	4 and 5.
Barnstable.....	8 and 9.	NEW JERSEY.	
Boston.....	Grammar school.	Asbury Park.....	All.
Braintree.....	6, 7, and 8.	Atlantic City.....	5, 6, 7, 8, 9, and 10.
Bridgewater.....	8 and 9.	Camden.....	All.
Brocton.....	High school.	East Orange.....	5, 6, 7, 8, and high school.
Brookline.....	All.	Englewood.....	1, 2, 3, 4, 5, 6, and 7.
Cambridge.....	Grammar and high school.	Hoboken.....	6, 7, 8, and 9.
Dedham.....	7, 8, 9, and 2 classes in high school.	Montclair.....	Primary and grammar schools.
Easton.....	6, 7, 8, and 9.	Newark.....	5, 6, 7, 8, and high school.
Everett.....	5, 6, 7, and 8.	North Plainfield.....	5, 6, 7, 8, 9, 10, 11, and 12.
Fall River.....	High school.	Orange.....	All.
Fitchburg.....	9, 10, 11, and 12.	Passaic.....	3, 4, 5, 6, 7, and 8.
Framingham.....	7, 8, and 9.	Paterson.....	7, 8, and high school.
Gardner.....	High school.	Phillipsburg.....	2, 3, 4, 5, and 6.
Greenfield.....	10 and 11, high school.	Red Bank.....	6, 7, 8, 9, and 10.
Haverhill.....	5, 6, 7, 8, 9, 10, 11, 12, and 13.	South Orange.....	4, 5, 6, 7, 8, 9, 10, 11, and 12.
Holyoke.....	High school.	Union.....	3 years through high school.
Lawrence.....	Do.	Vineland.....	Grammar and high schools.
Lowell.....	10, 11, 12, and 13.	Woodbury.....	High school.
Malden.....	9 and high school.	NEW YORK.	
Medford.....	5, 6, 7, 8, and 9.	Albany.....	High school.
Milton.....	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13.	Binghamton.....	9, 10, 11, and 12.
Natick.....	6, 7, 8, 9, 10, and 11.	Buffalo.....	5, 6, 7, 8, and 9.
New Bedford.....	7, 8, and 9.	Cohoes.....	3, 4, 5, 6, 7, 8, and 9.
Newton.....	8 and 9.	Corning.....	Primary.
North Adams.....	Do.	Herkimer.....	Do.
Northampton.....	5, 6, and 7.	Ithaca.....	6, 7, and 8.
Reading.....	7 and 8.	Jamestown.....	All.
Salem.....	Grammar school.		

TABLE 2.—*Cities in which manual training (other than drawing) was given in the public schools in 1899-1900.*

Cities.	Grades in which manual training was given.	Cities.	Grades in which manual training was given.
NEW YORK—cont'd.		SOUTH DAKOTA.	
Newburg	3, 4, 5, 6, 7, 8, 9, 10, and 11.	Sioux Falls	All.
New York	High, elementary, and truant.	TEXAS.	
Port Chester	Primary and intermedi- ate.	Austin	9, 10, and 11.
Rochester	4, 5, 6, 7, 8, of one school only.	Palestine	Primary.
Syracuse	Primary, grammar, and high schools.	UTAH.	
Utica	5, 6, 7, 8, and 9.	Ogden	1, 2, 3, and 4.
Whitehall	High school.	VERMONT.	
Yonkers	4, 5, 6, 7, and high school.	St. Johnsbury	6 and 7.
NORTH CAROLINA.		VIRGINIA.	
Asheville	3 and 4.	Petersburg	High school.
OHIO.		Staunton	7, 8, 9, and 10.
Akron	7 and 8.	WASHINGTON.	
Cleveland	All.	Seattle	High school.
Dayton	7 and 8.	WISCONSIN.	
Elyria	1, 2, 3, 4, 5, and 6.	Appleton	High school.
Toledo	5, 6, 7, and 8.	Chippewa Falls	Primary.
Youngstown	High school.	Eau Claire	7, 8 and high school.
PENNSYLVANIA.		Fond du Lac	High school.
Bradford	8, 9, 10, 11, and 12.	Janesville	Do.
Conshohocken	All above primary.	Menominee	All.
Norristown	7 and high school.	Milwaukee	Two high schools.
Philadelphia	High school.	Oshkosh	5, 6, 7, 8, 9, 10, 11, and 12.
Pittsburg	Grammar school.	Portage	High school.
West Chester	8, 9, 10, 11, and 12.		
RHODE ISLAND.			
Newport	Intermediate, grammar, and high schools.		
Providence	High school.		
Woonsocket	7, 8, and 9.		

TABLE 3.—Summary of statistics of manual and industrial training schools in the United States in 1899-1900.

State or Territory.	No. of schools.			Different teachers of manual and industrial training.			Different pupils who received manual and industrial training.			Expenditure for manual and industrial training during 1899-1900 for 106 schools.				
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
United States.....	144	612	587	1,199	25,754	15,982	41,736	\$573,784	\$94,405	\$42,862	\$55,070	\$766,121		
North Atlantic Division:	55	282	259	535	12,874	7,812	20,686	254,447	42,538	11,288	41,497	349,770		
South Atlantic Division:	19	68	83	106	1,494	610	2,014	26,749	8,936	3,954	1,859	41,189		
South Central Division:	11	33	59	92	992	778	1,770	24,870	4,989	1,175	650	31,675		
North Central Division:	35	139	139	278	6,531	4,206	10,737	154,177	22,780	21,490	7,831	206,188		
Western Division:	24	90	98	188	3,953	2,576	6,529	113,550	15,471	5,045	3,233	137,299		
North Atlantic Division:														
Massachusetts.....	9	51	73	124	2,368	1,151	3,519	45,199	2,868	704	110	48,881		
Rhode Island.....	7	27	18	45	1,028	890	1,918	12,840	200	25	15	13,080		
Connecticut.....	24	6	30	36	352	510	862	7,210	185	0	100	7,495		
New York.....	23	113	70	183	5,008	4,053	9,561	168,644	14,867	4,709	34,564	162,784		
New Jersey.....	9	15	24	114	165	279	11,840	2,600	3,600	2,000	2,000	20,040		
Pennsylvania.....	10	76	47	123	3,404	1,043	4,447	63,714	21,818	2,259	4,708	97,490		
South Atlantic Division:														
Delaware.....	3	8	1	9	59	0	59	2,800	370	75	33	3,278		
Maryland.....	3	37	5	42	858	178	1,036	6,715	1,094	645	126	8,581		
District of Columbia.....	2	3	8	11	38	77	115	1,500	2,767	273	50	4,590		
Virginia.....	1	6	5	11	115	65	180	10,000	3,000	2,000	1,500	16,500		
North Carolina.....	5	7	16	23	209	220	429	3,100	910	210		4,220		
South Carolina.....	1	5	1	6	100	20	120	1,600				1,600		
Georgia.....	1	2	2	4	25	50	75	1,025	495	750	150	2,420		
South Central Division:														
Kentucky.....	3	9	37	46	379	431	810	6,950	1,080	575	450	9,055		
Tennessee.....	1	4	3	7	20	30	50	600		100		700		
Alabama.....	1	3	0	3	16	0	16	1,000	2,500			3,500		
Louisiana.....	1	2	0	2	200	0	200	500	200	100	200	1,000		
Texas.....	1	0	5	5	0	20	20							
Oklahoma.....	4	15	14	29	377	297	674	15,820	1,200	400		17,420		
North Central Division:														
Ohio.....	5	25	13	38	1,378	599	1,977	32,455	6,620	2,356	2,600	44,031		
Indiana.....	5	17	9	26	563	505	1,071	17,550	1,090	309	100	19,040		
Illinois.....	7	31	13	44	1,937	654	2,591	49,585	5,380	725	625	56,235		
Michigan.....	4	9	30	39	410	559	969	10,787	3,271	8,519	3,155	25,732		
Wisconsin.....	4	6	18	24	123	312	435	3,250	1,100	175	276	4,801		
Minnesota.....	1	3	2	5	318	96	414	5,500	729			6,229		
Iowa.....	1	1	1	2	95	17	112	2,800	200	25	125	3,150		
Missouri.....	2	11	7	18	760	698	1,453	15,140	2,100	9,000	700	27,030		
North Dakota.....	3	11	12	23	246	253	499	2,100	400		100	2,600		
South Dakota.....	5	12	36	42	323	288	611	15,010	1,800	300	150	17,260		
Kansas.....	1	13	4	17	375	225	600							
Western Division:														
Montana.....	1	8	9	17	184	130	314	9,440				9,440		
Colorado.....	5	21	24	45	1,330	313	1,593	23,525	905	70		24,500		
New Mexico.....	2	11	11	22	413	209	622	12,712	1,200	390		14,302		
Arizona.....	5	13	24	37	385	286	671	23,730	2,000	1,000		23,730		
Nevada.....	1	2	3	5	60	40	100	2,940				2,940		
Idaho.....	1	3	5	8	20	15	35							
Oregon.....														
California.....	9	32	22	54	1,561	1,583	3,144	44,203	11,366			62,387		

TABLE 4.—Statistics of manual and industrial schools in the United States in 1899-1900.

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who receive industrial training.			Expenditure for industrial training during 1899-1900.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ALABAMA.														
Camp Hill	The Southern Industrial College	Lyman Ward	Elementary, secondary, collegiate.	3	0	3	16	0	16	\$1,000	\$2,500	.....	.....	\$3,500
CALIFORNIA.														
Oakland	Central School (public)	Philip M. Fisher	Secondary	2	1	3	157	146	303	3,000	526	\$103	\$272	4,501
San Francisco	The California School of Mechanical Arts.	Geo. A. Merrill .....	.....do.....	6	2	8	242	81	323	10,000	3,500	1,000	500	15,000
Do	Cogswell Polytechnical College	Dr. Henry D. Cogswell.	.....do.....	3	3	6	34	89	123	7,800	900	882	923	10,545
Do	Mechanics' Institute of San Francisco	Ernest A. Denicke .....	.....do.....	1	1	2	26	24	50	.....	.....	.....	.....	.....
Do	Polytechnic High School	Walter N. Bush	Secondary	2	3	5	580	736	1,250	6,400	400	400	230	7,400
Santa Barbara	Anna S. C. Blake Manual Training School.	Miss Ednah A. Rich	Elementary	0	3	3	394	550	744	1,053	450	488	488	2,621
Waterman	Preston School of Industry	D. S. Hirschberg, supt	Elementary and secondary.	11	1	12	70	0	76	6,540	3,000	250	350	10,140
COLORADO.														
Denver	The Brightside Educational Corporation.	Ralph Field, president.	Elementary	5	5	10	650	0	650	10,000	.....	.....	.....	10,000
Do	Manual Training High School	Charles A. Bradley	Secondary	3	4	7	195	186	381	6,725	725	30	.....	7,488
Golden	Colorado State Industrial School	B. L. Olds, supt	Elementary	1	0	1	129	0	129	660	180	40	.....	880
CONNECTICUT.														
Bridgeport	Y. M. C. A. Trade School and Institute	I. De Ver Warner	Elementary	3	1	4	112	0	112	510	115	0	100	725
New Haven	Boardman Manual Training School	Thomas W. Mather	Secondary	3	3	6	240	190	400	6,450	.....	.....	.....	6,450
Ridgefield	Manual Training School	Mrs. James Kraft	Elementary	0	1	1	0	150	150	.....	.....	.....	.....	.....
Waterbury	Waterbury Industrial School	Mrs. Stephen Harrison.	.....do.....	0	25	25	0	200	200	250	75	.....	.....	325

TABLE 4.—Statistics of manual and industrial schools in the United States in 1899-1900—Continued.

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who receive industrial training.			Expenditure for industrial training during 1899-1900.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MARYLAND.														
Arbutus Baltimore.	Baltimore Manual Labor School	G. W. Lärman.	Elementary	2	0	2	40	0	40	\$800	\$500	\$100		\$1,520
	Baltimore Polytechnic Institute	Wm. R. King, U. S. N.	Elementary and secondary.	20	0	20	387	0	387					
Do.	Industrial Training Dept. of House of Refuge.*	Joshua Levering	Elementary	3	0	3	125	0	125	2,200	500	200	\$100	3,000
Do.	St. Mary's Industrial School	Brother Dominic, superintendent.	Elementary and secondary.	3	0	3	30	0	30	105	76	37	21	239
Do.	The Samuel Ready School	Miss Helen J. Rowe.	do	0	2	2	0	38	38					
McDonough	McDonough Educational Fund and Institute.	S. T. Moreland	do	7	0	7	140	0	140	1,000				1,000
Port Deposit	Tome Institute	James Cameron Mackenzie.	Secondary	2	3	5	136	140	276	2,550	18	249	5	2,822
MASSACHUSETTS.														
Boston (Roxbury)	Friendford Industrial School	Mrs. Henry Hinkley	Elementary	5	30	35	50	200	250	300	50	10	10	370
Boston (17 Allen street)	Hebrew Industrial School	Mrs. J. H. Hecht	Elementary	8	12	20	50	500	550					
Boston	Mechanic Arts High School	Chas. W. Parmenter	Secondary	1	0	1	487	0	487	13,612	1,300	200	100	15,212
Boston (39 Bennet street)	North Bennet Street Industrial School.	Mrs. Quincy A. Shaw.	Elementary	3	8	11	923	183	1,106	4,559	402	180		5,150
Cambridge	Bindge Manual Training School	Charles H. Morse, head master.	Secondary	1	1	2	200	0	200	11,430				11,030
Lowell	Trustees of the Lowell Textile School	Wm. Wyman Crosby.	Collegiate	12	0	12	363	8	371	14,000	500	300		14,800
Roxbury	South End Industrial School	Miss Louise Howe, president.	do	3	20	23	40	200	240	1,568	536			2,184
Salem	Plummer Farm School	C. A. Johnson	Elementary	1	0	1	14	0	14	100	30	5		135
Springfield.	Mechanic Arts High School	Charles F. Warner.	Secondary	5	2	7	301	0	301					

* Statistics of 1898-99.

MOBIGAN.	Lansing Industrial Aid Society Hackley Manual Training School	Mrs. H. A. Woodworth David Mackenzie, superintendent.	Elementary and second- ary.	0 4	12 4	12 8	0 274	80 346	80 620	300 7,207	25 1,246	7 8,362	75 3,080	407 19,895
MINNESOTA.	St. Paul	George Weitbrecht	Secondary	3	2	5	318	96	414	5,500	729	-----	-----	6,229
MISSOURI.	Kansas City St. Louis	Gilbert B. Morrison C. M. Woodward	Secondary do	5 6	7 0	12 6	546 214	698 0	1,244 214	8,640 6,500	1,300 800	8,000 1,000	----- 700	18,030 9,000
NEW JERSEY.	Bordentown	James M. Gregory	Elementary and second- ary.	2	3	5	28	54	82	848	300	100	-----	1,248
NEW YORK.	Hoboken Woodbine	Mrs. J. F. Dalrymple H. L. Sabsovich	Elementary and second- ary.	0 7	12 0	12 7	0 86	97 14	97 100	----- 11,000	----- 2,300	----- 3,500	----- 2,000	18,800
NEW YORK.	Binghamton Brooklyn (Sterling Place)	Vinton S. Paessler Mrs. Wm. H. Lyon	Secondary Elementary	1 2	1 6	2 8	131 189	155 100	286 280	2,100	140	355	7	2,602
NEW YORK.	Brooklyn (41 South 3d street). Brooklyn Do	Mrs. M. E. Whittelsey Charles D. Larkins F. B. Pratt, secre- tary; C. Hanford Henderson, direc- tor.	do Secondary do	0 6 3	7 5 4	7 11 7	80 515 98	100 582 145	180 1,097 243	----- 41,000	----- 800	----- 100	----- 41,900	-----
NEW YORK.	Cornwall-on-Hudson	Cornwall-on-Hudson High School, Preparatory School for Technical Schools and Colleges. Artist Artisan Institute *	do	1	0	1	18	2	20	192	53	20	10	275
NEW YORK.	New York (142 East 3d street). New York (225-227 East 9th street). New York (100 West 54th street).	Geo. H. Shorey J. Ernest G. Yalden J. F. Reigart, supt.	do do Elementary and second- ary.	3 7 1	2 0 1	5 7 2	23 111 148	32 0 154	55 111 362	4,000 ----- 3,950	1,000 ----- 197	0 ----- -----	200 ----- -----	5,200 ----- 4,147
NEW YORK.	New York (16 to 24 West 44th street). New York (38 Stuyve- sant street).	Stephen M. Wright Edgar S. Barney	do Secondary	10 11	0 0	10 11	410 181	0 0	410 181	3,176 14,234	876 1,832	----- 689	759 6,909	4,811 23,664

† Statistics of 1897-98.

* Statistics of 1898-99.

Hot Springs	Dorland Industrial Institute	Miss Julia E. Phillips	Elementary and secondary.	0	2	2	10	75	85	500	10	-----	510
North Wilkshoro.	Academical and Industrial Institute.	S. G. Walker	do	1	1	2	5	6	11	-----	-----	-----	-----
NORTH DAKOTA.													
Ellendale	State Manual Training School	W. E. Hicks	Collegiate	1	2	3	65	105	170	2,100	400	-----	2,600
OHIO.													
Cincinnati	Ohio Mechanics Institute (Industrial and Art School).	James Leslie	Secondary	15	0	15	814	93	907	4,755	-----	-----	4,755
Do	The Technical School of Cincinnati.	M. E. Ingalls, pres. board of trustees.	do	3	0	3	144	2	146	3,100	300	100	3,500
Cleveland	Jewish Orphan Asylum	S. Wolfenstein	Elementary	2	4	6	140	110	250	3,400	90	25	3,755
Do	Y. W. C. A. Working Home for Young Women.	Mrs. D. P. Eells	Secondary	0	3	3	0	117	117	-----	-----	-----	-----
Toledo	The Polytechnic School of the Toledo University.	Virgil G. Custis, superintendent.	do	5	6	11	230	277	557	21,200	6,080	2,575	32,021
PENNSYLVANIA.													
Doyletstown	The National Farm School	Ernest E. Fayville	Collegiate	4	0	4	53	0	53	-----	-----	-----	-----
Philadelphia	Central Manual Training School	Wm. L. Sayre	Secondary	5	0	5	400	0	400	8,600	3,000	500	12,200
Do	Friends' Select School	J. Henry Bartlett, superintendent.	do	1	1	2	140	210	350	-----	-----	-----	-----
Do	Girard College for Orphans	Adam R. Pettehoff, Ph. D., LL. D.	do	10	0	10	843	0	843	12,838	-----	4,231	17,120
Do	Northeast Manual Training School	Andrew J. Morrison	do	5	0	5	332	0	332	8,400	1,200	500	10,300
Philadelphia, 320 South Broad street.	The Pennsylvania Museum and School of Industrial Art.	L. W. Miller	do	27	6	33	633	264	897	-----	-----	-----	-----
Philadelphia	Spring Garden Institute	Addison B. Burk, president.	-----	2	0	2	40	0	40	2,000	200	300	2,500
Pittsburg	School of Design for Women.	M. B. Lissed	-----	5	8	13	0	78	78	3,000	-----	-----	3,000
Williamson School	Williamson Free School of Mechanic Trades.	John M. Shingley	Secondary	7	0	7	232	0	232	8,853	3,243	600	12,696
RHODE ISLAND.													
Newport	Miss Sayer's School	Miss M. A. Sayer	Elementary and secondary.	0	1	1	6	24	30	-----	-----	-----	-----
Do	Townsend Industrial School	George H. Bryant	Elementary, secondary, and collegiate.	3	4	7	338	473	871	8,500	-----	-----	8,500
Providence	Providence Manual Training High School.	George F. Weston, A. M.	Secondary	11	4	15	136	79	235	-----	-----	-----	-----
Do	The Yearly Meeting of Friends for New England (Friends' School).	Augustine Jones	Elementary and secondary.	1	2	3	30	40	70	2,000	-----	-----	2,000

+ Statistics of 1897-98.

TABLE 5.—*Industrial schools for Indian children, 1899-1900.*

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who received industrial training.			Expenditure for industrial training during 1899-1900.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ARIZONA.														
Fort Defiance	Navaho Indian Boarding School	C. H. Lamar, superintendent	Elementary	2	4	6	100	50	150	\$2,820	---	---	---	\$2,820
Keams Canyon	Mohave Indian Industrial School	Charles E. Burton	do	4	6	10	68	55	123	6,820	---	---	---	6,820
Mohave City	Fort Mohave Indian Industrial School	John J. McKoin	Secondary	3	5	8	103	65	168	---	---	---	---	---
Phoenix	United States Indian School†	S. M. McCowan	do	2	7	9	100	100	200	5,490	\$2,000	\$1,000	---	8,490
Yuma	Fort Yuma Indian Industrial School	John S. Spear, superintendent	Elementary	2	2	4	14	16	30	5,600	---	---	---	5,600
CALIFORNIA.														
Greenville	Greenville Indian Training School	M. F. Holland (in charge)	Elementary	2	2	4	25	38	63	1,680	---	---	---	1,680
Perris (P. O. Riverside)	Indian Industrial Training School	Harwood Hall, superintendent	do	5	7	12	107	165	272	6,500	2,500	1,000	\$500	10,500
COLORADO.														
Grand Junction	Grand Junction Indian Training School.	Theo. G. Lemmon	Elementary	5	5	10	145	45	190	---	---	---	---	---
Hesperus	Fort Lewis Indian Industrial School	Thomas H. Breen	do	7	10	17	211	82	293	6,140	---	---	---	6,140
IDAHO.														
Lapwai	Fort Lapwai Indian Industrial School.	Wm. H. Smith, superintendent	Elementary	3	5	8	20	15	35	---	---	---	---	---
KANSAS.														
Lawrence	Haskell Institute (Indian School)	H. B. Peairs	Elementary and secondary.	13	4	17	375	225	600	---	---	---	---	---

† Statistics of 1897-98.

TABLE 5.—*Industrial schools for Indian children, 1899-1900—Continued.*

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who received industrial training.			Expenditure for industrial training during 1899-1900.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MICHIGAN.														
Mount Pleasant	Mount Pleasant Indian Industrial School.	E. C. Nardin, superintendent.	Elementary	2	5	7	68	63	131	\$3,280	\$2,000	\$150	.....	\$5,430
Pipestone	Pipestone Indian Training School	Dewitt S. Harris, superintendent.	do	3	9	12	68	70	138	.....	.....	.....	.....	.....
MONTANA.														
Fort Shaw (by Sun River).	Fort Shaw Industrial School	F. C. Campbell, superintendent.	Elementary	8	9	17	184	130	314	9,440	.....	.....	.....	9,440
NEVADA.														
Carson City	Carson Indian Training School	James K. Allen, superintendent.	Elementary	2	3	5	60	40	100	2,940	.....	.....	.....	2,940
NEW MEXICO.														
Albuquerque	United States Indian School	R. P. Collins.	Elementary	8	6	14	188	129	317	7,440	.....	.....	.....	7,440
Santa Fe	do	C. J. Crandall.	do	3	5	8	225	80	305	3,272	1,200	230	.....	6,862
NORTH CAROLINA.														
Cherokee	Cherokee Training School	Henry W. Spray	Elementary	3	6	9	91	89	180	.....	.....	.....	.....	.....
NORTH DAKOTA.														
Elbowoods	Browning Boarding School	Byron E. White	Elementary	4	4	8	56	48	104	.....	.....	.....	.....	.....
Fort Totten	United States Indian School.	Wm. F. Canfield	Secondary	6	6	12	125	100	225	.....	.....	.....	.....	.....

OKLAHOMA.		Elementary and secondary.	8	6	14	236	161	397	7,940	1,000	400	
Chilocco	Chilocco Indian Industrial School	Elementary and secondary.	3	3	6	60	50	110	3,000			9,340
Colony	Seger Colony School	Elementary	3	4	7	69	64	133	3,740			3,000
Darlington	Arapahoe Indian Boarding School	do	1	1	2	12	22	34	1,140	200		3,740
Hammon	Red Moon Boarding School	do	13	32	45	681	491	1,172	25,020	14,175	350	1,340
PENNSYLVANIA.	Indian Industrial School	Elementary										39,672
Carlisle												
SOUTH DAKOTA.												
Chamberlain	Indian Training School	Elementary and secondary	3	7	10	56	54	110	7,710	300	100	8,110
Flandreau	Riggs Institute	Secondary	3	7	10	150	130	280				
Pine Ridge	Oglala Boarding School	Elementary	1	6	7	40	60	100				
Pierre	Pierre Indian Industrial School	do	3	5	8	77	44	121	3,900			3,900
Flandreau	United States Indian School	Secondary	2	5	7				3,400	1,500	200	5,250
WISCONSIN.												
Tomah	Tomah Indian Industrial School	Secondary and elementary	3	5	8	60	50	110				
Wittenberg	United States Indian Industrial School.	Elementary	3	4	7	50	50	100	2,900	1,100	175	4,451
Total for the above 32 industrial schools for Indian children			133	195	328	3,824	2,721	6,545	122,173	25,975	3,705	1,053,152,965

TABLE 6.—Statistics of manual and industrial training—Branches taught.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
The Southern Industrial College, Camp Hill, Ala.	Carpentry	1	5	0	—
	Farm or garden work	1	2	0	—
	Printing	1	2	0	—
Central School (public), Oakland, Cal.	Mechanical drawing	1	1	0	—
	Sewing	1	0	1	42
	Cooking	1	0	1	42
	Carpentry	1	1	—	21
	Wood turning	1	1	—	21
	Carving	1	1	—	21
California School of Mechanical Arts, San Francisco, Cal.	Free-hand drawing	2	180	65	49
	Mechanical drawing	1	180	65	49
	Clay modeling	1	100	31	40
	Sewing	1	—	74	40
	Cooking	1	—	14	40
	Wood turning	1	100	—	40
	Pattern making	1	100	—	40
	Forging	1	77	—	30
	Molding (metal)	1	77	—	10
	Vise work	1	54	—	10
	Machine-shop work	1	63	—	70
	Free-hand drawing	1	34	59	120
	Mechanical drawing	1	34	30	120
	Sewing	1	—	89	85
Cogswell Polytechnical College, San Francisco, Cal.	Cooking	1	—	15	20
	Carpentry	1	34	—	80
	Wood turning	1	34	—	24
	Pattern making	1	25	—	30
	Forging	1	34	—	20
	Molding (metal)	1	34	—	20
	Vise work	1	34	—	26
	Machine-shop work	—	—	—	—
	Free-hand drawing	1	26	24	44
	Mechanical drawing	1	17	—	44
	Free-hand drawing	2	60	120	120
	Mechanical drawing	1	60	2	120
	Clay modeling	1	—	50	80
	Carpentry	1	40	0	40
Anna S. C. Blake Manual Training School, Santa Barbara, Cal.	Wood turning	1	20	0	40
	Carving	1	20	80	—
	Pattern making	1	20	0	40
	Forging	1	42	0	20
	Vise work	1	20	0	—
	Machine-shop work	1	20	0	60
	Sewing	1	0	1	160
	Cooking	1	0	1	40
	Sloyd	2	0	2	200
	Cooking	1	9	0	26
	Carpentry	1	4	0	26
	Tailoring	1	5	0	26
	Shoemaking	1	4	0	26
	Baking	—	4	0	26
Preston School of Industry (boys), Waterman, Cal.	Forging	1	5	0	26
	Drugs	1	1	0	26
	Photography	1	1	0	26
	Butter making	1	8	0	26
	Farm or garden work	3	20	0	26
	Printing	—	1	0	26
	Electricity	1	9	0	26
	Laundry	1	5	0	26
	Sewing	1	1	—	—
	Cooking	1	10	—	—
	Carpentry	1	10	—	—
	Farm or garden work	3	60	—	—
	Printing	1	3	—	—
	Laundry	1	18	—	—
The Brightside Educational Corporation, Denver, Colo.	Shoemaking	1	1	—	—
	Engineering	1	6	—	—

TABLE 6.—Statistics of manual and industrial training—Branches taught—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Manual Training High School, Denver, Colo.	Free-hand drawing	1	195	186	114
	Mechanical drawing	1	195	186	114
	Clay modeling	1	150	145	16
	Sewing	1	186	76	76
	Cooking	1	50	33	33
	Carpentry	1	90	85	16
	Wood turning	1	90	85	10
	Carving	1	90	150	12
	Pattern making	1	70	13	13
	Forging	1	70	18	18
	Sheet-metal work	1	70	4	4
	Molding (metal)	1	70	3	3
	Vise work	1	45	8	8
	Machine-shop work	1	45	30	30
	Mechanical drawing	1	55	52	52
State Industrial School, Golden, Colo.	Sloyd, or knife work	1	55	52	52
	Carpentry	1	55	52	52
	Carving	1	52	52	52
Y. M. C. A. Trade School and Institute, Bridgeport, Conn.	Free-hand drawing	1	19	20	20
	Mechanical drawing	1	66	20	20
	Carpentry	1	14	30	30
	Plumbing	1	13	30	30
	Free-hand drawing	2	240	160	40
Boardman Manual Training High School, New Haven, Conn.	Mechanical drawing	1	240	100	40
	Sewing	1	160	40	40
	Cooking	1	100	40	40
	Woodwork	1	130	0	40
	Wood turning	1	120	0	40
	Carving	1	0	160	40
	Pattern making	1	55	0	40
	Forging	1	30	0	40
	Machine-shop work	1	20	0	40
	Sewing	1	150	30	30
	Cooking	1	50	30	30
	Sewing	25	0	200	30
	Cooking	1	0	40	20
	Clay modeling	1	4	0	0
	Carpentry	1	2	0	0
St. Joseph's Industrial School for Colored Boys, Clayton, Del.	Farm or garden work	3	12	0	0
	Printing	1	6	0	0
	Painting	1	4	0	0
	Tailoring	1	4	0	0
	Shoemaking	1	3	0	0
Ferris Industrial School, Marshallton, Del.	Free-hand drawing	1	24	52	52
	Mechanical drawing	1	24	52	52
	Sewing	1	6	52	52
	Cooking	1	4	52	52
	Carpentry	1	24	52	52
	Wood turning	1	24	52	52
	Farm or garden work	4	50	0	0
	Sewing	1	20	0	0
District of Columbia Industrial Home School, Washington, D. C.	Carpentry	1	16	0	0
	Floriculture	1	13	0	0
	Farm or garden work	1	9	0	0
	Sewing	6	0	54	36
	Cooking	1	0	3	52
St. Rose's Industrial School, Washington, D. C.	Free-hand drawing	1	25	27	27
	Mechanical drawing	1	16	10	10
	Sewing	1	50	30	30
Fort Valley High and Industrial School, Fort Valley, Ga.	Cooking	1	30	0	0
	Carpentry	1	15	0	0
	Wood turning	1	23	0	0
	Vise work	1	26	0	0
	Farm or garden work	1	26	0	0
	Free-hand drawing	7	578	0	120
	Mechanical drawing	3	578	0	120
	Carpentry	4	305	0	40
Chicago English High and Manual Training School, Chicago, Ill.	Wood turning	1	305	0	40
	Pattern making	1	305	0	40

TABLE 6.—Statistics of manual and industrial training—Branches taught—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Chicago English High and Manual Training School, Chicago, Ill.—Continued.	Forging	1	160	0	20
	Molding (metal)	1	160	0	20
	Vise work, machine-shop work.	2	113	0	40
	Free-hand drawing	1	-----	-----	20
Chicago Manual Training School, Chicago, Ill.	Mechanical drawing	1	-----	-----	100
	Elementary woodwork	-----	31	-----	40
	Carpentry	1	119	-----	20
	Wood turning	-----	119	-----	10
	Pattern making	-----	119	-----	10
	Forging	1	81	-----	30
	Molding (metal)	-----	81	-----	10
	Vise work	1	51	-----	40
	Machine shop work	-----	51	-----	-----
	Mechanical drawing	1	-----	10	-----
Chicago Sloyd School, Chicago, Ill.	Sewing	1	-----	2	-----
	Carpentry	1	-----	10	-----
	Carving	1	-----	10	-----
	Free-hand drawing	1	350	350	-----
Jewish Training School of Chicago, Chicago, Ill.	Mechanical drawing	2	300	300	-----
	Clay modeling	1	200	200	-----
	Paper cutting and folding	1	200	300	40
	Sewing	2	200	200	-----
	Carpentry	1	-----	200	-----
	Wood turning, carving	1	60	-----	-----
	Machine-shop work	1	60	-----	-----
	Free-hand drawing	2	150	50	72
	Mechanical drawing	2	150	-----	72
	Sewing	1	-----	50	24
Lewis Institute, Chicago, Ill.	Cooking	2	-----	100	36
	Carpentry	1	200	-----	6
	Wood turning	1	200	-----	6
	Pattern making	1	50	-----	24
	Forging	1	100	-----	36
	Molding (metal)	1	50	-----	24
	Vise work	1	50	-----	36
	Machine-shop work	1	50	-----	36
	Free-hand drawing	2	64	73	36
	Mechanical drawing	3	124	14	36
Bradley Polytechnic Institute, Peoria, Ill.	Sewing	2	-----	106	72
	Cooking	1	-----	49	72
	Carpentry	2	85	0	24
	Wood turning	2	77	0	12
	Pattern making	1	8	0	22
	Sheet-metal work	1	51	0	12
	Molding (metal)	1	8	0	2
	Vise work	1	51	0	24
	Machine-shop work	1	9	0	36
	Mechanical drawing	1	-----	-----	40
Springfield Manual Training School, Springfield, Ill.	Carpentry	1	97	-----	40
	Wood turning	1	25	-----	40
	Carving	1	-----	-----	40
	Vise work	1	-----	-----	40
Manual Training High School, Indianapolis, Ind.	Machine-shop work	1	-----	-----	40
	Free-hand drawing	4	356	115	76
	Mechanical drawing	2	196	0	114
	Sewing	2	0	202	38
	Cooking	2	0	66	38
	Carpentry	2	144	0	19
	Wood turning	2	137	0	19
	Hygiene	1	0	36	19
	Stenography	2	64	276	76
	Pattern making	2	82	0	19
	Forging	1	137	0	88
	Molding (metal)	1	82	0	19
	Machine-shop work	1	39	0	38

TABLE 6.—Statistics of manual and industrial training—Branches taught—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Indiana Soldiers and Sailors' Orphans' Home, Knightstown, Ind.	Free-hand drawing	1	320	350	
	Sewing	1		54	40
	Cooking	1	4	30	40
	Carpentry	1	10		80
	Baking	1	13		80
	Shoemaking	1	6		80
	Laundry	1	7	5	60
	Machine-shop work	1	9		80
	Tailoring	1	7		80
	Farm or garden work	3	13		80
	Printing	1	30		
	Floriculture	1	12		80
	Free-hand drawing	1	10	14	36
West Des Moines High and Industrial School, Des Moines, Iowa.	Mechanical drawing	1	35	3	72
	Sloyd or knife work	1	40		72
	Carpentry	1	27	1	36
	Wood turning	1	11		24
	Carving	1	11	2	12
	Free-hand drawing	1		1	30
	Mechanical drawing	1	23	21	30
	Sewing	1		81	60
	Cooking	1		72	48
	Carpentry	1	59		48
State Normal for Colored Persons, Frankfort, Ky. (Manual training.)	Wood turning	1	4		10
	Pattern making	1	0	5	8
	Farm or garden work	1	78		50
	Printing	1	21		30
	Sewing	30		300	28
	Cooking	1	3	27	10
	Bent iron work	2	15		
	Free-hand drawing	1	115		20
	Mechanical drawing	3	125		94
	Carpentry	2	117		20
Hope Presbyterian Mission and Industrial School, Louisville, Ky.	Wood turning	2	100		10
	Carving	2	109		4
	Cabinet work	2	100		4
	Pattern work	2	75		18
	Foundry work				
	Forging	2	60		18
	Sheet-metal work	1	60		2
	Vise work	1	47		56
	Machine-shop work				
	Free-hand drawing	2	200	0	20
Home Institute—Free night school—New Orleans, La.	Mechanical drawing	2	150	0	20
	Wood turning	1	100	0	
	Carving	1	100	0	
	Free-hand drawing	1	10		36
	Mechanical drawing	1	10		36
Baltimore Manual Labor School, Arbutus, Md.	Carpentry	1	10		36
	Farm or garden work	1	20		52
	Free-hand drawing	2	293	0	120
	Mechanical drawing	2	94	0	130
	Carving	1	70	0	20
Baltimore Polytechnic Institute, Baltimore, Md.	Wood turning	1	30	0	20
	Pattern making	2	81	0	20
	Carpentry	1	223	0	40
	Forging	1	95	0	20
	Machine-shop work	1	45	0	60
	Machine construction	1	13	0	40
	Work in physical laboratory	1	81	0	80
	Work in chemical laboratory	1	13	0	40
	Steam engineering	1	13	0	40
	Free-hand drawing	3	105	0	40
St. Mary's Industrial School, Baltimore, Md.	Paper cutting and folding	3	18	0	40
	Carpentry	2	6	0	40
	Wood turning	2	6	0	40
	Pattern making	2	6	0	40
	Forging	3	7	0	40
	Vise work	2	6	0	40

TABLE 6.—Statistics of manual and industrial training—Branches taught—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
St. Mary's Industrial School, Baltimore, Md.—Continued.	Machine-shop work	3	7	0	40
	Farm or garden work	4	10	0	40
	Bricklaying	1	3	0	40
	Printing	1	18	0	40
	Painting	1	3	0	40
The Samuel Ready School, Baltimore, Md.	Free-hand drawing	1	0	38	—
	Clay modeling	1	0	15	—
	Paper cutting and folding	—	—	15	—
	Sewing	1	0	60	—
	Cooking	1	0	23	—
	Dressmaking	1	—	4	—
	Pipe organ	1	0	4	—
	Piano	1	—	13	—
	Typewriting	1	0	21	—
	Shorthand	1	0	5	—
	Free-hand drawing	1	125	0	40
The McDonogh Educational Fund and Institute, McDonogh, Md.	Mechanical drawing	1	25	0	40
	Clay modeling	1	4	0	—
	Carpentry	1	30	0	20
	Wood turning	1	15	0	10
	Carving	1	30	0	10
	Pattern making	1	15	0	10
	Vise work	1	15	0	5
	Machine-shop work	1	15	0	35
	Farm or garden work	1	80	0	50
	Printing	1	20	0	51
	Free-hand drawing	1	136	140	—
	Mechanical drawing	1	58	—	—
	Paper cutting and folding	1	—	—	—
	Sewing	1	—	90	—
Tome Institute, Port Deposit, Md.	Cooking	1	—	90	—
	Sloyd or knife work	1	78	—	—
	Wood turning	1	18	—	—
	Pattern making	1	5	—	—
	Forging	1	8	—	—
	Free-hand drawing	—	2	4	—
	Mechanical drawing	—	2	4	—
	Paper cutting and folding	—	—	—	—
	Sewing	—	—	30	—
	Cooking	—	—	—	—
Friendford Industrial School, Boston, Mass.	Sloyd or knife work	—	—	—	—
	Carpentry	—	2	—	—
	Sewing	8	—	400	50
	Cooking	—	—	50	50
	Printing	—	35	—	14
Mechanic Arts High School, Boston, Mass.	Free-hand drawing	3	487	—	10
	Mechanical drawing	3	487	—	30
	Carpentry	3	212	—	30
	Wood turning	2	148	—	15
	Carving	3	212	—	10
	Pattern making	2	148	—	5
	Forging	1	148	—	20
	Machine-shop work	1	123	—	40
	Clay modeling	4	304	43	32
	Sewing	1	—	75	32
North Bennet Street Industrial School, Boston, Mass.	Cooking	1	—	20	24
	Sloyd or knife work	1	205	—	38
	Leather work	1	195	—	38
	Millinery	1	—	25	24
	Dressmaking	1	—	20	24
	Printing	1	218	—	38
	Free-hand drawing	1	200	0	20
	Mechanical drawing	1	200	0	20
	Carpentry	1	100	0	40
	Wood turning	1	50	0	20
Rindge Manual Training School, Cambridge, Boston.	Pattern making	1	50	0	20
	Forging	1	50	0	20
	Machine-shop work	1	50	0	40

TABLE 3.—Statistics of manual and industrial training—Branches taught—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Trustees of the Lowell Textile School, Lowell, Mass.	Free-hand drawing	12	14	9	90
	Mechanical drawing	12	25	.....	90
	Power weaving	12	55	.....	90
	Hand-loom weaving	1	80	6	90
	Cotton spinning	2	74	.....	90
	Woolen and worsted spinning	3	65	.....	90
	Dyeing	3	60	.....	90
South End Industrial School, Roxbury, Mass.	Designing	3	110	.....	90
	Free-hand drawing	1	12	20	46
	Mechanical drawing	1	12	.....	25
	Sewing	14	.....	100	29
	Carpentry	1	12	.....	25
	Dressmaking	1	.....	48	46
	Housekeeping	1	.....	18	25
Plummer Farm School, Salem, Mass.	Printing	2	16	.....	46
	Carpentry	1	.....	.....	24
Mechanic Arts High School, Springfield, Mass.	Farm or garden work	2	.....	.....	26
	Free-hand drawing	2	61	.....	40
	Mechanical drawing	1	61	.....	40
	Carving	1	44	.....	6
	Wood turning	1	44	.....	17
	Pattern making	1	11	.....	24
	Carpentry	1	44	.....	17
Lansing Industrial Aid Society, Lansing, Mich.	Machine-shop work	1	11	.....	16
	Work in physical laboratory	1	5	.....	40
	Sewing	12	.....	65	35
	Cooking	1	.....	12	18
Hackley Manual Training School, Muskegon, Mich.	Free-hand drawing	1	101	160	.....
	Mechanical drawing	2	101	.....	.....
	Clay modeling	1	.....	8	.....
	Sewing	2	.....	150	.....
	Cooking	2	.....	87	.....
	Sloyd or knife work	1	142	0	.....
	Carpentry	1	57	.....	.....
	Wood turning	2	39	.....	.....
	Carving	1	57	.....	.....
	Pattern making	2	39	.....	.....
	Forging	1	20	.....	.....
	Molding (metal)	1	.....	.....	.....
	Vise work	1	9	.....	.....
Mechanic Arts High School, St. Paul, Minn.	Machine-shop work	1	.....	.....	.....
	Free-hand drawing	1	301	97	76
	Mechanical drawing	1	326	4	152
	Clay modeling	1	87	117	75
	Carpentry	1	148	.....	19
	Wood turning	1	86	.....	19
	Carving	1	10	15	19
	Cabinet work	1	52	.....	19
	Pattern making	1	47	.....	19
	Forging	1	50	.....	19
	Vise work	1	27	.....	19
	Machine-shop work	1	38	.....	38
Manual Training High School, Kansas City, Mo.	Free-hand drawing	2	6	468	108
	Mechanical drawing	2	430	5	108
	Sewing	4	1	524	108
	Cooking	1	5	130	36
	Carpentry	1	242	.....	36
	Wood turning	1	156	.....	18
	Pattern making	1	136	.....	9
Manual Training School of Washington University, St. Louis, Mo.	Forging	1	80	.....	36
	Molding (metal)	1	136	.....	9
	Free-hand drawing	2	170	0	.....
	Mechanical drawing	2	214	0	.....
	Carpentry	2	78	0	.....
	Wood turning	2	78	0	.....
	Carving	2	78	0	.....
	Pattern making	1	81	0	.....
	Forging	1	81	0	.....

TABLE 6.—*Statistics of manual and industrial training—Branches taught—Cont'd.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Manual Training School of Washington University, St. Louis, Mo.—Continued.	Molding (metal).....	1	81	0	-----
	Vise work.....	1	48	0	-----
	Machine-shop work.....	1	48	0	-----
Manual Training and Industrial School, Bordentown, N. J.	Free-hand drawing.....	1	14	27	32
	Mechanical drawing.....	1	15	-----	24
	Sewing.....	1	-----	33	96
	Cooking.....	1	-----	20	96
	Carpentry.....	1	30	-----	96
Baron de Hirsch Agricultural and Industrial School, Woodbine, N. J.	Mechanical drawing.....	1	13	0	24
	Cooking.....	1	-----	14	48
	Carpentry.....	1	16	-----	24
	Forging.....	1	16	0	24
	Machine-shop work.....	1	16	0	24
	Farm or garden work.....	6	86	0	120
	Painting.....	1	16	0	24
Bartow School of Industrial Arts, Binghamton, N. Y.	Mechanical drawing.....	1	36	0	40
	Sewing.....	1	0	17	20
	Cooking.....	1	0	155	40
	Carpentry.....	1	98	0	20
	Wood turning.....	1	15	0	20
Industrial School Association of Brooklyn (E. D.).	Forging.....	1	31	0	40
	Free-hand drawing.....	-----	30	40	40
	Paper cutting and folding.....	-----	-----	1	-----
	Sewing.....	8	-----	100	40
	Chair caning.....	1	12	-----	-----
Manual-Training High School, Brooklyn, N. Y.	Free-hand drawing.....	3	502	582	160
	Mechanical drawing.....	3	515	578	169
	Clay modeling.....	1	-----	195	20
	Sewing.....	3	-----	484	120
	Carpentry.....	3	245	-----	20
	Wood turning.....	2	143	-----	20
	Carving.....	2	50	78	20
	Pattern making.....	1	70	-----	20
	Forging.....	1	176	-----	40
	Sheet-metal work.....	2	50	114	20
	Printing.....	2	58	-----	40
	Free-hand drawing.....	1	97	139	-----
	Mechanical drawing.....	1	-----	-----	-----
Pratt Institute High School, Brooklyn, N. Y.	Sewing.....	3	0	52	-----
	Cooking.....	1	0	24	-----
	Carpentry.....	-----	-----	-----	-----
	Wood turning.....	1	47	63	-----
	Carving.....	1	26	0	-----
	Pattern making.....	1	7	0	-----
	Forging.....	1	7	0	-----
	Sheet-metal work.....	1	7	0	-----
	Molding (metal).....	1	7	0	-----
	Vise work.....	1	17	0	-----
	Machine-shop work.....	1	17	0	-----
	Mechanical drawing.....	1	18	2	32
	Carpentry.....	1	18	2	32
Cornwall on the Hudson High School, Cornwall on the Hudson, N. Y.	Wood turning.....	1	18	2	32
	Free-hand drawing.....	8	8	0	-----
	Painting in oil.....	2	2	0	-----
	Painting in water color.....	2	2	0	-----
	Clay modeling.....	1	1	0	-----
Artist Artisan Institute, New York, N. Y.	Design and decoration.....	1	1	0	-----
	Architecture.....	1	1	0	-----
	Mechanical drawing.....	4	78	0	20
	House and sign painting.....	1	31	0	24
	Carpentry.....	1	16	0	24
Baron de Hirsch Trade School, New York, N. Y.	Plumbing.....	1	34	0	24
	Machine-shop work.....	1	28	0	24
	Free-hand drawing.....	2	78	154	37
	Clay modeling.....	2	78	154	37
	Paper cutting and folding.....	8	78	80	37
The Ethical Culture Schools, New York, N. Y.	Sewing.....	1	72	154	37
	Carpentry.....	1	44	13	37

TABLE 6.—Statistics of manual and industrial training—Branches taught—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
The Ethical Culture Schools, New York, N. Y.—Continued.	Venetian ironwork	1	18	—	37
	Basketry	1	40	50	37
	Weaving	1	48	60	37
General Society of Mechanics and Tradesmen of New York City, New York, N. Y.	Free-hand drawing	2	—	0	—
	Mechanical drawing	3	—	0	—
	Clay modeling	1	—	0	—
Hebrew Technical Institute, New York, N. Y.	Architectural drawing	2	—	0	—
	Free-hand drawing	1	181	0	144
	Mechanical drawing	1	181	0	144
	Carpentry	3	181	0	148
	Wood turning	1	103	0	96
	Carving	1	84	0	48
	Pattern making	1	38	0	48
	Sheet-metal work	1	38	0	48
	Vise work	1	64	0	43
	Machine-shop work	1	38	0	48
	Physics	1	181	0	96
	Electricity	1	38	0	48
The New York Catholic Protectory, New York, N. Y.	Free-hand drawing	1	350	—	—
	Mechanical drawing	1	300	—	—
	Clay modeling	1	75	100	52
	Paper cutting and folding	1	15	100	52
	Sewing	7	130	250	52
	Cooking	4	18	24	52
	Sloyd, or knife work	1	48	—	52
	Carpentry	1	15	—	52
	Sheet-metal work	1	18	—	52
	Molding (metal)	1	5	—	52
	Vise work	1	5	—	52
	Machine-shop work	1	5	—	52
	Farm or garden work	1	23	—	—
	Bricklaying	1	5	—	—
	Printing	5	85	—	—
	Painting	2	12	—	—
	Glove making	—	70	70	—
	Dressmaking	—	—	125	—
	Shirt making	—	—	100	—
	Tie making	—	—	50	—
	Lace making	—	—	100	—
	Binding	—	55	50	—
	Brush making	—	300	300	—
New York Trade School, New York, N. Y.	Blacksmithing	—	8	—	—
	Mechanical drawing	2	16	0	39
	Carpentry	1	26	0	39
	Electrical work	4	83	0	39
	Plumbing	5	274	0	39
	Steam and hot-water fitting	1	32	0	39
	Forging	1	14	0	39
	Sheet metal	3	38	0	39
	Plastering	1	11	0	39
	Bricklaying	2	63	0	39
	Printing	2	16	0	39
	Painting, house	2	26	0	39
	Painting, sign	1	18	0	39
	Painting, fresco	2	31	0	39
	Tinsmithing	—	12	—	—
	Plumbing	—	28	—	—
	Shoemaking	—	35	—	—
	Knitting (stocking)	—	—	120	—
	Laundry	—	—	12	—
	Electrotyping	—	5	—	—
	Electric lighting	—	5	—	—
	Tailoring	—	130	—	—
	Photography	—	5	—	—
Public Evening School No. 13, New York, N. Y.	Chair caning	—	200	100	—
	Sewing	2	0	192	24
	Cooking	1	0	101	24

TABLE 6.—*Statistics of manual and industrial training—Branches taught—Cont'd.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
St. George's Evening Trade School, New York, N. Y.	Free-hand drawing	1	24	0	33
	Mechanical drawing	1	80	0	33
	Paper cutting and folding	1	75	0	33
	Sloyd, or knife work	1	75	0	33
	Carpentry	1	80	0	33
	Wood turning	1	20	0	20
	Pattern making	1	80	0	33
	Plumbing	1	48	0	33
	Printing	1	60	0	33
	Sign painting	1	10	0	20
	Practical designing	5	0	375	52
School of Industrial Art and Technical Design for Women, New York, N. Y.	Free-hand drawing	1	25	0	—
	Mechanical drawing	1	25	0	—
	Sewing	1	0	87	—
	Cooking	1	0	40	—
Technical School for Carriage Draftsmen and Mechanics, New York, N. Y.	Kitchen gardening	1	0	140	—
	Free-hand drawing	3	147	129	240
	Mechanical drawing	6	147	129	240
	Clay modeling	3	147	129	240
Wilson Industrial School for Girls, New York, N. Y.	Paper cutting and folding	3	—	—	120
	Sewing	2	—	—	240
	Cooking	1	40	—	40
	Sloyd, or knife work	2	40	—	80
	Carpentry	2	—	—	80
	Carving	2	40	—	80
	Free-hand drawing	6	125	148	—
	Mechanical drawing	6	266	13	—
	Clay modeling	1	11	6	—
	Sewing	2	0	207	—
	Cooking	4	0	698	—
Industrial School, Rochester, N. Y.	Dressmaking	4	0	177	—
	Carpentry, joinery	3	258	50	—
	Wood turning	1	12	0	—
	Designing	2	31	31	—
	Millinery	1	0	53	—
	Pattern making	1	4	0	—
	Forging	1	25	0	—
	Vise work	2	8	0	—
	Machine-shop work	2	—	—	—
	Lettering	1	10	6	—
	Free-hand drawing	1	1	3	34
Herbert Preparatory School, Suffern, N. Y.	do	2	42	—	36
	Mechanical drawing	2	42	—	36
	Carpentry	2	42	—	36
	Paper cutting and folding	1	—	—	32
Webb's Academy and Home for Shipbuilders, University Heights, N. Y.	Sewing	2	—	—	32
	Cooking	1	—	—	32
	Sewing	1	—	—	—
	Cooking	1	—	—	—
Skyland Institute, Blowing Rock, N. C.	Carpentry	1	—	—	—
	Farm or garden work	2	—	—	—
	Sewing	—	—	75	96
	Cooking	—	—	50	96
Asheville Farm School, Denmark, N. C.	Sewing	1	—	1	16
	Cooking	1	—	6	16
	Farm or garden work	1	—	4	—
	Free-hand drawing	1	—	—	—
Dorland Institute (Industrial), Hot Springs, N. C.	Mechanical drawing	1	—	—	—
	Sewing	1	—	—	—
	Cooking	1	—	—	—
	Carpentry	1	—	—	—
Academical and Industrial Institute, Northwilkeshoro, N. C.	Wood turning	1	—	—	—
	Carving	1	—	—	—
	Painting	1	—	—	—
	Free-hand drawing	2	145	40	—
State Industrial School and Manual Training, Ellendale, N. Dak.	Mechanical drawing	6	293	2	—
	Architecture	3	77	5	—
	Free-hand drawing	2	145	40	—
	Mechanical drawing	6	293	2	—
Ohio Mechanics' Institute, Cincinnati, Ohio.	Free-hand drawing	2	145	40	—
	Mechanical drawing	6	293	2	—

TABLE 6.—Statistics of manual and industrial training—Branches taught—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Ohio Mechanics' Institute, Cincinnati, Ohio—Continued.	Electricity	1	65	—	—
	Languages	1	76	5	—
	Mathematics	1	153	6	—
	China decorating	1	5	35	—
The Technical School of Cincinnati, Cincinnati, Ohio.	Free-hand drawing	1	144	1	40
	Mechanical drawing	1	—	—	—
	Sloyd, or knife work	1	—	—	40
	Carpentry	1	70	—	30
	Wood turning	1	70	—	10
	Forging	1	35	—	40
	Vise work	1	35	—	20
Cleveland Jewish Orphan Asylum, Cleveland, Ohio.	Machine-shop work	1	35	—	20
	Free-hand drawing	1	140	110	30
	Mechanical drawing	1	60	—	30
	Clay modeling	1	35	25	10
	Paper cutting and folding	1	80	50	20
	Sewing	1	—	110	40
	Carpentry	1	36	—	30
	Wood turning	1	16	—	30
	Carving	1	16	—	10
	Printing	1	8	—	30
The Polytechnic School of the Toledo University, Toledo, Ohio.	Free-hand drawing	2	122	100	240
	Mechanical drawing	1	100	76	320
	Clay modeling	1	100	80	80
	Sewing	1	0	115	40
	Cooking	1	0	63	40
	Carpentry	1	151	0	20
	Wood turning	1	151	0	20
	Pattern making	1	—	—	40
	Forging	1	30	0	40
	Machine-shop work	1	9	0	40
The National Farm School, Doylestown, Pa.	Free-hand drawing	1	23	—	—
	Farm or garden work	4	23	—	—
Central Manual Training School, Philadelphia, Pa.	Free hand drawing	1	400	—	40
	Mechanical drawing	1	400	—	40
	Clay modeling	1	400	—	13
	Carpentry	1	400	—	40
	Wood turning	1	400	—	13
	Carving	1	400	—	13
	Pattern making	1	400	—	26
	Forging	1	400	—	26
	Sheet-metal work	1	400	—	13
	Molding (metal)	1	400	—	13
Friends' Select School, Philadelphia, Pa.	Vise work	1	400	—	13
	Machine-shop work	1	400	—	40
	Free-hand drawing	1	124	185	—
	Mechanical drawing	1	16	25	—
	Sloyd or knife work	1	45	55	—
Girard College, Philadelphia, Pa.	Mechanical drawing	1	572	—	210
	Sloyd or knife work	1	321	—	164
	Carpentry, wood turning	1	572	—	210
	Pattern making	1	572	—	210
	Forging	1	572	—	210
	Molding (metal)	1	572	—	210
	Vise work, machine-shop work	1	572	—	210
	Electricity	1	572	—	210
Northeast Manual Training School, Philadelphia, Pa.	Plumbing	1	572	—	210
	Free-hand drawing	1	362	—	80
	Mechanical drawing	1	362	—	120
	Clay modeling	1	118	—	14
	Carpentry	2	172	—	28
	Wood turning	2	172	—	14
	Carving	1	118	—	14
	Pattern making	1	118	—	28
	Forging	1	290	—	28
	Sheet metal work	1	172	—	14
	Molding (metal)	1	172	—	14

TABLE 6.—Statistics of manual and industrial training—Branches taught—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Northeast Manual Training School, Philadelphia, Pa.—Continued. The Pennsylvania Museum and School of Industrial Art, Philadelphia, Pa.	Vise work	1	290	—	28
	Machine-shop work	1	72	—	40
	Free-hand drawing	1	633	294	—
	Mechanical drawing	1	100	40	—
	Carving	1	10	—	—
	Carpentry	1	12	—	—
	Work in chemical laboratory	1	200	—	—
	Hand weaving	1	150	—	—
	Power weaving	1	25	—	—
	Dyeing	1	150	—	—
	Carding and spinning	1	100	—	—
	Designing of fabrics	4	200	100	—
	Bookbinding	1	—	10	—
	Modeling	1	50	50	—
Spring Garden Institute, Philadelphia, Pa.	Mechanical drawing	1	—	—	108
	Pattern making	1	10	—	108
	Vise work, machine-shop work	1	30	—	108
	Free-hand drawing	—	—	76	—
Pittsburg School of Design for Women, Pittsburg, Pa. Williamson Free School of Mechanical Trades, Williamson School, Pa.	Painting	—	—	16	—
	Mechanical drawing	2	232	—	144
	Carpentry	1	36	—	144
	Pattern making	1	43	—	144
	Vise work, machine-shop work	1	89	—	120
	Electrical Machinists	1	17	—	120
Miss Sayer's School, Newport, R. I. Townsend Industrial School, Newport, R. I.	Bricklaying	1	47	—	120
	Free-hand drawing	1	6	24	—
	Free-hand drawing	1	23	—	120
	Mechanical drawing	1	33	—	160
	Sewing	1	—	423	160
	Cooking	1	—	438	160
	Sloyd or knife work	1	375	—	160
	Carpentry	1	12	—	30
	Wood turning	1	12	—	10
	Pattern making	1	4	—	19
	Forging	1	4	—	30
	Sheet-metal work	1	—	—	—
	Molding	1	4	—	10
	Vise work	1	6	—	10
Friends' School, Providence, R. I.	Machine-shop work	1	6	—	50
	Free-hand drawing	3	10	30	40
	Mechanical drawing	1	10	—	40
	Clay modeling	2	5	6	40
	Sewing	—	—	—	40
	Cooking	—	—	20	40
	Sloyd or knife work	1	—	—	40
	Carpentry	—	7	—	40
	Wood turning	—	—	—	40
	Carving	—	20	25	40
	Free-hand drawing	3	186	79	30
	Mechanical drawing	3	186	79	90
	Clay modeling	1	186	79	12
	Sewing	2	186	79	20
Providence Manual Training High School, Providence, R. I.	Cooking	2	186	79	20
	Carpentry	1	186	79	20
	Wood turning	1	186	79	12
	Carving	1	186	79	12
	Pattern making	1	186	79	18
	Forging	1	186	79	40
	Molding (metal)	1	186	79	10
	Vise work	1	186	79	30
	Machine-shop work	1	186	—	—
	Free-hand drawing	7	293	57	—
	Mechanical drawing	4	158	1	—
	Clay modeling	1	12	4	—
	Carving	2	4	1	—
	Sheet-metal work (artistic), beating copper	1	1	—	32
Rhode Island School of Design, Providence, R. I.	Free-hand drawing	7	293	57	—
	Mechanical drawing	4	158	1	—
	Clay modeling	1	12	4	—
	Carving	2	4	1	—

TABLE 6.—Statistics of manual and industrial training—Branches taught—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
St. Xavier's Academy, Providence, R. I. . .	Free-hand drawing	1	—	1	40
	Mechanical drawing	1	—	1	40
	Sewing	1	—	2	40
Schofield Normal and Industrial, Aiken, S. C. . .	Carpentry	1	20	—	—
	Farm or garden work	1	30	—	—
	Printing	1	20	—	—
	Painting	1	10	—	—
Southern Industrial School, Graysville, Tenn. . .	Sewing	1	—	10	24
	Cooking	1	3	10	36
	Carpentry	1	7	—	12
	Farm or garden work	1	8	—	36
	Painting	1	4	—	12
	Canning	1	10	—	24
Industrial School (Divine Providence Convent), Castroville, Tex. . .	Free-hand drawing	1	—	20	40
	Sewing	1	—	20	40
	Cooking	1	—	3	40
	Washing	1	—	20	40
	Ironing	1	—	20	40
Miller Manual Labor School, Miller School, Va. . .	Free-hand drawing	4	70	50	—
	Mechanical drawing	3	20	—	—
	Sewing	4	—	70	—
	Cooking	1	—	30	—
	Sloyd	1	—	—	—
	Carpentry	3	40	—	—
	Wood turning	1	20	—	—
	Carving	1	10	—	—
	Pattern making	1	30	—	—
	Forging	3	24	—	—
	Molding	3	24	—	—
	Vise work	1	16	—	—
	Machine-shop work	1	16	—	—
	Farm or garden work	3	40	—	—
	Printing	1	10	—	—
	Painting	1	13	—	—
	Cooking and housekeeping	3	13	82	44
Milwaukee Cooking School, Milwaukee, Wis. . .	Free-hand drawing	3	—	100	25
	Clay modeling	1	—	42	25
	Paper cutting and folding	3	—	42	25
	Sewing	1	—	100	25
	Cooking	3	—	60	25
Navaho Indian Boarding School, Fort Defiance, Ariz. . .	Paper cutting and folding	1	25	20	40
	Sewing	1	—	50	40
	Cooking	1	—	—	—
	Carpentry	1	10	—	40
	Laundrying	1	50	50	40
Moqui Training School, Keam's Canyon, Ariz. . .	Farm or garden work	1	100	—	40
	Free-hand drawing	3	—	3	41
	Paper cutting and folding	1	—	1	41
	Sewing	1	—	1	41
	Cooking	1	1	—	41
Fort Mohave Indian Industrial School, Mohave City, Ariz. . .	Carpentry	1	1	—	41
	Farm or garden work	1	1	—	41
	Free-hand drawing	4	103	65	40
	Mechanical drawing	4	20	10	40
	Clay modeling	2	20	25	40
	Paper cutting and folding	1	19	20	—
	Sewing	1	0	50	—
	Cooking	1	0	50	—
	Sloyd or knife work	1	20	15	40
	Carpentry	1	10	—	40
	Carving	1	20	25	—
	Farm or garden work	1	80	0	—
	Bricklaying	1	6	—	—
	Painting	1	6	—	—
United States Indian School, Phoenix, Ariz. . .	Free-hand drawing	2	200	200	80
	Clay modeling	1	50	40	40
	Paper cutting and folding	1	50	40	40
	Sewing	3	20	50	120

TABLE 6.—Statistics of manual and industrial training—Branches taught—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
United States Indian School, Phoenix, Ariz.—Continued.	Cooking.....	2	10	50	40
	Sloyd.....	1	30	30	40
	Carpentry.....	1	15	.....	120
	Wood turning.....	1	12	.....	40
	Carving.....	1	12	.....	40
	Farm or garden work.....	3	24	.....	80
	Bricklaying.....	1	6	.....	80
	Painting.....	1	12	.....	80
Fort Yuma Training School, Yuma, Ariz.	Free-hand drawing.....	3	1	2	120
	Clay modeling.....	.....	.....	1	40
	Paper cutting and folding.....	.....	.....	1	40
	Sewing.....	.....	.....	2	200
	Cooking.....	.....	.....	3	200
	Carpentry.....	.....	1	.....	120
	Shoemaking.....	.....	1	.....	160
	Plastering.....	.....	1	.....	.....
	Farm or garden work.....	.....	1	.....	120
	Painting.....	.....	1	.....	40
	Sewing.....	1	.....	38	40
	Cooking.....	1	.....	38	40
Greenville Indian Training School, Greenville, Cal.	Carpentry.....	1	25	.....	40
	Farm or garden work.....	1	25	.....	40
Indian School, Perris, Cal.....	Sewing.....	2	.....	105	44
	Cooking.....	2	.....	105	44
	Sloyd, or knife work.....	.....	12	.....	44
	Carpentry.....	1	20	.....	44
	Wood turning.....	.....	8	.....	44
	Carving.....	.....	8	.....	44
	Engineering.....	1	6	.....	44
	Shoemaking.....	1	12	.....	44
	Cabinet and furniture.....	1	8	.....	44
	Forging.....	1	4	.....	44
	Vise work.....	.....	8	.....	.....
	Farm or garden work.....	1	80	.....	44
	Painting.....	1	4	.....	44
	Laundry.....	1	.....	79	44
	Housework.....	.....	.....	105	44
	Free-hand drawing.....	4	.....	.....	.....
	Paper cutting and folding.....	1	.....	.....	.....
	Sewing.....	2	2	20	.....
	Cooking.....	1	8	4	.....
	Carpentry.....	1	6	.....	.....
	Farm or garden work.....	1	.....	.....	.....
Fort Lapwai Indian Industrial School, Lapwai, Idaho.	Painting.....	1	2	2	.....
	Sewing.....	1	.....	15	.....
	Cooking.....	1	.....	15	.....
	Farm or garden work.....	3	20	.....	.....
Haskell Institute, Indian School, Lawrence, Kans.	Free-hand drawing.....	1	150	100	120
	Mechanical drawing.....	1	100	.....	120
	Clay modeling.....	1	20	20	80
	Paper cutting and folding.....	1	20	20	80
	Sewing.....	2	.....	100	120
	Cooking.....	2	.....	100	120
	Sloyd, or knife work.....	1	100	.....	80
	Carpentry.....	1	25	.....	120
	Wood turning.....	1	.....	.....	.....
	Wagon making.....	1	12	.....	120
	Tailoring.....	1	30	4	120
	Shoemaking.....	1	25	.....	120
	Forging.....	1	14	.....	120
	Vise work.....	1	6	.....	120
	Machine-shop work.....	1	6	.....	120
	Farm or garden work.....	1	20	.....	120
	Bricklaying.....	1	6	.....	120
	Printing.....	2	8	.....	120
	Painting.....	1	10	.....	120
	Baking.....	1	5	.....	120
	Harness making.....	1	16	.....	120

TABLE 6.—Statistics of manual and industrial training—Branches taught—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Mount Pleasant Indian Industrial School, Mount Pleasant, Mich.	Free-hand drawing	4			
	Paper cutting and folding	1	15	10	40
	Sewing	1		39	52
	Cooking	3	3	32	52
	Carpentry	1	3	0	52
Pipestone Indian Training School, Pipestone, Minn.	Farm or garden work	1	50		
	Sewing	1	10	70	
	Cooking	1	6	40	
	Housekeeping	1	10	70	
Fort Shaw Industrial School, Fort Shaw, Mont.	Farm or garden work	1	68		
	Free-hand drawing	6	184	130	20
	Paper cutting and folding	1	35	37	8
	Sewing	1	0	130	4
	Cooking	2	0	75	8
	Sloyd, or knife work	1	80	0	20
	Carpentry	2	10	0	40
	Carving	1	10	0	20
	Shoe and harness making	1	12	0	20
	Tailoring	1	20	4	30
	Housekeeping and mending	4	0	100	40
	Sheet-metal work	1	8	0	40
	Vise work	1	0	100	8
	Dining-room work	1	36	0	40
	Farm and garden work	2	125	100	8
Carson Indian Training School, Carson, Nev.	Laundry work	4	60	40	
	Free-hand drawing	2	46	20	
	Mechanical drawing	1	19	9	
	Clay modeling	1	19	9	
	Paper cutting and folding	1			
	Sewing	1			
	Cooking	1			
	Carpentry	1	20	0	
	Forging	1	10	0	
	Vise work	1	10	0	
	Machine-shop work	1	20	0	
	Farm or garden work	1	4	0	
United States Indian School, Santa Fe, N. Mex.	Printing	1	10	0	
	Painting	1			
	Paper cutting and folding	1		3	
	Sewing	1			
	Cooking	1	4		
	Sloyd, or knife work	1	40		
	Carpentry	1	14		
	Wood turning	1	15		
	Carving	1	12		
	Tailoring	1	12		
	Baking	1			
	Shoemaking	1			
	Pattern making	1			
	Forging	1			
	Sheet-metal work	1	7		
Browning Boarding School (Indian), Elbowoods, N. Dak.	Molding work	1			
	Vise work	1			
	Machine-shop work	1	4		
	Farm or garden work	1	2		
	Engineering	1	10	10	
	Free-hand drawing	1	56	14	
	Mechanical drawing	1	16		
	Paper cutting and folding	1		36	
	Sewing	1		38	
	Cooking	1	20		
	Sloyd, or knife work	1			
	Carpentry	1	36		
	Wood turning	1			
	Carving	1			
	Tin work	1			
	Farm or garden work	1	56		

TABLE 6.—Statistics of manual and industrial training—Branches taught—Cont'd.

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1.	2.	3.	4.	5.	6.
United States Indian Industrial School, Fort Totten, N. Dak.	Free-hand drawing	1	3	2	.....
	Paper cutting and folding	1	.....	.....	.....
	Sewing	1	.....	.....	.....
	Cooking	1	.....	60	.....
	Carpentry	1	20	.....	.....
	Shoe and harness making	1	10	.....	.....
Chilocco Indian Industrial School, Chilocco, Okla.	Tailoring	1	10	.....	.....
	Farm or garden work	1	40	.....	.....
	Mechanical drawing	1	1	.....	.....
	Sewing	1	.....	2	.....
	Cooking	1	.....	2	.....
	Carpentry	1	2	.....	.....
	Forging	1	1	.....	.....
	Sheet-metal work	1	1	.....	.....
	Vise work	1	1	.....	.....
	Machine shop work	1	1	.....	.....
	Farm or garden work	1	1	.....	.....
	Bricklaying	1	1	.....	.....
Seger Colony School, Colony, Okla.	Printing	1	1	.....	.....
	Painting	1	1	.....	.....
	Sewing	1	.....	5	40
	Cooking	1	.....	10	40
	Carpentry	1	1	.....	40
	Farm or garden work	2	16	.....	20
	Painting	1	1	.....	4
	Laundrying	1	2	6	40
	Sewing	1	0	.....	40
	Cooking	1	.....	.....	40
Arapaho Indian Boarding School, Darlington, Okla.	Carpentry	1	3	0	40
	Engineering	1	2	0	40
	Farm or garden work	2	.....	.....	40
	Paper cutting and folding	1	10	12	.....
Red Moon Boarding School, Hammon, Okla.	Sewing	1	.....	15	.....
	Cooking	1	.....	15	.....
	Farm or garden work	1	12	.....	.....
	Free-hand drawing	17	450	350	40
Indian Industrial School, Carlisle, Pa.	Mechanical drawing	1	300	250	40
	Clay modeling	1	30	22	40
	Paper cutting and folding	2	30	22	40
	Sewing and tailoring	3	62	110	.....
	Cooking and housework	3	.....	467	16
	Sloyd or knife work	1	70	40	40
	Carpentry	1	54	0	.....
	Wagonmaking and blacksmithing	1	47	.....	.....
	Tinsmithing	1	19	.....	.....
	Harness making	1	71	.....	.....
	Farm or garden work	2	556	.....	16
	Bricklaying	1	7	.....	.....
	Printing	2	29	2	.....
	Painting	1	16	.....	.....
	Shoemaking	1	57	.....	.....
Indian Training School, Chamberlain, S. Dak.	Laundry	5	.....	210	.....
	Free-hand drawing	2	10	20	40
	Paper cutting and folding	1	.....	.....	40
	Sewing	1	.....	25	40
	Cooking	1	10	.....	40
	Carpentry	1	3	.....	40
Riggs Institute, Flandreau, S. Dak.	Farm or garden work	1	25	.....	40
	Painting	1	4	.....	40
	Free-hand drawing	1	180	170	350
	Clay modeling	1	30	35	65
	Paper cutting and folding	1	30	35	65
	Sewing	1	15	70	85
	Cooking	1	20	80	100
	Carpentry	1	25	.....	25
	Machine-shop work	1	15	.....	15
	Farm or garden work	1	30	.....	30
	Painting	1	6	.....	6

TABLE 6.—*Statistics of manual and industrial training—Branches taught—Cont'd.*

Name of institution.	Branches of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Oglala Boarding School, Pine Ridge, S. Dak.	Sewing	2	.....	50	40
	Cooking .....	.....	.....	50	40
	Farm or garden work .....	.....	50	.....	40
	Printing	1	4	.....	40
Pierre Indian Industrial School, Pierre, S. Dak.	Free-hand drawing .....	.....	121	.....	.....
	Clay modeling .....	.....	40	.....	.....
	Paper cutting and folding .....	.....	70	.....	.....
	Sewing .....	.....	.....	20	.....
	Cooking .....	.....	.....	50	.....
	Farm or garden work .....	.....	16	.....	.....
Tomah Indian Industrial School, Tomah, Wis.	Sewing .....	.....	.....	50	.....
	Cooking .....	.....	.....	50	.....
	Carpentry	1	15	.....	.....
	Wood turning	1	15	.....	.....
	Farm or garden work	2	45	.....	.....
	Painting	1	15	.....	.....
United States Indian Industrial School, Wittenberg, Wis.	Free-hand drawing	1	25	25	32
	Paper cutting and folding	1	12	13	24
	Sewing	1	.....	50	52
	Cooking and baking	3	.....	40	48
	Carpentry	1	25	.....	42
	Farm or garden work	1	50	.....	52

CHAPTER XLI.

COMMERCIAL AND BUSINESS SCHOOLS.

In the last five years prominent business men of the country, as well as many leading educators, have manifested an increasing interest in the subject of business training, particularly in higher commercial education. Several universities now have departments of commerce, and many colleges offer business courses leading to degrees, while hundreds of public and private high schools have commercial courses parallel with the regular high-school courses. Many of the business and commercial schools have also extended and improved their courses of study. The progress of this movement was noted at some length in the Report of the Commissioner of Education for 1897-98, pages 2441-2461. The Report for 1898-99 published the recommendations of the committee of the department of business education of the National Educational Association on a course of study for commercial colleges, pages 2163-2174. In a preceding chapter of this Report (Chap. XXXV, pp. 1861-1871), under the head of "Higher commercial education," there are given synopses of commercial courses offered by a number of universities and colleges.

There are in the United States 4,393 institutions of various grades in which there were 186,048 students reported as pursuing commercial or business studies in the scholastic year 1899-1900. The number of each class of institution and the number of business and commercial students in each of the five classes may be seen from the following summary:

Class of institution.	Number of schools.	Males.	Females.	Total.
Universities and colleges	183	6,212	1,741	7,953
Public and private normal schools	75	4,564	2,003	6,567
Private high schools and academies	869	9,911	5,738	15,649
Public high schools	2,893	33,133	35,757	68,890
Commercial and business schools	373	58,396	33,153	91,549
Total	4,393	112,216	78,482	190,698

Since 1889-90 the number of students pursuing business studies in commercial schools and other institutions has been subject to great fluctuation from year to year. Business depressions and reverses almost instantly affect this class of schools. In 1890 there were reported to this Office 103,914 students in commercial studies. There was a steady and rapid increase up to 1893-94, when the number reached 150,505. Then there was a decline until 1897-98, when the number was only 123,913. The next year there was an increase to 131,518, and in 1899-1900 the number was 190,698, a phenomenal increase of 59,180 in one year.

The following table is an exhibit of the number of students reported in commercial studies for each year from 1889-90 to 1899-1900:

Students pursuing commercial studies.

Scholastic year.	In institutions not distinctly business schools.					In commercial and business schools.	Aggregate of students in commercial studies.
	Universities and colleges.	Normal schools.	Private high schools and academies.	Public high schools.	Total.		
1889-90.....					24,994	78,920	103,914
1890-91.....					36,564	81,898	118,462
1891-92.....					27,254	77,856	105,110
1892-93.....					30,892	99,654	130,546
1893-94.....	7,300	7,771	4,466	15,220	34,757	115,748	150,505
1894-95.....	4,577	5,293	8,819	25,539	44,228	96,135	140,363
1895-96.....	5,678	5,375	9,889	30,330	51,272	80,662	131,934
1896-97.....	5,056	6,297	11,574	33,075	56,002	77,746	123,748
1897-98.....	5,869	5,721	9,740	31,633	52,963	70,950	123,913
1898-99.....	6,468	6,126	10,609	38,134	61,332	70,186	131,518
1899-1900.....	7,953	6,657	15,649	68,890	99,149	91,549	190,698

The above table indicates the progress made by high schools and colleges in meeting the demand for commercial education in this country. In 1889-90 these institutions had less than 25 per cent of the students in business studies, while in 1899-1900 they had almost 52 per cent. While the number of students in business and commercial schools advanced from 70,186 in 1898-99 to 91,549 in 1899-1900, an increase of 21,363, the number in all other institutions increased 37,817, from 61,332 in 1898-99 to 99,149 in 1899-1900. The public high schools alone furnished 30,753 of this remarkable increase. In private high schools and academies the increase was 5,040, in normal schools 531, and in universities and colleges 1,490. It would seem that the public high school of the near future is to meet the greater part of the demand for instruction in the lower commercial studies, such as business arithmetic, bookkeeping, stenography, commercial geography, and commercial law. It was ascertained by this Office in 1893-94 that there were 15,220 students in the public high schools pursuing some of these studies. In 1899-1900 the number had reached 68,890, an increase of over 342 per cent in six years. In 1893-94 the business and commercial schools reached the high-water mark when they reported 115,748 students. The lowest point reached was in 1898-99, when they reported 70,186 students; the 91,549 reported in 1899-1900 shows a phenomenal increase in one year, but the number is still 24,199 less than the number reported six years before.

Table 1 gives the number of institutions of all grades in each State and Territory in which business and commercial studies were taught and the number of students in such studies in 1899-1900.

Table 2 gives the number of commercial students in universities and colleges in each State. The same table shows the number of such students in public and private normal schools in each State.

Table 3 summarizes by States the number of business and commercial students in private high schools and academies. The number of such students in the public high schools in each State is given in the same table.

Table 4 is the first of a series of three tables summarizing the statistics of the 373 commercial and business schools reported to this Office for 1899-1900. These schools employed 2,112 instructors—1,413 men and 699 women. Of the 91,549 students enrolled, 58,896 were males and 33,153 females. Many of these institutions have both day and evening schools. The number of students enrolled in the day schools was 70,978, the number of males being 44,456, females 26,522. The num-

ber of students in the evening schools of these institutions and not attending any of the day schools was 16,094, the number of males being 11,137, females 4,957, as shown in Table 5. A number of the schools reported only total enrollment, without dividing day and evening attendance.

Table 5 shows that the 373 commercial and business schools had had 11,936 graduates from commercial courses and 11,356 graduates from amanuensis courses during the year 1899-1900.

The number of students in each of four courses of study in each State, as reported by the 373 business and commercial schools, is shown in Table 6. The number of students in each course is summarized as follows:

	Male.	Female.	Total.
Commercial course	37,538	12,844	50,382
Amanuensis course	14,451	20,054	34,505
English course	9,439	4,053	13,492
Course in telegraphy	1,633	286	1,919
Total	62,461	37,237	99,698

In many of the schools several thousand students were pursuing more than one course of study, which accounts for the fact that the total in the above table exceeds the total enrollment.

Tables 7 and 8 show the number of students in certain business studies in the public high schools in each State and Territory. The number of public high schools maintaining regular business courses was 505, with 21,253 students in such courses. In 2,913 schools there were 63,890 students in bookkeeping; in 451 schools, 13,235 students in commercial geography, and in 437 schools, 9,326 students in commercial law. In 11 States there were 990 students in Spanish, not shown in these tables.

Table 9 fills the remainder of this chapter, giving in detail the statistics of the 373 business and commercial schools.

TABLE 1.—*Number of institutions of all grades in which commercial and business studies were taught and number of students in such studies in 1899-1900.*

State or Territory.	Schools.	Students.		
		Male.	Female.	Total.
United States.....	4,393	112,216	78,482	190,698
North Atlantic Division.....	1,398	34,786	23,709	61,495
South Atlantic Division.....	345	8,268	5,763	14,031
South Central Division.....	408	11,457	5,094	16,551
North Central Division.....	1,985	50,356	35,100	85,456
Western Division.....	257	7,349	5,816	13,165
North Atlantic Division:				
Maine.....	107	1,311	1,067	2,378
New Hampshire.....	57	599	279	878
Vermont.....	55	523	468	991
Massachusetts.....	202	4,131	4,875	9,006
Rhode Island.....	27	739	577	1,316
Connecticut.....	79	1,648	1,670	3,318
New York.....	411	11,786	7,717	19,503
New Jersey.....	110	3,321	2,346	5,667
Pennsylvania.....	350	10,728	7,710	18,438
South Atlantic Division:				
Delaware.....	12	414	276	690
Maryland.....	59	1,437	964	2,401
District of Columbia.....	20	1,418	1,598	3,016
Virginia.....	67	1,485	860	2,345
West Virginia.....	40	683	621	1,304
North Carolina.....	49	578	214	792
South Carolina.....	25	198	227	425
Georgia.....	53	1,572	744	2,316
Florida.....	20	483	259	742
South Central Division:				
Kentucky.....	62	1,812	658	2,470
Tennessee.....	100	2,528	1,298	3,826
Alabama.....	40	1,136	669	1,805
Mississippi.....	29	1,084	237	1,321
Louisiana.....	28	1,113	269	1,382
Texas.....	102	2,896	1,368	4,264
Arkansas.....	36	676	433	1,109
Oklahoma.....	5	171	147	318
Indian Territory.....	6	41	15	56
North Central Division:				
Ohio.....	218	5,820	3,942	9,762
Indiana.....	80	5,432	3,232	8,664
Illinois.....	280	10,227	5,970	16,197
Michigan.....	234	4,030	3,343	7,373
Wisconsin.....	150	2,958	2,185	5,143
Minnesota.....	72	2,366	1,241	3,607
Iowa.....	303	6,238	4,699	10,937
Missouri.....	135	5,061	3,595	10,305
North Dakota.....	13	234	122	356
South Dakota.....	50	715	488	1,203
Nebraska.....	227	4,276	3,594	7,870
Kansas.....	193	2,699	2,690	5,689
Western Division:				
Montana.....	16	472	513	985
Wyoming.....	4	68	81	149
Colorado.....	30	667	646	1,313
New Mexico.....	7	56	80	136
Arizona.....	3	62	31	93
Utah.....	12	620	310	930
Nevada.....	7	56	105	161
Idaho.....	6	65	53	118
Washington.....	36	1,159	861	2,020
Oregon.....	32	876	624	1,500
California.....	104	3,248	2,512	5,760

TABLE 2.—*Students in commercial and business courses in universities and colleges and public and private normal schools in 1899-1900.*

State or Territory.	Universities and colleges.				Public and private normal schools.			
	Number of institutions.	Students.			Number of institutions.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States.....	183	6,212	1,741	7,953	75	4,564	2,093	6,657
North Atlantic Division.....	20	811	83	894	7	217	196	413
South Atlantic Division.....	19	446	120	566	11	151	388	539
South Central Division.....	35	1,289	278	1,567	17	402	124	526
North Central Division.....	94	3,350	1,121	4,471	37	3,754	1,364	5,118
Western Division.....	15	316	139	455	3	40	21	61
North Atlantic Division:								
Maine.....					1	2	2	4
New Hampshire.....	1	13	0	13				
Vermont.....								
Massachusetts.....								
Rhode Island.....	1	1	9	10				
Connecticut.....								
New York.....	6	238	0	238	1	40	60	100
New Jersey.....								
Pennsylvania.....	12	539	74	633	5	175	134	309
South Atlantic Division:								
Delaware.....					1	10	0	10
Maryland.....	2	41	0	41				
District of Columbia.....	3	100	70	170				
Virginia.....	2	21	6	27	1	21	5	26
West Virginia.....	2	33	18	51	3	55	75	131
North Carolina.....	4	102	6	108	2	10	55	65
South Carolina.....	1	8	0	8	1	0	151	151
Georgia.....	3	72	3	75	2	40	100	140
Florida.....	2	69	17	86	1	14	2	16
South Central Division:								
Kentucky.....	5	426	48	474	4	208	37	245
Tennessee.....	11	399	140	539	4	70	57	127
Alabama.....	3	69	3	72	2	31	12	43
Mississippi.....					3	29	8	37
Louisiana.....	3	116	0	116				
Texas.....	9	253	74	337	1	27	3	30
Arkansas.....	3	8	9	17	3	37	7	44
Oklahoma.....								
Indian Territory.....	1	8	4	12				
North Central Division:								
Ohio.....	13	382	172	554	4	391	138	529
Indiana.....	3	132	9	141	5	1,016	366	1,382
Illinois.....	14	597	190	787	5	695	140	835
Michigan.....	2	67	24	91	1	88	125	213
Wisconsin.....	4	118	30	148	1	40	0	40
Minnesota.....	4	152	13	165	2	14	4	18
Iowa.....	15	461	158	619	7	469	237	706
Missouri.....	13	309	61	370	3	192	52	244
North Dakota.....	3	64	27	91	1	60	0	60
South Dakota.....	7	202	61	263				
Nebraska.....	5	101	47	148	2	578	194	772
Kansas.....	11	765	329	1,094	6	211	108	319
Western Division:								
Montana.....	2	26	19	45				
Wyoming.....	1	31	25	56				
Colorado.....					1	17	9	26
New Mexico.....	1	21	24	45	1	21	11	32
Arizona.....								
Utah.....								
Nevada.....								
Idaho.....								
Washington.....	3	87	27	114				
Oregon.....	4	64	27	91				
California.....	4	87	17	104	1	2	1	3

TABLE 3.—*Students in commercial and business courses in private high schools and academies and in public high schools in 1899-1900.*

State or Territory.	Private high schools and academies.				Public high schools.			
	Number of schools.	Students.			Number of schools.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States.....	869	9,911	5,738	15,649	2,893	33,133	35,757	68,890
North Atlantic Division	282	3,501	1,808	5,309	981	12,996	13,332	26,328
South Atlantic Division	143	1,314	627	1,941	148	2,159	2,188	4,347
South Central Division	158	1,851	875	2,726	160	1,284	1,221	2,505
North Central Division	211	2,522	1,618	4,140	1,472	15,016	17,100	32,116
Western Division.....	75	723	810	1,533	132	1,678	1,916	3,594
North Atlantic Division:								
Maine.....	20	177	128	305	82	638	621	1,259
New Hampshire.....	22	340	49	389	33	205	214	419
Vermont.....	11	109	77	186	42	260	288	557
Massachusetts.....	25	111	141	252	162	2,438	3,120	5,008
Rhode Island.....	6	202	24	226	18	267	380	597
Connecticut.....	24	177	146	323	45	594	737	1,331
New York.....	92	999	447	1,446	279	4,375	3,301	7,676
New Jersey.....	22	117	169	286	80	1,234	1,250	2,484
Pennsylvania.....	60	1,269	627	1,896	240	2,926	3,471	6,397
South Atlantic Division:								
Delaware.....	1	2	0	2	10	92	183	275
Maryland.....	17	230	100	330	38	926	705	1,631
District of Columbia.....	11	72	96	168	2	322	436	758
Virginia.....	36	285	118	403	22	243	282	525
West Virginia.....	10	76	151	227	23	195	259	454
North Carolina.....	39	451	145	596	3	7	8	15
South Carolina.....	12	82	44	126	10	88	7	105
Georgia.....	14	85	58	143	28	205	216	421
Florida.....	3	1	15	16	12	81	82	163
South Central Division:								
Kentucky.....	33	391	112	503	15	87	62	149
Tennessee.....	32	261	153	414	46	276	291	567
Alabama.....	17	177	228	405	15	148	156	304
Mississippi.....	11	235	20	255	9	84	144	238
Louisiana.....	13	221	39	260	8	171	64	235
Texas.....	32	430	238	668	52	384	408	792
Arkansas.....	14	103	65	168	13	100	61	161
Oklahoma.....	1	0	9	9	2	34	35	69
Indian Territory.....	5	33	11	44				
North Central Division:								
Ohio.....	15	106	112	218	190	2,070	1,761	3,831
Indiana.....	16	171	106	277	37	648	630	1,278
Illinois.....	35	524	304	828	197	1,939	2,190	4,129
Michigan.....	10	56	142	198	206	1,959	2,622	3,981
Wisconsin.....	17	245	100	345	113	1,047	1,271	2,318
Minnesota.....	21	405	141	546	32	360	340	700
Iowa.....	24	301	172	473	236	2,214	2,558	4,772
Missouri.....	41	424	256	680	64	1,282	1,634	2,916
North Dakota.....					8	50	74	124
South Dakota.....	5	90	53	143	36	271	306	577
Nebraska.....	16	125	98	223	196	1,830	2,495	4,325
Kansas.....	11	75	74	149	157	1,346	1,819	3,165
Western Division:								
Montana.....	3	0	16	16	8	37	41	78
Wyoming.....					3	37	56	93
Colorado.....	3	23	36	69	23	254	301	555
New Mexico.....	1	0	7	7	4	14	38	52
Arizona.....					2	12	20	32
Utah.....	7	232	42	274	3	72	95	167
Nevada.....					7	56	105	161
Idaho.....					4	24	21	45
Washington.....	11	75	131	206	17	157	179	336
Oregon.....	12	107	121	228	13	190	196	386
California.....	38	276	457	733	48	825	864	1,689

TABLE 4.—*Instructors and students in commercial and business schools in the United States reporting in 1899-1900.*

State or Territory.	Number of schools.	Instructors.			Students enrolled.			Students in day schools.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States.....	373	1,413	699	2,112	58,396	33,153	91,549	44,456	26,522	70,978
North Atlantic Division.....	108	429	233	662	17,261	11,290	28,551	11,688	8,638	20,326
South Atlantic Division.....	24	90	53	143	4,198	2,440	6,638	3,164	1,835	4,999
South Central Division.....	28	152	53	205	6,631	2,595	9,227	5,308	2,237	7,545
North Central Division.....	171	616	264	880	25,714	13,897	39,611	20,850	11,745	32,595
Western Division.....	32	126	76	202	4,592	2,930	7,522	3,446	2,067	5,513
North Atlantic Division:										
Maine.....	4	8	8	16	494	316	810	463	289	752
New Hampshire.....	1	4	0	4	41	16	57	41	16	57
Vermont.....	2	5	5	10	145	103	248	115	88	203
Massachusetts.....	15	53	41	94	1,532	1,614	3,146	1,249	1,304	2,553
Rhode Island.....	2	11	3	14	269	214	483	238	198	436
Connecticut.....	10	24	23	47	877	787	1,664	730	639	1,369
New York.....	33	146	93	239	6,134	3,909	10,043	4,482	2,897	7,379
New Jersey.....	8	40	17	57	1,970	927	2,897	1,030	769	1,799
Pennsylvania.....	33	138	43	181	5,799	3,404	9,203	3,340	2,498	5,838
South Atlantic Division:										
Delaware.....	1	11	1	12	320	93	413	182	90	272
Maryland.....	1	6	0	6	200	159	359	135	125	260
District of Columbia.....	4	10	22	32	924	996	1,920	563	591	1,094
Virginia.....	6	28	12	40	915	449	1,364	779	384	1,163
West Virginia.....	2	8	4	12	323	218	541	227	178	405
North Carolina.....	1	1	0	1	8	0	8			
South Carolina.....	1	0	2	2	20	15	35	20	15	35
Georgia.....	6	21	9	30	1,170	367	1,537	1,099	339	1,438
Florida.....	2	5	3	8	318	143	461	219	113	332
South Central Division:										
Kentucky.....	5	19	6	25	760	399	1,099	603	379	982
Tennessee.....	7	23	9	32	1,322	657	2,179	1,238	580	1,818
Alabama.....	3	11	6	17	711	270	981	402	258	640
Mississippi.....	6	33	4	37	736	65	801	726	60	786
Louisiana.....	4	13	5	18	605	166	771	375	121	496
Texas.....	8	35	11	46	1,792	645	2,437	1,547	581	2,128
Arkansas.....	3	11	8	19	423	291	719	303	198	501
Oklahoma.....	2	7	4	11	137	103	240	114	80	194
Indian Territory.....										
North Central Division:										
Ohio.....	26	79	44	123	2,871	1,759	4,630	2,154	1,447	3,601
Indiana.....	19	79	37	116	3,465	2,061	5,526	2,562	1,623	4,185
Illinois.....	29	140	49	189	6,472	3,146	9,618	5,447	2,711	8,158
Michigan.....	15	43	38	81	1,860	1,030	2,890	1,475	839	2,314
Wisconsin.....	15	37	21	58	1,508	784	2,292	1,212	661	1,873
Minnesota.....	13	35	17	52	1,435	743	2,178	1,068	593	1,661
Iowa.....	21	65	35	100	2,793	1,574	4,367	2,406	1,475	3,881
Missouri.....	14	72	18	90	2,854	1,592	4,446	2,208	1,273	3,481
North Dakota.....	1	4	0	4	60	20	80	51	17	68
South Dakota.....	2	7	3	10	152	68	220	145	62	207
Nebraska.....	8	28	13	41	1,642	760	2,402	1,616	737	2,353
Kansas.....	8	27	9	36	602	390	992	506	307	813
Western Division:										
Montana.....	3	14	6	20	479	437	846	258	124	382
Wyoming.....										
Colorado.....	3	7	4	11	363	300	663	63	85	178
New Mexico.....										
Arizona.....	1	1	1	2	50	11	61	40	9	49
Utah.....	2	7	5	12	316	173	489	207	133	340
Nevada.....										
Idaho.....	2	3	2	5	41	32	73	37	29	66
Washington.....	5	23	13	38	840	524	1,364	492	362	854
Oregon.....	3	11	8	19	515	290	795	515	290	795
California.....	13	58	37	95	2,058	1,137	3,231	1,804	1,045	2,849

TABLE 5.—*Graduates in commercial and business schools and students in evening courses reporting in 1899-1900.*

State or Territory.	Students in evening schools not in any day schools.			Graduates in commercial course.			Graduates in am- uensis course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	11,137	4,957	16,094	8,602	2,334	11,936	4,352	7,004	11,356
North Atlantic Division.....	4,232	2,311	6,543	2,411	1,019	3,430	1,649	3,082	4,731
South Atlantic Division.....	782	228	1,010	524	228	752	234	349	583
South Central Division.....	948	310	1,258	1,305	507	1,812	484	589	1,073
North Central Division.....	4,433	1,741	6,174	3,633	1,183	4,816	1,624	2,526	4,150
Western Division.....	742	367	1,109	729	397	1,126	361	458	819
North Atlantic Division:									
Maine.....	49	27	76	76	24	100	21	52	73
New Hampshire.....				16	4	20			
Vermont.....	30	15	45	22	8	30	7	22	29
Massachusetts.....	284	309	593	191	145	336	113	188	301
Rhode Island.....	31	16	47	72	30	102	13	73	86
Connecticut.....	111	94	205	254	107	361	38	166	204
New York.....	1,401	862	2,263	778	313	1,091	702	1,583	2,285
New Jersey.....	832	330	1,162	272	73	345	111	291	402
Pennsylvania.....	1,494	658	2,152	730	315	1,045	644	707	1,351
South Atlantic Division:									
Delaware.....	141	20	161	43	6	49	21	30	51
Maryland.....	65	34	99	75	18	93	50	90	140
District of Columbia.....	137	75	212	84	75	159	52	79	131
Virginia.....	182	19	201	85	17	102	47	50	97
West Virginia.....	96	40	136	49	22	71	24	47	71
North Carolina.....	8	0	8						
South Carolina.....				3	2	5			
Georgia.....	58	13	71	128	82	210	31	31	62
Florida.....	95	27	122	57	6	63	9	22	31
South Central Division:									
Kentucky.....	105	19	124	254	73	327	71	139	210
Tennessee.....	271	63	334	299	300	599	269	292	561
Alabama.....	37	6	43	86	11	97	26	33	59
Mississippi.....	9	9	18	56	12	68	2	3	5
Louisiana.....	230	45	275	72	14	86	11	26	37
Texas.....	223	70	293	494	84	578	91	75	166
Arkansas.....	50	79	129	44	13	57	14	21	35
Oklahoma.....	23	19	42						
Indian Territory.....									
North Central Division:									
Ohio.....	778	325	1,103	543	211	754	281	459	740
Indiana.....	667	365	1,032	716	305	1,021	148	249	397
Illinois.....	984	358	1,342	498	89	587	306	352	658
Michigan.....	380	201	581	136	40	176	24	49	73
Wisconsin.....	314	77	391	285	42	327	107	131	238
Minnesota.....	255	84	339	260	98	358	145	233	378
Iowa.....	342	117	459	207	76	283	96	191	287
Missouri.....	606	169	775	790	209	1,059	427	727	1,154
North Dakota.....	9	3	12	4	2	6	1	2	3
South Dakota.....	7	6	13	4	4	8			
Nebraska.....	26	13	39	121	22	143	51	86	137
Kansas.....	65	23	88	69	25	94	38	47	85
Western Division:									
Montana.....	200	100	300	9	12	21	12	15	27
Wyoming.....									
Colorado.....	57	29	86	12	4	16	1	7	8
New Mexico.....									
Arizona.....	10	2	12						
Utah.....	85	64	149	32	8	40	21	32	53
Nevada.....									
Idaho.....	4	3	7	6	2	8	1	5	6
Washington.....	168	57	225	61	45	106	24	73	97
Oregon.....				106	41	147	17	65	82
California.....	218	112	330	503	285	788	285	261	546

TABLE 6.—*Students in certain courses of study in commercial and business schools reporting in 1899-1900.*

State or Territory.	Commercial course.			Amanuensis course.			English course.			Telegraphy.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	37,538	12,844	50,382	14,451	20,054	34,505	9,439	4,053	13,492	1,033	286	1,319
North Atlantic Division	10,011	4,007	14,018	4,201	7,237	11,438	1,844	979	2,823	233	54	278
South Atlantic Division	2,552	1,031	3,583	1,452	1,346	2,798	1,305	790	2,095	62	16	78
South Central Division	4,463	1,334	5,829	1,597	1,487	3,084	1,415	262	1,677	115	18	133
North Central Division	17,442	5,160	22,608	6,115	8,653	14,768	4,410	1,713	6,123	537	163	700
Western Division	3,067	1,292	4,359	1,086	1,331	2,417	465	309	774	86	35	121
North Atlantic Division:												
Maine	397	159	556	59	131	190	2	4	6	---	---	---
New Hampshire	41	16	57	6	4	10	---	---	---	10	2	12
Vermont	105	60	165	34	40	74	10	0	10	24	7	31
Massachusetts	1,302	805	2,107	250	906	1,156	110	166	276	---	---	---
Rhode Island	228	98	326	22	116	138	20	10	30	---	---	---
Connecticut	707	372	1,079	135	340	475	43	24	67	---	---	---
New York	2,410	805	3,215	1,258	2,662	3,860	641	179	820	179	41	220
New Jersey	1,420	355	1,775	439	656	1,095	379	161	540	19	4	23
Pennsylvania	3,401	1,357	4,758	2,098	2,442	4,540	639	435	1,074	1	0	1
South Atlantic Division:												
Delaware	140	32	172	45	50	95	---	---	---	---	---	---
Maryland	140	50	190	145	150	295	50	15	65	---	---	---
District of Columbia	382	432	814	304	424	728	451	443	894	0	0	0
Virginia	658	161	819	458	286	754	482	262	744	20	0	20
West Virginia	143	91	234	82	105	187	83	26	109	11	3	14
North Carolina	8	0	8	0	0	0	---	---	---	---	---	---
South Carolina	7	5	12	0	0	0	20	15	35	---	---	---
Georgia	858	239	1,097	337	203	540	214	27	241	29	11	40
Florida	216	21	237	81	118	199	5	2	7	2	2	4
South Central Division:												
Kentucky	523	159	682	190	286	476	96	26	122	52	6	58
Tennessee	1,189	610	1,799	721	427	1,148	100	22	122	29	7	36
Alabama	245	51	296	183	185	368	50	10	60	---	---	---
Mississippi	515	46	561	33	25	58	239	0	239	12	0	12
Louisiana	310	169	479	77	57	134	190	6	196	---	---	---
Texas	1,461	228	1,689	332	336	728	740	198	938	6	5	11
Arkansas	122	40	162	32	59	91	0	0	0	9	0	9
Oklahoma	101	51	152	29	52	81	0	0	0	7	0	7
Indian Territory	---	---	---	---	---	---	---	---	---	---	---	---
North Central Division:												
Ohio	2,039	820	2,859	928	2,114	763	360	1,123	0	0	0	0
Indiana	2,849	1,138	3,987	1,082	1,260	2,342	415	249	664	106	33	139
Illinois	4,394	990	5,384	1,153	1,990	3,143	1,251	222	1,473	51	8	59
Michigan	1,214	346	1,560	255	532	787	167	88	255	8	2	10
Wisconsin	814	257	1,071	336	389	716	435	263	698	0	0	0
Minnesota	865	238	1,103	272	553	805	117	60	177	59	11	70
Iowa	1,815	566	2,381	495	888	1,385	197	115	312	80	10	90
Missouri	1,966	404	2,370	930	1,177	2,107	449	97	546	106	85	191
North Dakota	60	12	72	6	12	18	---	---	---	---	---	---
South Dakota	123	20	143	11	35	46	135	53	188	---	---	---
Nebraska	1,073	237	1,310	478	457	935	452	244	696	40	10	50
Kansas	330	122	452	159	203	372	31	22	53	87	4	91
Western Division:												
Montana	200	64	264	83	128	211	170	80	250	14	8	22
Wyoming	---	---	---	---	---	---	---	---	---	---	---	---
Colorado	234	215	449	31	58	89	46	18	64	9	3	12
New Mexico	---	---	---	---	---	---	---	---	---	---	---	---
Arizona	15	5	20	2	5	7	33	1	34	---	---	---
Utah	194	37	231	102	96	198	28	25	53	---	---	---
Nevada	---	---	---	---	---	---	---	---	---	---	---	---
Idaho	31	13	44	5	14	19	14	8	22	---	---	---
Washington	430	159	589	185	266	451	49	52	101	15	8	23
Oregon	410	149	559	85	210	295	100	100	200	---	---	---
California	1,503	659	2,162	593	554	1,147	25	25	50	48	16	64

TABLE 7.—*Public high schools reporting regular business courses and those having students in bookkeeping in 1899-1900.*

State or Territory.	Business courses.				Bookkeeping.			
	Schools reporting.	Male students.	Female students.	Total in business courses.	Schools reporting.	Male students.	Female students.	Total in bookkeeping.
United States	505	11,196	10,057	21,253	2,913	33,133	35,757	68,890
North Atlantic Division...	174	5,464	4,596	10,060	981	12,996	13,332	26,328
South Atlantic Division...	52	904	973	1,882	148	2,159	2,188	4,347
South Central Division...	71	529	658	1,187	160	1,284	1,221	2,505
North Central Division...	165	3,322	2,736	6,058	1,492	15,016	17,100	32,116
Western Division.....	43	977	1,089	2,066	132	1,678	1,916	3,594
North Atlantic Division:								
Maine	14	131	128	259	82	638	621	1,259
New Hampshire	1	1	9	10	33	205	214	419
Vermont	3	16	16	32	42	269	288	557
Massachusetts	36	1,143	1,016	2,759	162	2,488	3,120	5,608
Rhode Island	7	156	268	424	18	267	330	597
Connecticut	10	181	230	411	45	594	737	1,331
New York	31	2,251	813	3,064	279	4,375	3,301	7,676
New Jersey	25	627	426	1,047	80	1,234	1,250	2,484
Pennsylvania	46	958	1,086	2,054	240	2,936	3,471	6,397
South Atlantic Division:								
Delaware					10	92	183	275
Maryland	4	84	71	155	38	926	705	1,631
District of Columbia	2	322	436	758	2	322	436	758
Virginia	13	200	217	417	22	243	282	525
West Virginia	2	24	32	56	23	195	259	454
North Carolina	2	4	2	6	3	7	8	15
South Carolina	5	68	10	78	10	88	17	105
Georgia	19	162	175	337	23	205	213	421
Florida	5	40	35	75	12	81	82	163
South Central Division:								
Kentucky	7	28	10	38	15	87	62	149
Tennessee	17	114	63	177	46	276	291	567
Alabama	9	71	356	427	15	148	156	304
Mississippi	8	52	10	62	9	84	144	228
Louisiana	4	37	47	84	8	171	64	235
Texas	21	194	163	357	52	384	408	792
Arkansas	5	33	9	42	13	100	61	161
Oklahoma					2	34	85	69
Indian Territory								
North Central Division:								
Ohio	30	1,005	636	1,641	190	2,070	1,761	3,831
Indiana	5	58	47	105	57	648	630	1,278
Illinois	21	358	344	702	197	1,939	2,190	4,129
Michigan	26	623	504	1,127	206	1,959	2,022	3,981
Wisconsin	9	217	220	437	113	1,047	1,271	2,318
Minnesota	4	45	30	75	32	360	340	700
Iowa	27	328	284	612	236	2,214	2,558	4,772
Missouri	19	379	407	786	64	1,282	1,634	2,916
North Dakota					8	50	74	124
South Dakota	1	3	4	7	36	271	306	577
Nebraska	10	172	143	315	196	1,830	2,495	4,325
Kansas	13	134	117	251	157	1,346	1,819	3,165
Western Division:								
Montana					8	37	41	78
Wyoming	1	22	0	1	3	37	56	93
Colorado	2	22	22	44	23	254	301	555
New Mexico	2	18	23	41	4	14	38	52
Arizona	2	12	20	32	2	12	20	32
Utah	2	94	97	191	3	72	95	167
Nevada	1	19	35	54	7	56	105	161
Idaho					4	24	21	45
Washington	3	13	5	23	17	157	179	336
Oregon	2	73	65	138	13	190	196	386
California	28	720	822	1,542	48	825	864	1,689

TABLE 8.—*Public high schools reporting students in commercial geography and commercial law in 1899-1900.*

State or Territory.	Commercial geography.				Commercial law.			
	Schools reporting.	Male students.	Female students.	Total in commercial geography.	Schools reporting.	Male students.	Female students.	Total in commercial law.
United States	451	5,924	7,311	13,235	437	4,787	4,599	9,386
North Atlantic Division ..	149	2,150	2,719	4,869	173	2,179	2,144	4,323
South Atlantic Division ..	27	370	553	903	13	168	282	450
South Central Division ..	48	843	901	1,744	34	332	137	469
North Central Division ..	214	2,197	2,814	5,011	191	1,704	1,587	3,301
Western Division	13	304	344	708	26	404	379	783
North Atlantic Division:								
Maine	14	114	108	222	15	100	81	181
New Hampshire	4	27	21	51	5	29	30	59
Vermont	2	16	16	32	11	67	57	124
Massachusetts	26	493	509	942	50	500	676	1,176
Rhode Island	7	70	101	171	9	82	130	212
Connecticut	5	99	188	287	8	93	150	243
New York	20	269	493	752	18	360	118	478
New Jersey	14	358	245	583	26	377	232	609
Pennsylvania	57	784	1,045	1,829	31	571	670	1,241
South Atlantic Division:								
Delaware	3	42	67	109				
Maryland	3	29	30	59	1	2	2	4
District of Columbia ..	2	96	115	211	2	96	115	211
Virginia	1	13	13	26	2	21	40	61
West Virginia					1	4	6	10
North Carolina								
South Carolina	4	50	53	103	5			
Georgia	10	117	198	315	5	36	114	150
Florida	4	23	57	80	2	9	5	14
South Central Division:								
Kentucky	4	47	48	95	1	8	1	9
Tennessee	6	71	65	133	8	76	20	96
Alabama	7	86	83	169				
Mississippi	8	73	77	150	3	23	6	28
Louisiana	2	38	46	84	2	62	16	78
Texas	17	342	448	790	13	118	89	207
Arkansas	4	186	134	320	5	40	5	45
Oklahoma								
Indian Territory					2	6	0	6
North Central Division:								
Ohio	48	513	629	1,142	28	345	210	555
Indiana	10	134	200	334	7	209	162	371
Illinois	29	384	451	835	18	129	145	274
Michigan	21	137	160	297	35	251	236	487
Wisconsin	11	154	217	371	3	7	13	20
Minnesota	3	34	21	55	3	24	19	43
Iowa	24	162	235	397	41	393	358	691
Missouri	15	223	284	507	14	174	185	359
North Dakota	2	11	18	29	2	5	20	25
South Dakota	6	59	67	126	2	41	37	78
Nebraska	28	192	291	483	12	50	68	118
Kansas	17	194	241	435	26	136	144	280
Western Division:								
Montana	1	12	5	17				
Wyoming								
Colorado	1	4	16	20	3	24	38	62
New Mexico								
Arizona					1	2	3	5
Utah	1	12	17	29	1	32	24	56
Nevada								
Idaho								
Washington					4	40	60	100
Oregon	1	20	47	67	4	37	34	71
California	9	316	259	575	13	269	220	489

TABLE 9.—Statistics of commercial and business

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
ALABAMA.								
1	Birmingham.....	Birmingham Business College	Willard J. Wheeler	3	4	144	75	219
2	do.....	The Massey Business College	Wm. N. Smith	4	1	217	145	362
3	Montgomery.....	The Massey Business College	W. N. Philips	4	1	350	50	400
ARKANSAS.								
4	Fort Smith.....	Fort Smith Commercial Col- lege.	George M. Neale	3	1	93	74	167
5	Little Rock.....	Draughon's Business College	K. K. Ford	2	2	125	35	160
6	do.....	Little Rock Commercial Col- lege.	Levi Keys	6	5	210	182	392
ARIZONA.								
7	Phoenix.....	Lamson Business College	E. M. Lamson	1	1	50	11	61
CALIFORNIA.								
8	Eureka.....	Eureka Business College	C. J. Craddock	3	1	27	11	38
9	Los Angeles.....	Woodbury Business College	N. G. Felker	3	4	250	100	350
10	Sacramento.....	Atkinson's Business College	E. C. Atkinson	6	1	119	87	206
11	San Francisco.....	Ayers' Business College	W. F. Ayers	2	3	310	285	595
12	do.....	Heald's Business College	C. S. Haley	19	9	526	159	685
13	do.....	Munson School of Shorthand	E. M. Carpenter	0	2	22	31	53
14	do.....	San Francisco Business Col- lege.	C. E. Howard	5	7	262	207	469
15	Santa Ana.....	Orange County Business Col- lege.	R. L. Bisby	2	1	63	21	84
16	Santa Barbara.....	Santa Barbara Business Col- lege.	E. B. Hoover	2	0	20	10	30
17	Santa Cruz.....	Chestnutwoods Business Col- lege.	H. E. Cox	3	1	95	35	130
18	San Jose.....	San Jose Business College	J. P. C. Fellows	3	4	84	87	171
19	Santa Rosa.....	Santa Rosa Business College	J. S. Sweet, A. M.	2	2	80	40	120
20	Stockton.....	Stockton Business College	W. C. Ramsey	8	2	200	100	300
COLORADO.								
21	Denver.....	Wallace Business College	R. J. Wallace	4	2	213	192	405
22	Pueblo.....	Pueblo Business College	W. E. Anderson	2	1	90	62	152
23	Trinidad.....	Trinidad Business College	C. H. Donaldson	1	1	60	46	106
CONNECTICUT.								
24	Bridgeport.....	Martin's Business College	William J. Martin	1	0	20	60	80
25	Hartford.....	Morse Business College	E. H. Morse	5	3	346	221	567
26	do.....	Huntsinger's Business College	E. M. Huntsinger	5	3	218	147	365
27	Middletown.....	Connecticut Business College	A. J. Harding	1	2	.....	.....	.....
28	New Haven.....	The Childs Business College	Sidney P. Butler	3	1	56	56	112
29	do.....	Gaffey's Shorthand School	John F. Gaffey	1	3	72	144	216
30	do.....	Yale Business College	R. C. Loveridge	2	2	54	38	92
31	Norwich.....	Norwich Business College	W. E. Canfield	2	2	51	36	87
32	Stamford.....	Merrill College	Mrs. M. A. Merrill	2	4	37	39	67
33	Waterbury.....	Waterbury Business Univer- sity.	H. C. Post	2	3	45	55	98
DELAWARE.								
34	Wilmington.....	Goldey College	H. S. Goldey	11	1	320	93	413
DIST. COLUMBIA.								
35	Washington.....	Spencerian Business College*	Mrs. Sara A. Spencer	1	3	184	46	230
36	do.....	Tanner's Shorthand and Bus- iness College.	H. C. Tanner	1	3	189	223	412
37	do.....	Wood's Commercial College	Court F. Wood	2	2	284	330	614
38	do.....	Washington Business High School.	Allan Davis	6	14	267	397	664

* Statistics of 1898-99.

schools in the United States in 1899-1900.

Actual number of students enrolled.				Average daily attendance		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.		Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
Male.	Female.	Male.	Female.																
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
144	75			50		74	8	68	67	2	0			4		13	4	17	20
198	143	19	2			132	42	85	106							23	3	4	13
60	20	18	4	85	15	39	1	30	15	48	10			5	6	50	4	5	0
93	74	0	0	68	0	87	29	27	55	0	0	9	0			34	12	14	21
49	15	10	6	40	25	35	11	5	4					4-5	8-10	10	1		
170	109	40	73	120	70									6	9				
40	9	10	2	27	8	15	5	2	5	33	1			10	20				
20	7	7	4			23	6	2	7					8	20				
215	160	25	10	100	25	250	100	200	100			25	0	7		75	0	50	0
101	81	18	6			85	41	48	59							12	3	7	13
250	243	50	42	135	25	166	119	204	124					6	9	68	49	147	108
481	144	45	15	340	25	431	144					15	5	6					
198	173	64	34	169	31	203	98	22	31	7	5	8	11			162	141	7	17
54	20	9	1	52	5	50	19	13	11							18	12	10	7
23	15	0	0			23	13	1	6							4	4	0	2
95	35	0	0			95	35	0	15					8				0	12
84	87	0	0	40		59	24	25	63	18	20			12		21	18	2	2
80	40			84		75	35	1	9							43	33	1	7
200	100			200		100	25	25	25							100	25	20	20
60	48	30	20	85	40	193	187			20	5								
33	37	27	9	25	10	60	20	20	30	10	12	9	3	6-9	12	12	4	1	7
						31	8	11	28	16	1					0	0	0	0
12	40	8	20	15	10			20	60									10	50
203	184	53	37			302	87	44	134							106	29	14	56
218	147					218	147							7-10		67	43		
72	144			65	15	56	56												
45	33	9	5	30	42			30	62					3	6				
44	30	7	8	68	14	36	12	5	18	40	21			10	10	30	8	4	12
28	26	9	4	45	8	20	7	14	20	3	3			6-8		10	12	6	12
18	35	25	20	35	25	35	25	8	30					10	16	6	7	2	16
182	90	141	20			140	32	45	50							43	6	21	30
108	30	76	16	77	47	115	35	37	27	184	46					23	9	9	9
128	164	61	59																
267	397			497		267	397	267	397	267	397	0	0	10	10	22	8	4	12
														18		39	58	39	58

TABLE 9.—Statistics of commercial and business schools

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
FLORIDA.								
39	Jacksonville	The Massey Business College.	J. H. King	3	1	202	108	310
40	Tampa	Tampa Business College	L. M. Hatton and J. W. Shaffer.	2	2	116	35	151
GEORGIA.								
41	Atlanta	Southern Shorthand and Busi- ness University.	A. C. Briscoe	4	2	284	92	376
42	Augusta	St. Patrick's Commercial In- stitute.	Brother Odon	5	0	160	0	160
43	Columbus	Massey Business College	Richard M. Massey.	5	2	302	128	430
44	Rome	Rome Business College *	H. S. Shockey	2	2	76	64	140
45	Savannah	Richmond Business College	C. L. Richmond	3	2	123	43	166
46	.....do	Draughon's Business College.	J. T. Brandley	2	1	225	40	265
IDAHO.								
47	Boise City	Boise Business and Shorthand College.	Grace E. Doyle	1	2	32	29	61
48	Moscow	Moscow Business College	Wm. Perkins	2	0	9	3	12
ILLINOIS.								
49	Amboy	Amboy Business College	No report	—	—	—	—	—
50	Aurora	Aurora Business School	L. M. Allen	4	2	129	64	193
51	Belleville	Belleville Commercial College	Jos. P. Foeller	2	1	85	21	106
52	Bloomington	Bloomington Business College	I. N. Wright	2	2	96	60	156
53	Champaign	The Champaign Business Col- lege.	G. W. Temple	4	0	70	31	101
54	Chicago	Chicago Business College	Gordening and Vir- den.	14	4	1232	734	1966
55	.....do	De La Salle Institute	Brother Peter	12	0	297	0	297
56	.....do	Jones Business College	Chas. E. Jones	4	4	155	189	344
57	.....do	Kimball's Business Training School.	D. Kimball	2	1	26	52	78
58	.....do	Metropolitan Business Col- lege.	O. M. Powers	13	4	983	659	1642
59	.....do	St. Patrick's Commercial Academy.	Bro. Joseph, F. S. C.	10	0	376	0	376
60	.....do	North Chicago Business Col- lege.	C. C. Cochran	2	3	175	125	300
61	Danville	Danville Business College	J. C. Walker	2	0	63	22	85
62	Decatur	Brown's Decatur Business College.	G. W. Brown	4	2	107	50	157
63	Dixon	Dixon Business College	J. B. Delle	11	3	582	125	707
64	Elgin	Drew's Business College	W. A. Drew	2	2	60	50	110
65	.....do	Elgin Business College	W. H. Calow	1	2	79	61	140
66	Freeport	Freeport College of Commerce	J. J. Nagle	3	6	60	30	90
67	Galesburg	Brown's Business College	W. F. Cadwell	4	2	126	72	198
68	Jacksonville	Brown's Business College	Frank C. Keach	2	2	100	53	153
69	Kankakee	Kankakee Business College	N. L. Richmond	2	2	59	33	92
70	Lincoln	The Lincoln Business College.	W. R. Whetsler	2	1	52	19	71
71	Monmouth	Monmouth Business College	E. Shultz	1	1	6	10	16
72	Naperville	North Western Business Col- lege.	H. J. Kickhoefer	1	0	31	6	37
73	Ottawa	Brown's Ottawa Business Col- lege.	W. G. Rosebery	3	1	80	75	155
74	Peoria	Brown's Peoria Business Col- lege.	W. H. H. Garver	5	2	150	125	275
75	Quincy	Gem City Business College	D. L. Musselman	9	3	662	168	830
76	Rockford	Rockford Business College	J. E. Karns	8	0	300	150	450
77	Rock Island	Augustana Business College	Rev. O. Olsson, D. D., Ph. D.	4	1	101	85	186
78	Springfield	Springfield Business College	Henry B. Henkel	5	2	230	87	317
INDIANA.								
79	Anderson	Anderson Business School	L. J. Weichman	1	1	59	76	135
80	Evansville	Columbian Commercial Col- lege.	Curnick and Wilson	3	0	125	75	200

* Statistics of 1898-99.

in the United States in 1899-1900—Continued.

Actual number of students enrolled.		Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.	Evening school.																
Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28																
160	80	35	25	115	15	130	10	50	90			5	10	50	4	5	10
59	33	60	2	48	32	86	11	31	28	5	2	4-6	8-12	7	2	4	12
272	92	12	0	0	0	100	36	100	29								41
160	0	0	0	145	0	120	0	0	0	145	0	0	0	4		14	0
281	120	11	8	130	18	200	28	102	100			4-6	6-8	51	8	14	22
76	46	0	0	63	0	115	25	115	64	49	17	13	7	23	29	17	9
85	41	35	5	90	20	98	110	20	10	20	10	16	4	6	45		45
225	40			80		225	40							40			46
28	26	4	3	48	5	22	10	5	14	5	5		8		3	1	5
9	3					9	3			9	3		4		3	1	
129	64					86	12	43	52			6	12	27	7	73	0
53	20	29	2	46	28	72	6	9	17	80	18	0	0	2	2	0	3
96	60					81	15	12	48			8-12	12-18	16	2	1	0
70	31					70	31							16	3		52
925	644	280	90			776	169	200	525	256	40	12-15	8-16	33	4	14	70
297	6			237		150	0	150	0	237	0	10			26	0	0
155	189					155	189					6-9					56
12	39	14	13	12	8		26	52				3-4	5-6			14	27
733	569	250	90	495	130	565	132	219	469	199	58	0	0	12	0	15	2
376	0	0	0	315		121	0	20	0	279	0	0	0	36		12	0
98	117	60	25	80	50	45	12	8	90	45	15		6	12			60
26	19	37	3	30	25	55	10	8	12			7	24	15	5	3	7
85	38	22	12			57	9	28	29	0	0	0	0	6-8	15-20	4	6
582	125					487	25	46	95		51	8		43	6	39	85
32	28	22	22	50	25	45	35	2	20	8	0	0	0	7	14	0	1
31	49	38	22	71	23	8	38	0	0	0	0	0		9	16	7	6
50	25	16	5	48	7	5	15	7	8			6-10		6	2	6	10
100	61	26	11	100	25	116	43	37	49			6-15					67
100	45					80	20	20	33			10		10	0	2	8
40	32	15	1	35	12	25	4	20	18	9	16	7	12	3	2	3	6
37	17	15	2	30	16	36	16	12	8			8-12	18-24				69
4	9	2	1	13	3	6	9	6	9	0	1	12					70
31	6	0	0	98	0	26	4	5	4	0	0	0	0	6-9	0	14	2
75	60	10	10			75	60								4	1	3
120	90	40	25	95	40	75	50	35	50			12-18			2	2	4
642	168			400		537	28	125	140			6		170	10	75	35
306	150			180		235	35	50	100	35	50	9		40	20	15	25
101	85					70	20	31	65					14	9	4	15
122	63	108	24			99	23	28	52	96	16	6	12	16	1	2	9
4	68	14	8	40	15	48	65	45	60	1	2	8	6	20	30	18	40
10	60	2	15	1		100	15	15	60			61					80

TABLE 9.—Statistics of commercial and business schools

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.			
				Male.	Female.	Male.	Female.	Total.	
	1	2	3	4	5	6	7	8	
INDIANA—cont'd.									
81	Frankfort	Minor's Business College *	Fremont C. Minor	2	2	82	68	150	
82	Fort Wayne	Fort Wayne Business College *	E. D. Douglass	6	0	70	33	103	
83	do	International Business Col- lege.	T. L. Staples	4	3	231	125	356	
84	Huntington	Huntington Business Univer- sity.	O. E. Hawkins	3	0	85	70	155	
85	Indianapolis	Indianapolis Business Univer- sity.	E. J. Heeb	8	2	308	119	427	
86	do	Vories's Business College	Henry D. Vories	9	5	779	567	1,346	
87	Lafayette	Union Business College	S. A. Drake	5	2	158	86	244	
88	Logansport	Logansport Commercial High School.	G. F. Ramer	3	1	80	60	140	
89	Marion	Marion Business College	J. D. Brunner	3	1	100	105	205	
90	Muncie	Muncie Business College *	J. W. Howard	2	3	90	85	175	
91	New Albany	New Albany Business College.	D. M. Hammond	2	2	68	76	144	
92	Richmond	Richmond Business College	O. E. Fulghum	5	1	125	39	155	
93	South Bend	South Bend Commercial Col- lege.	Chas. C. Cring	5	2	207	100	307	
94	Terre Haute	Terre Haute Commercial Col- lege.	S. S. Frederick and A. E. Hortenstein.	2	3	70	100	170	
95	do	Garvin Commercial School	M. P. Akers and E. D. Wagnalls.	3	3	160	90	250	
96	Valparaiso	Northern Indiana Business College.	H. B. Brown	11	4	628	176	804	
97	Washington	Southern Indiana Business College.	J. J. Barrett	2	2	40	20	60	
IOWA.									
98	Burlington	Elliott's Business College	G. W. Elliott	9	2	255	137	392	
99	Cedar Rapids	Cedar Rapids Business College	A. N. Palmer	7	3	305	120	425	
100	Clinton	Clinton Business College	J. J. Heplin	3	2	121	71	192	
101	Council Bluffs	Western Iowa College	R. E. Wyatt	2	2	192	111	303	
102	Davenport	Davenport Business College	J. C. Duncan	1	0	—	—	—	
103	Des Moines	Capital City Commercial Col- lege.	J. M. Mehan	7	5	516	192	708	
104	do	Iowa Business College	E. L. Moore	7	2	300	200	500	
105	do	People's Commercial College *	B. W. Bowen	2	1	33	7	40	
106	Dubuque	Bayless Business College	C. Bayless	4	1	214	62	276	
107	Fairfield	Fairfield Business College	Fred. W. Cook	2	1	33	21	54	
108	Iowa City	Iowa City Commercial College and School of Shorthand.	J. H. Williams	4	1	72	30	102	
109	Keokuk	Keokuk Business College *	M. J. Mallery	2	2	—	—	—	
110	Marshalltown	Marshalltown Business Col- lege.	J. R. Starr	1	0	55	45	100	
111	Mason City	Mason City Business College	B. A. Wright	1	1	20	13	33	
112	Muscataine	Muscataine Commercial Col- lege.	F. H. Shinn	2	2	120	44	164	
113	Oskaloosa	Oskaloosa Business College *	B. A. Wright	1	1	16	11	27	
114	Ottumwa	Ottumwa Commercial College	J. W. Bryan	2	2	261	195	456	
115	Sioux City	Brown's Business College	G. W. Brown, Jr.	2	2	90	90	180	
116	do	Metropolitan Business Col- lege.	H. A. Miller	3	1	60	72	132	
117	Waterloo	Waterloo Business College	A. F. Harvey	2	4	89	136	225	
118	Webster City	Webster City College of Com- merce.	J. F. Robinson	1	1	21	17	38	
KANSAS.									
119	Atchison	The Atchison Business Col- lege.	A. F. Heck	4	1	85	65	150	
120	Lawrence	Lawrence Business College	J. C. Stevenson	2	1	105	23	128	
121	Leavenworth	Leavenworth Business Col- lege.	N. B. Leach	1	1	64	36	100	
122	Ottawa	Ottawa University Business College.	G. H. Crain	4	1	50	40	90	
123	Parsons	Parsons Business College	J. C. Olson, M. A.	5	3	147	106	253	

* Statistics of 1898-99.

in the United States in 1899-1900—Continued.

Actual number of students enrolled.				Average daily attendance		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.		
Day school.		Evening school.																		
Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
55	49	27	19	42	15	60	40	9	15	7	10		6	3	6-9	12-18	40	20	6	11
29	20	41	13	45	45	33	4	14	29	23	0				10	18	11	2	6	8
112	98	93	51	135	115	149	48	48	100	8	1				10	20	21	11	2	18
85	70			55		65	55	63	45						6		57	50	58	40
245	98	63	21			181	19	73	91	16	3	13	1		6	9-24	24	2	16	33
516	393	263	171	465	108	671	374	508	527	311	304	48	26		7	12	0	0	0	0
146	82	12	4	103	12	123	41	15	45						6	14	26	8	24	86
60	50	20	10	70	20	60	35	30	45	8	3				9	12	5	3	2	6
90	109	10	5	180	12	75	50	12	45	13	15				11	20	40	45	16	46
55	70	35	15	100	25	110	0	130	0			10	3		10	12				
68	76			95		55	40	21	58						6	19	2	7	20	91
103	30	19	3	100	12	108	18	16	12	7	1				8	16	34	10	5	92
						207	100								8	15			5	93
65	90	5	10	65	12	25	15	45	85				7	0			7	3		94
130	70	30	20	90	40	130	50	30	40						68					95
628	176	0	0	527	0	628	176								6	0	332	111		96
30	30	10	0	35	7	30	3	18	3	20	10	2	0		6	8	30	8	10	4
255	137					255	137								6					98
290	117	15	0	169	4	216	33	127	118	8	1						23	5	4	6
93	71	28	9			60	58	62	66						60		32	18	28	32
122	102	70				192	111								6	3				101
516	192			265		329	26	116	156	71	10				6		32	8	4	17
300	206	4	17	250		200	20	20	170			80	10		7		30	10	14	30
16	4	17	3			33	7								12	12	5	1		104
176	60	38	2	106	25	146	17	3	43								20	5	6	9
31	21	2	0			13	2	1	5	17	14				8		16	4	3	8
72	30					61	12	11	18											103
45	35	16	10			25	15	20	30						7-9	14-20	5	3	10	14
20	11	1	1	15	2	16	7	5	8						6	6				110
47	31	73	13																	112
16	11			15		13	8	3	3	1	0				6	6				113
171	160	36	27	112	20	110	41	28	80	47	62				8	16	31	16	17	49
66	68	24	22			10	43	17	74	19	11				6		1	1	3	6
60	72	36	16			54	4	30	60	10	9				6	12	9	4	5	10
59	136			80	0	36	13	19	48	21	6	0	0				0	1	2	10
21	17			12		16	12	6	9	3	2				7-5		3	0	0	0
73	47	18	12	60	30	70	30	10	20						6-9		5	3	2	8
87	21	19	3	50	15	71	10	24	17	3	1				6-8	10-12	12	0	7	1
38	28	28	8	55	25	40	15	25	31	6	0				6	12	15	6	8	12
50	40					20	10	30	30			2	0		9					122
147	106	0	0	80	0	85	40	45	50	7	16	10	0		6		12	6	5	7
																				123

TABLE 9.—Statistics of commercial and business schools

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
KANSAS—cont'd.								
124	Salina.....	Skelton's School of Tele- graphy and Railway Busi- ness.	W. H. Skelton	5	0	70	0	70
125	Wichita.....	Wichita Business College.....	C. D. Fazal and C. F. Adams.	3	2	41	65	106
126	Winfield.....	The Winfield Business and Academic College.	Dr. H. F. W. Kue- hune, A. M., B. D., Ph. D.	3	0	40	25	65
KENTUCKY.								
127	Covington.....	Covington Commercial Col- lege.	W. D. Clark.....	2	1	21	38	59
128	Lexington.....	Lexington Business College...	B. B. Jones.....	5	1	158	61	219
129	Louisville.....	Louisville Bryant and Strat- ton Business College.	Edwin J. Wright...	6	1	389	214	603
130	do.....	Spencerian Business College...	Enos Spencer.....	5	2	114	66	180
131	Owensboro.....	Owensboro Business School...	Miss L. Anna Carter	1	1	18	20	38
LOUISIANA.								
132	New Orleans....	Carillon's Shorthand School...	A. C. Carillon.....	2	2	15	30	45
133	do.....	E. G. Durel's Commercial School.	E. G. Durel.....	2	0	21	0	21
134	do.....	Soule's Commercial College and Literary Institute.	George Soule.....	8	2	493	66	559
135	Shreveport.....	Draughon's Practical Busi- ness College.	P. E. Townsley.....	1	1	76	70	146
MAINE.								
136	Bangor.....	Bangor Business College*....	Miss Mary E. Edge- comb.	1	3	120	58	178
137	Lewiston.....	Gray's Lewiston Business College.	N. E. Rankin.....	1	1	29	21	50
138	Portland.....	Gray's Portland Business College.	Frank L. Gray.....	4	2	185	135	320
139	Rockland.....	Rockland Commercial Col- lege.	H. A. Howard.....	2	2	160	102	262
MARYLAND.								
140	Baltimore.....	Eaton and Burnett Business College.	A. H. Eaton.....	6	0	200	159	359
MASSACHUSETTS.								
141	Boston.....	Bryant and Stratton Com- mercial College.	H. E. Hibbard.....	14	8	361	354	715
142	do.....	Bradford Commercial College	E. E. Bradford.....	1	1	38	9	47
143	do.....	Comer's Commercial College...	C. E. Comer.....	8	6	361	243	604
144	do.....	Hixox's Shorthand School....	Wm. E. Hixox.....	1	1	24	96	120
145	Holyoke.....	Holyoke Business Institute...	J. E. Joiner.....	2	1	62	48	110
146	Lawrence.....	Cannon's Commercial Col- lege.	G. C. Cannon.....	2	3	50	130	180
147	Lowell.....	Lowell Commercial College*..	Albert C. Blaisdell..	3	4	120	150	270
148	Pittsfield.....	Berkshire Business College...	L. M. Holmes.....	1	1	36	34	70
149	Salem.....	Salem Commercial College...	Geo. P. Lord.....	6	2	99	93	192
150	Springfield.....	Bay Path Institute.....	Myron F. Palmer.....	3	2	13	38	51
151	do.....	Hinman's Business College...	Albert H. Hinman..	1	3	53	47	100
152	do.....	Springfield Business School...	B. J. Griffin.....	4	3	115	92	207
153	Worcester.....	Becker's Business College...	E. C. A. Becker.....	2	5	63	113	176
154	do.....	Hinman's Business College...	A. H. Hinman.....	3	1	80	120	200
155	do.....	Worcester Business Institute.	C. B. Post.....	2	0	57	47	104
MICHIGAN.								
156	Adrian.....	Brown's Business University*	L. S. Brown.....	1	1	58	25	83
157	Alpena.....	Alpena Business College.....	Mrs. M. L. Veenfiet.	2	3	73	45	118

* Statistics of 1898-99.

in the United States in 1899-1900—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.																	
Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
70	0	0	0	35	0	---	---	---	---	---	---	70	0	5-6	---	---	---	---	124
41	65	0	0	29	---	14	7	35	55	---	---	---	---	4-6	---	0	0	10	15
---	---	---	---	35	0	30	10	---	---	15	5	5	4	6-9	---	25	10	6	4
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21	38	---	---	42	---	13	10	21	35	---	---	---	---	6	---	---	---	0	10
158	60	8	0	140	8	130	12	59	49	96	26	25	2	3	6	18	2	4	7
305	201	84	13	---	---	292	91	70	106	---	---	27	4	6	12	184	46	45	82
114	66	---	---	150	---	75	42	35	77	---	---	---	---	12	---	52	25	22	40
5	14	13	6	10	12	13	4	5	19	---	---	---	---	6	9	---	---	---	130
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	131
---	---	15	30	0	20	8	12	8	12	---	---	---	---	---	3	8	12	8	12
19	0	2	0	16	---	21	0	---	---	---	---	---	---	---	---	---	---	---	132
298	51	195	15	250	100	211	11	69	45	190	6	0	0	4-12	9-18	42	0	3	14
58	70	18	0	31	76	70	146	---	---	---	---	---	---	4	8	22	2	0	0
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120	58	---	---	---	---	50	25	26	19	---	---	---	---	---	---	12	3	8	0
12	14	17	7	13	15	25	8	4	13	---	---	---	---	6	12	3	1	2	2
185	135	---	---	---	---	170	70	15	65	---	---	---	---	---	---	39	14	5	35
146	82	32	20	50	30	152	56	14	34	2	4	---	---	4-12	---	22	6	6	15
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135	125	65	34	---	---	140	50	145	150	50	15	0	0	8	12	75	18	50	90
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361	354	---	---	450	---	340	80	21	274	---	---	---	---	6-18	---	40	25	---	---
22	4	11	5	15	12	33	8	2	9	---	---	---	---	10	15	1	0	1	0
361	243	---	---	---	---	361	243	---	---	---	---	---	---	---	---	---	---	---	143
20	80	8	12	50	10	---	---	24	96	---	---	---	---	6-9	---	---	---	4	8
26	18	44	28	20	23	40	27	13	30	---	---	---	---	10	30	5	3	4	144
20	60	30	70	40	45	40	70	10	60	---	---	---	---	6-9	10	5	10	2	6
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60	75	60	80	75	80	24	20	6	10	0	0	0	0	6	---	5	4	3	5
30	25	6	9	25	16	---	---	---	---	---	---	---	---	---	---	---	---	---	148
71	81	28	12	152	40	50	41	21	40	---	---	---	---	10-20	---	40	30	30	15
13	38	---	---	---	---	13	30	1	33	10	25	0	0	10	---	8	9	1	26
26	37	27	10	48	24	41	19	14	40	---	---	---	---	6	---	11	13	7	26
115	92	---	---	---	---	115	92	---	---	---	---	---	---	---	---	---	---	---	151
43	94	20	19	100	20	63	113	63	113	49	94	---	---	---	---	---	---	---	152
50	70	30	50	140	40	150	60	70	170	---	---	---	---	6-10	---	70	50	60	90
37	33	20	14	38	12	32	2	5	31	57	47	---	---	8-15	---	6	1	1	4
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TABLE 9.—Statistics of commercial and business schools

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	MICHIGAN—con-tinued.							
158	Battle Creek.....	Michigan Business and Nor-mal College.	C. J. Argubright.....	2	2	98	112	210
159	Bay City.....	Bay City Business College.....	R. R. Lane.....	2	2	102	79	181
160	Detroit.....	Detroit Business University.....	W. F. Jewell.....	14	1	630	320	950
161	.....do.....	Miles College.....	C. C. Miles.....	4	5	225	75	300
162	.....do.....	St. Joseph's Commercial Col-lege.	Bro. Juman Peter.....	6	0	114	0	114
163	Grand Rapids.....	Grand Rapids Business Uni-versity.	A. S. Parish.....	3	0	74	72	146
164	Jackson.....	Devlin's Jackson Business College.	H. C. Devlin.....	1	2	45	30	75
165	Kalamazoo.....	Parson's Business College and Shorthand Institute.	Wm. F. Parsons.....	2	1	125	59	175
166	Lansing.....	Lansing Business University.....	H. J. Beck.....	2	2	62	35	97
167	Pontiac.....	Pontiac Business College.....	C. A. Passell.....	1	2	20	17	37
168	Saginaw.....	International Business Col-lege.	F. H. Harper.....	6	1	110	80	190
169	St. Louis.....	Yerington's College.....	C. W. Yerington.....	5	4	75	50	125
170	Three Rivers.....	Three Rivers Business Acad-emy and Normal School.	Charles H. Sage.....	2	2	49	40	89
	MINNESOTA.							
171	Brainerd.....	Brainerd Business College.....	Lewis H. Vath.....	2	0	65	20	85
172	Duluth.....	Parson's Business College.....	A. C. Parsons.....	1	1	31	7	38
173	Faribault.....	Brown's Business College.....	A. E. Brown.....	2	1	85	50	135
174	Mankato.....	Mankato Commercial College.	J. R. Bandoup and G. E. Nettleton.	3	4	175	125	300
175	Minneapolis.....	Archibald Business College.....	A. R. Archibald.....	5	0	230	70	300
176	.....do.....	Caton College.....	T. J. Caton.....	4	2	136	137	273
177	.....do.....	Munson Shorthand Institute.	R. J. Smith.....	1	1	75	129	204
178	Owatonna.....	The Canfield School.....	W. P. Canfield.....	2	0	55	23	78
179	Red Wing.....	Red Wing Normal College and School of Business.	H. J. Meyer.....	3	1	68	15	83
180	St. Paul.....	Globe Business College.....	F. A. Maron.....	4	1	151	68	219
181	.....do.....	Boenisch's Commercial Col-lege.	B. W. Boenisch.....	0	2	62	19	81
182	.....do.....	St. Paul Business College and Telegraphic Institute.	Maguire Brothers.....	6	4	250	70	320
183	Sauk Center.....	Academy and Business Col-lege.	F. B. Webster.....	2	0	52	10	62
	MISSISSIPPI.							
184	Bay St. Louis.....	St. Stanislaus College.....	Brother Isidore.....	14	0	160	0	160
185	Corinth.....	Normal Business College.....	H. J. Williams.....	1	0	30	10	40
186	Meridian.....	Queen City Business College.	G. A. Macon.....	2	1	74	23	97
187	Natchez.....	Cathedral School.....	Brother Charles.....	6	0	188	0	188
188	Vicksburg.....	St. Aloysius Commercial Col-lege.	Brother Gabriel.....	8	1	249	0	249
189	.....do.....	Vicksburg Commercial School	G. K. McDonald.....	2	2	35	32	67
	MISSOURI.							
190	Clinton.....	Clinton Normal Business Col-lege.	H. A. Harness.....	2	2	20	50	70
191	Hannibal.....	Hannibal Commercial College	F. L. Kelly.....	3	2	153	130	283
192	Joplin.....	Joplin Business College.....	W. B. Joiner.....	2	2	50	75	125
193	Kansas City.....	Cathedral Commercial School	Brother Charles.....	4	0	136	0	136
194	.....do.....	National Business College.....	Henry Coon.....	5	0	110	120	230
195	.....do.....	Spalding's Commercial School	James F. Spalding.....	13	3	600	300	900
196	St. Joseph.....	St. Joseph Commercial College	Brother Elzear.....	8	0	200	0	200
197	.....do.....	St. Joseph Business University	E. E. Gard.....	5	0	100	59	159
198	St. Louis.....	Barnes Business College.....	J. R. Anderson.....	3	3	88	83	171
199	.....do.....	Draughton's Business College.	D. S. Hill.....	3	2	200	50	250
200	.....do.....	Hayward's Business College.....	L. F. Hayward.....	4	1	200	300	500
201	.....do.....	Jones Commercial College.....	J. G. Bohmer.....	6	1	301	157	458
202	.....do.....	Perkins and Herpel's Mercan-tile College.	H. C. Perkins.....	6	0	218	67	285
203	Sedalia.....	Central Business College.....	C. W. Robbins.....	10	2	478	230	708

in the United States in 1899-1900—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.		Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
Male.	Female.	Male.	Female.																
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
98	112	0	0	125	---	80	40	40	60	18	12	---	---	9	---	8	4	3	2
86	54	31	10	64	38	55	16	15	49	6	0	0	0	10-12	24-36	0	0	0	0
475	250	155	70	---	---	480	70	65	215	85	35	---	---	6-12	12-24	65	7	0	0
125	50	75	50	---	---	---	---	---	---	---	---	---	---	6	---	---	---	---	---
114	0	0	0	104	---	114	0	0	0	0	0	0	0	30	---	15	0	---	---
61	63	13	9	---	---	38	21	11	41	22	5	---	---	---	---	5	10	3	5
34	16	15	10	40	18	44	16	5	10	---	---	---	---	6-9	---	---	---	---	---
100	40	25	15	75	15	90	30	35	40	0	0	0	0	16	10	4	2	0	0
40	32	22	3	---	---	43	12	9	24	9	0	0	0	6	---	1	1	0	0
15	8	5	9	20	10	13	6	8	14	3	4	0	0	6	12	8	4	5	9
90	65	20	15	---	---	119	80	---	---	---	---	---	---	12	---	---	---	---	---
75	50	0	0	90	---	40	10	25	15	5	5	5	0	12-24	---	---	---	---	---
41	38	9	1	55	11	24	14	8	8	16	10	---	---	12-18	---	2	0	1	2
45	14	20	6	40	13	35	4	30	16	---	---	---	---	9	---	1	0	0	0
14	6	18	0	12	8	16	3	1	4	17	1	---	---	12	24	7	2	3	3
70	30	20	5	75	10	60	20	25	50	30	20	---	---	6	9	25	15	30	30
175	125	---	---	150	---	140	25	25	85	10	15	---	---	6	---	20	5	4	16
180	50	50	20	100	25	175	45	20	40	10	10	---	---	6	12	20	0	20	30
113	131	19	6	149	16	112	57	13	89	---	---	12	0	6	12	47	29	7	43
50	79	---	---	50	25	---	---	75	129	---	---	---	---	---	---	---	---	50	25
34	14	21	9	40	25	28	4	6	10	---	---	---	---	9	---	---	---	---	---
68	15	---	---	---	---	53	4	8	8	---	---	---	---	6	---	9	0	---	---
128	49	34	19	112	26	72	19	27	31	22	8	32	7	6-8	8-10	14	6	8	11
33	10	29	9	43	38	49	6	4	4	9	9	---	---	9	12	29	3	0	4
110	60	40	10	100	35	105	50	38	76	17	8	15	4	6	8	80	37	33	71
48	10	4	0	35	1	20	1	0	0	32	9	0	0	8	---	8	1	---	---
160	0	---	---	145	---	130	0	---	---	---	---	6	0	10	---	7	0	---	---
20	5	9	9	22	15	30	10	---	---	---	---	---	---	1-3	1-4	25	7	---	---
74	23	0	0	25	---	65	12	33	25	---	---	---	---	4	---	15	5	2	3
188	0	0	0	175	---	188	0	---	---	188	0	0	0	---	---	3	0	---	---
249	0	0	0	220	---	76	0	---	---	51	0	6	0	10	---	6	0	---	---
35	32	---	---	---	---	26	24	---	---	---	---	---	---	---	---	---	---	---	---
20	50	0	0	30	---	5	0	2	10	---	---	---	---	5	6	2	0	2	7
153	130	0	0	---	---	120	20	33	100	---	---	---	---	3-6	---	---	---	---	---
40	60	10	15	50	20	30	20	25	50	0	0	0	0	6	6	15	5	5	30
136	0	0	0	125	---	30	0	0	0	0	0	0	0	20	---	6	0	---	---
445	220	188	37	---	---	492	35	104	217	14	4	23	1	6-9	12	328	15	84	187
200	0	---	---	190	---	200	0	---	---	---	---	---	---	---	---	10	0	---	---
100	50	40	10	70	25	100	21	15	40	12	0	12	0	9	18	10	4	2	20
85	86	---	---	80	---	42	3	43	83	---	---	---	---	---	---	3	1	8	19
175	40	25	10	74	---	200	45	90	38	---	---	---	---	7	---	35	10	15	7
150	275	50	25	200	70	150	150	300	30	34	---	---	---	6	---	9	140	145	290
207	117	94	20	---	---	281	33	176	118	329	56	47	78	6-12	12-18	159	78	123	105
112	53	106	14	100	105	106	9	48	55	64	3	---	---	6	12	36	4	12	31
385	192	93	38	---	---	210	58	244	166	---	---	24	6	---	---	46	12	31	30

TABLE 9.—Statistics of commercial and business schools

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
MONTANA.								
204	Butte	Butte Business College	A. F. Rice, C. V. Ful-ton, and E. W. Gold	8	2	294	317	611
205	Helena	Engelhorn Helena Business College.	H. T. Engelhorn	4	3	75	90	165
206	Missoula	Garden City Commercial Col-lege.*	E. C. Reitz	2	1	40	30	70
NEBRASKA.								
207	Beatrice	Northwestern Business Col-lege.	P. G. Liman	3	1	98	91	189
208	Falls City	Falls City Business College...	G. M. Barrett	2	3	61	14	75
209	Grand Island	Grand Island Business and Normal School.	A. M. Hargis	4	3	205	122	327
210	Hastings	Queen City Business and Normal College.	H. S. Miller	2	2	88	52	140
211	Kearney	Normal School and Business College.	C. A. Murch	3	1	100	50	150
212	Lincoln	Lincoln Business College	J. L. Stephens	5	2	284	123	412
213	McCook	McCook Photographic Insti-tute.	L. W. Stayner	1	0	6	3	9
214	Omaha	Omaha Commercial and Busi-ness College.	M. G. Rohrbough	8	2	800	300	1,100
NEW HAMPSHIRE.								
215	Concord	National School of Business ..	No report.....					
216	New Hampton ..	New Hampton Commercial College.	F. W. Preston	4	0	41	16	51
NEW JERSEY.								
217	Camden	Abrahamson Business College	Chas. M. Abraham-son.	2	1	89	46	135
218	Elizabeth	Lansley Business College	James H. Lansley, Ph. D.	2	2	32	45	77
219	Jersey City	Drake Business College	Wm. E. Drake	3	2	206	102	308
220	Newark	Coleman National Business College.	Henry Coleman	6	3	425	128	553
221	.....do	Woods College	S. I. Wood	7	3	483	315	798
222	.....do	New Jersey Business College.	C. T. Miller	5	1	147	104	257
223	Trenton	Rider Business College	F. B. Moore	6	2	200	75	275
224	.....do	Stewart Business College	Thos. J. Stewart	9	3	388	112	500
NEW YORK.								
225	Albany	Albany Business College	John R. Carnell	14	7	471	322	793
226	Binghamton	Binghamton School of Busi-ness.	John F. Riley	3	4	72	44	116
227	.....do	Lowell School of Business	J. E. Bloomed	4	2	95	62	157
228	Brooklyn	Charles Commercial School ..	Wm. R. Charles	6	4	68	112	180
229	.....do	Hefley School	N. P. Hefley	12	7	285	412	697
230	.....do	Long Island Business College.	Henry C. Wright	9	7	446	377	845
231	.....do	St. James Commercial Acad-emy.	Brother Castoris	2	0	590	0	590
232	Chatham	Whiteman's Telegraphic School and Railroad Busi-ness College.	Frank Whiteman ..	2	1	87	8	95
233	Elmira	Estey's School of Commerce..	Sherman C. Estey ..	4	1	175	100	275
234	Fort Edward	Haley's Business Institute and School of Sporthand.	J. W. Haley	1	2	44	14	58
235	Geneva	Geneva Business Training In-stitute.	Ansel E. Mackey	1	1	18	6	24
236	.....do	Geneva Shorthand and Com-mercial School.	Floyd E. Decker	1	0	30	20	50
237	Gloversville	Gloversville Business School.	Patterson and Burr ..	3	1	65	57	122
238	Hornellsville	Hornellsville Business School.	C. E. Willard	1	1	31	32	63
239	Ithaca	Wycoff's Phonographic Insti-tute.	Mrs. M. A. Adsett	0	1	14	21	35
240	Jamestown	Jamestown Business College ..	H. E. V. Porter	4	3	71	82	153

* Statistics of 1898-99.

in the United States in 1899-1900—Continued.

Actual number of students enrolled.				Average daily attendance		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.		Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
9	10	11	12			15	16	17	18	19	20	21	22	23	24	25	26	27	28
198	84	175	50	200	100	120	20	40	60	150	50	6	4	12	30	2	4	1	12
60	40	25	50	65	25	40	30	35	60	20	30	8	4	10	15	4	8	5	3
				48		40	14	8	8					12-24		3	0	6	0
98	91			71		76	5	20	35	6	41			6		22	3	15	25
61	14					54	10	3	8					10		5	2	1	2
205	122					175	60	163	85	70	35			9		15	6	12	14
88	52	0	0	65		78	22	10	30	2	0	0	0	10		8	0	0	10
100	50			60		15	5	5	3	90	40			27		10	2	5	3
284	128			185		175	35	71	93	284	128			6-12		61	9	14	30
		6	3					6	3						6			4	2
780	280	20	10	350	25	500	100	200	200			40	10						
41	16			35		41	16	6	4			10	2	9		16	4	0	0
		89	46		135	75	28	20	12						10	50	15	15	9
16	36	14	11	38	20	32	45									5	1	2	7
81	74	125	28	95	90	105	20	49	80	52	3			10-15	12-18	9	1	1	20
217	157	102	81	371	183	217	25	25	135			14	4			30	5	6	50
223	214	260	101	180	150	450	150	200	285	45	18			8	16	130	35	73	155
79	68	68	36			120	41	14	76	134	117	0	0	12	10	17	13	5	23
200	75			175		200	20			12	5	5	0	12					
214	85	174	27			221	26	31	68	136	18			10-20	6-12	31	3	9	27
410	295	61	27			290	68	100	220	0	0	20	7	5-6	10-12	200	50	87	200
45	36	21	5	65	15	39	24	14	30	22	4			5	9	15	11	0	7
95	62			60		82	52	7	10			6	0	6-8	12-16	45	6	5	35
31	77	45	33	60	45	23	14	64	106	10	8			5	8	21	14	59	98
98	209	212	195	175	160	54	61	12	205	18	19			6-10	7-10	21	17	7	119
179	227	289	150			248	44	59	307	161	29			10	18-20	86	21	23	127
590	0			550		80	0	60	0	20	0			10		11	0	2	0
87	8			35								87	8	6					
32	14	11	0	40	8	42	8	3	12	4	1			6	6		3	0	1
15	3	3	3	12	3	10	2	1	1	5	0	2	1	4-6	6-10	3	2	1	1
25	15	5	5	25	7									6-8	8-18			12	10
32	36	33	21	48	41	20	19	12	17					6	12	12	10	4	8
24	30	7	2			16	10	7	19	8	3	0	0	6-10	12-20	0	0	0	0
14	21			20				8	12					6-12					
71	82	0	0	120		11	41	60	41	25	23	0	0	7		16	11	1	5

TABLE 9.—Statistics of commercial and business schools

	Post-office.	Name.	Executive officer.	Instruct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	NEW YORK—continued.							
243	Kingston	Spencer's Business School	B. H. Spencer	5	2	152	178	330
244	Lockport	Lockport Business Institute	J. Franklin Ryan	3	0	75	93	168
245	Newburgh	Spencerian Institute of Busi-ness.	E. M. Turner	3	2	92	110	202
250	New York	Metropolitan Shorthand School.	W. L. Mason	1	4	25	125	150
251	do	A. O. Hall Business College	Aldis Owen Hall	5	5	300	25	325
252	do	New York Commercial and Stenographic School.	Philip B. Gibson	7	0	93	215	308
253	do	Packard Commercial College.	L. H. Packard	10	5	530	240	770
254	do	The Paine Uptown Business College.	H. W. Remington	3	6	314	152	466
255	do	Wood's New York School	Frederick E. Wood	13	3	492	520	1012
256	do	Walworth Business and Stenographic Institute.	G. S. Walworth	3	4	149	110	259
257	Niagara Falls	Niagara Business College*	F. C. Hovey	1	2	37	38	75
258	Oswego	Chaffee's Phonographic Insti-tute.	E. M. Wolf	2	3	35	25	60
259	Rochester	Rochester Business Institute*	A. S. Osborn	8	4	578	100	678
260	do	The Underhill Business Col-lege.	B. S. Underhill	2	3	67	77	144
261	Schenectady	Business School and Short-hand Institute.*	Wm. F. Fitzgerald	2	3	79	46	125
262	Troy	Troy Business College	Thos. H. Shields	6	2	381	164	545
263	Utica	Utica Business College*	G. F. Hendrick	5	3	161	72	233
	NORTH CAROLINA.							
265	Washington	Washington Business School	G. A. Heptinstall	1	0	8	0	8
	NORTH DAKOTA.							
266	Grand Forks	Northwestern Normal Col-lege and Commercial Insti-tute.	J. J. Swengel	4	0	60	20	80
	OKLAHOMA.							
267	Guthrie	Capital City Business College.	R. A. Gaffney	5	3	87	73	160
268	Oklahoma	Oklahoma Business College	A. L. Van Buskirk	2	1	50	30	80
	OHIO.							
269	Akron	Hammel's Business College	P. Hammel	3	1	120	48	168
270	Canton	Actual Business College	W. W. Patterson	3	3	105	95	200
271	Cincinnati	The Bartlett Commercial Col-lege.	C. M. Bartlett	4	4	200	200	400
272	do	St. Joseph's College	Rev. Jos. M. Scherer	7	0	72	0	72
273	Cleveland	Spencerian Business College	H. T. Loomis	11	4	400	275	675
274	do	The Central Institute	James G. Hobbie	5	2	176	108	284
275	Columbus	Parson's Business College	M. B. Cooper	3	0	65	29	94
276	East Liverpool	Ohio Valley Business College.	J. H. and F. T. Weaver	4	3	158	66	224
277	Lancaster	Columbia Commercial Uni-versity.	T. E. Warren	2	2	41	31	72
278	Lima	Lima Business College	Howard W. Pears	2	1	90	58	148
279	Mansfield	Ohio Business College	J. W. Sharp	1	2	65	40	105
280	Massillon	Massillon Actual Business College.	F. G. Yocum	2	2	41	43	84
281	Newark	Newark Business College	S. L. Beeney	1	0	130	20	150
282	New Philadel-phia	New Philadelphia Business College.	W. C. Snott	2	1	28	21	49
283	Oberlin	Oberlin Business College	J. T. Henderson	4	2	182	54	236
284	Piqua	Piqua Commercial College	C. E. Beck	2	1	40	25	65
285	Pittsford	Graham's Business College	W. R. Graham	2	2	64	30	94
286	Springfield	Nelson's Business College	R. J. Nelson	2	1	126	6	132
287	do	Williss College	F. W. Williss	1	1	20	30	50

* Statistics of 1898-99.

in the United States in 1899-1900—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In ammanensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in ammanensis course.	
Day school.		Evening school.		Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
Male.	Female.	Male.	Female.																
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
148	168	8	12	125	18	89	45	63	135					8	6	43	12	38	91
12	22	30	11	28	20	27	14	20	30	12	3			6	12	15	12	12	23
62	78	32	30	85	40	51	40	30	70	11	0			6	12	8	2	8	19
10	75	15	50	50	50			35	125					4-6	6-8			20	115
200	0	50	25	75	20									3	4				
93	215			102				98	215					5				61	171
530	240	0	0	340	0	490	40	50	200					10-12		59	3	16	63
222	113	92	39	52	27	164	31	37	98	46	39	46	15	8	12	16	9	9	20
244	356	248	130	509	250	300	120	300	400	75	20			10	10	120	75	290	350
89	60	60	50			60	60	60	75					6	9				
37	38			54		30	27	4	23					10	12	10	14	2	20
				50				35	25					6-12					
578	100							40	80										
67	77																		
27	36	52	10			19	7	29	39	16	0			6		17	6	20	30
321	115	60	49	250	70	309	54	60	76	151	31	12	9	12	24	45	32	24	65
94	57	67	15	90	50	75	26	5	37	56	12	6	1	6		12	6		
		8	0			8	0												
51	17	9	3	80	12	60	12	6	12					6	9	4	2	1	2
74	60	13	9	90	17	58	21	29	52					6-9	9-12				
40	20	16	10			43	30					7	0	6-8					
79	43	41	5			57	9	42	37	21	2			8	12-15				
60	70	45	25	90	50	90	25	20	75	10	1			7	16	24	10	10	20
150	150	50	50	250	60	200	200	150	150					12	24				
60	0			60		36	0	13	0	60	0			30		10	0		
300	200	125	50	300	125	300	100	100	150	25	20					50	10	25	50
86	89	90	19	100	55	76	30	50	64	50	14	0	0			35	15	30	44
44	28	12	5			42	5	23	24					6	12				
75	60	120	40	65	95	80	10	20	40	60	20			6	12	8	2	2	8
41	25	35	30	41	31	72	0							12	18	18	10	15	15
82	53	8	5	64	10	75	43	61	56					12	18	55	36	46	38
60	30			50		35	20	10	40					6		25	10	10	25
26	32	18	8	48	20	30	12	11	31					5-8	12-20	23	9	6	25
97	15	33	5	63	32	125	17	25	10					4	6	64	12		
28	21	0	0	35	0	17	11	8	20					6		9	1	2	7
170	52	12	2	125	25	140	15	40	49	20	6			6		50	10	35	38
35	22	5	3			38	6	12	22					6	12	14	2	6	10
20	26	40	8	42	37	18	10	4	15	30	25			12	20	15	9	2	12
110	5	16	1			126	6							6-8	12-18				
20	30			47				20	30					12				20	30

TABLE 9.—Statistics of commercial and business schools

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
OHIO—cont'd.								
238	Tiffin	Heidelberg College of Com- merce.	C. C. Kennison	2	1	29	32	61
239	Toledo	Davis Business College	M. H. Davis	5	0	409	200	609
290	Warren	Bryant, Stratton and Smith Business College.	G. H. St. John	3	2	52	47	99
291	Wooster	The Bixler Business College.	Gideon Bixler	1	3	75	60	135
292	Youngstown	Browne's Business College ..	J. C. Browne	3	0	40	50	90
293	do	Hall's Business University ..	E. A. Hall	2	2	43	85	128
294	Zanesville	Zanesville Business College ..	W. C. Howey	2	4	109	106	215
OREGON.								
295	Portland	Holmes English and Business College.	Miss G. Holmes	4	4	200	100	300
296	do	Portland Business College ..	A. P. Armstrong	6	2	250	150	400
297	Salem	Capital Business College	W. I. Staley	1	2	65	30	95
PENNSYLVANIA.								
298	Allentown	Allentown Business College ..	W. L. Blackman	2	0	99	21	120
299	do	The American Business Col- lege.	S. C. Speer	4	0	180	41	221
300	Altoona	Mountain City Business Col- lege.	George G. Zeth	3	1	359	136	495
301	Allegheny	Actual Business College	T. M. Williams	2	1	139	60	199
302	Beaver Falls	Butcher's Business College ..	J. W. Butcher	2	1	60	50	110
303	Corry	Corry Business College	Geo. M. Nicol	0	0	26	8	34
304	Du Bois	Du Bois Business College	G. W. Thorn	1	2	75	65	140
305	Easton	Easton College of Business ..	C. Lincoln Free	2	0	33	35	68
306	Eminton	The Tubbs Business College ..	Delavan C. Tubbs ..	2	1	34	20	54
307	Erie	Erie Business University	J. M. Glasier	4	2	100	40	140
308	Harrisburg	Harrisburg Business College ..	J. E. Garner	2	1	61	50	111
309	do	School of Commerce	J. C. Shumberger and G. S. McClure.	2	1	71	73	144
310	Lebanon	Lebanon Business College	J. G. Gerberich	3	2	217	103	320
311	Lock Haven	Lock Haven Business Insti- tute.	Benj. F. Fleicher ..	1	0	6	6	12
312	Norristown	Schissler College of Business ..	A. J. Schissler	6	6	216	220	446
313	Philadelphia	College of Commerce	T. H. McCool	6	3	250	75	325
314	do	Palmer's College	O. R. Palmer	4	3	117	252	369
315	do	Palms's Business College	Theo. W. Palms	7	0	210	90	300
316	do	Pierce School	L. B. Moffett	39	4	968	410	1,378
317	do	The Union College of Business	James M. Lingle	8	4	300	300	600
318	Pittsburg	Duff's Mercantile College	Wm. H. Duff	7	0	529	165	694
319	do	The Martin Shorthand School ..	H. L. Andrews	5	4	200	550	750
320	Pottsville	Pottsville Business College ..	Frank Taylor	1	1	41	7	48
321	do	The Commercial Public School.	G. A. Transue	1	0	32	20	52
322	Reading	Interstate Commercial Col- lege.	H. Y. Stoner	6	0	184	60	244
323	do	Reading Business College	D. B. Brunner	2	1	104	18	122
324	Scuth Bethlehem	South Bethlehem Business College.	W. F. Magee	4	0	165	64	229
325	Scranton	Scranton Business College	H. D. Buck and A. R. Whitmore.	4	1	439	115	554
326	Towanda	Towanda Business and Short- hand College.	M. S. Cronk	1	0	19	3	22
327	Washington	Washington Business College	Louis Van Arden ..	1	2	70	66	136
328	Williamsport	Potts' Shorthand School	John G. Henderson ..	3	0	175	134	309
329	do	Williamsport Commercial College.	W. A. Tomb	6	1	224	112	336
330	Wilkesbarre	Wilkesbarre Business Col- lege and School of Short- hand.	F. M. Allen	4	1	75	25	100

a The report of Pierce School sworn to by business manager.

in the United States in 1899-1900—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.																	
Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
20	17	---	---	30	---	25	4	3	15	---	---	---	---	6	---	10	2	15	1
309	150	100	50	80	9	202	100	200	200	400	200	---	---	12	36	28	3	9	29
46	43	6	4	---	---	50	27	26	29	52	47	---	---	6	12	---	---	---	---
75	60	---	---	50	---	60	40	25	30	35	25	---	---	7-12	---	25	10	15	20
40	50	---	---	75	---	25	25	20	20	---	---	---	---	12	---	20	20	17	15
35	78	8	7	60	18	40	50	30	45	---	---	---	---	6-8	---	20	25	6	30
95	98	14	8	75	15	80	55	15	43	---	---	---	---	6-8	---	40	15	10	36
200	100	---	---	200	---	150	50	30	70	100	100	---	---	12	---	20	15	6	20
250	150	---	---	175	---	200	75	50	125	---	---	---	---	6-9	---	75	25	10	40
65	30	---	---	---	---	60	15	5	15	---	---	---	---	9	---	11	1	1	5
56	15	43	6	35	26	38	4	56	17	5	0	---	---	10	---	5	2	13	9
116	23	64	13	70	50	109	20	71	21	12	3	0	0	10	20	32	3	4	1
273	95	86	41	69	25	74	40	103	112	94	20	---	---	6	9	102	19	78	90
60	50	---	---	---	---	60	50	20	30	---	---	---	---	6	12	---	---	---	---
26	8	---	---	18	0	26	4	2	7	20	4	---	---	6	---	4	2	2	1
65	58	10	7	70	35	60	30	20	50	70	40	0	0	10-12	6-8	20	19	10	25
33	35	---	---	33	24	33	24	15	35	---	---	---	---	9	---	21	20	12	33
23	20	10	0	40	6	34	20	15	35	---	---	---	---	9	12	10	18	4	18
40	85	7	8	100	15	70	30	15	25	10	4	---	---	6	---	6	9	6	6
50	41	21	9	58	15	40	30	35	35	50	45	---	---	8	12	14	16	14	16
41	52	30	21	57	31	49	42	51	64	---	---	---	---	6-10	---	14	16	14	16
102	57	27	11	142	28	197	53	57	23	---	---	---	---	6	14	41	2	28	20
6	6	---	---	---	---	2	2	6	4	---	---	---	---	7	---	---	---	---	---
190	215	26	15	30	---	216	230	216	230	---	---	---	---	10	18	18	2	42	75
65	198	52	54	110	77	250	75	125	200	---	---	---	---	---	---	30	8	14	28
150	70	60	20	---	---	195	30	15	60	---	---	---	---	---	---	30	50	75	100
470	258	498	152	435	412	741	166	244	254	---	---	---	---	6-8	24	18	69	33	41
200	200	100	100	150	75	300	300	300	300	300	300	---	---	7-19	18	65	60	50	75
434	110	132	18	300	90	310	16	124	32	---	---	---	---	11	15-18	66	27	105	85
125	475	75	75	200	100	200	10	200	550	---	---	---	---	9	9	6	167	27	319
38	6	3	1	---	---	23	3	25	5	---	---	---	---	6	---	8	1	9	2
32	20	0	0	47	---	32	20	18	12	---	0	---	---	10	---	12	9	11	7
140	30	44	30	50	70	163	41	21	19	---	---	---	---	10	20	19	4	2	8
68	28	16	10	36	18	22	12	---	---	42	14	---	---	10	20	8	6	---	---
90	45	75	19	60	47	77	20	60	41	28	3	---	---	6-10	9-15	14	7	3	7
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
16	3	3	0	---	---	10	0	14	3	1	0	1	0	4-8	8-16	6	0	8	0
50	58	19	9	---	---	65	41	17	38	---	---	---	---	---	---	---	---	---	---
157	119	18	15	145	129	---	---	175	134	---	---	---	---	5	7	---	---	95	37
194	98	30	14	128	28	126	15	93	81	5	2	---	---	6	12	29	7	18	12
30	15	45	10	25	30	75	25	---	---	---	---	---	---	---	---	---	---	---	---

TABLE 9.—Statistics of commercial and business schools

	Post-office.	Name.	Executive officer.	In-struct-ors.		Actual num-ber of stu-dents en-rolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
RHODE ISLAND.								
331	Providence	Providence Bryant and Stratton Business College.	T. B. Stowell	8	2	164	171	335
332	.....do	Scholfield's Commercial College.	Albert G. Scholfield	3	1	105	43	148
SOUTH CAROLINA.								
333	Charleston	Charleston Mercantile School	Maizie J. Bergmann	0	2	20	15	35
SOUTH DAKOTA.								
334	Aberdeen	Aberdeen Business College...	H. A. Way	1	1	38	31	69
335	Sioux Falls	Sioux Falls Business College	G. C. Christopherson	6	2	114	37	151
TENNESSEE.								
336	Chattanooga	Mountain City Business College.	J. A. Wiley and E. L. Wiley	3	1	193	92	291
337	Knoxville	Knoxville Business College...	J. C. Woodward	4	0	90	40	130
338	.....do	McAllen's Business and Shorthand School.	Jno. A. McAllen	2	1	43	18	61
339	.....do	Young's College of Shorthand	L. B. Smith	2	0	28	24	52
340	Memphis	Watson's Business College...	W. T. Watson	4	130	60	190	190
341	Nashville	Draughon's Practical Business College.	J. F. Draughon	7	1	600	100	700
342	.....do	Jennings's Business College	No report					
343	.....do	Fall's Business College	Alexander Fall	3	2	432	323	755
TEXAS.								
344	Dallas	Metropolitan Business College	W. W. Darley and A. Ragland	6	1	300	60	360
345	Fort Worth	Fort Worth Business College.	F. P. Preuitt	3	2	322	104	426
346	.....do	Draughon's Practical Business College.	J. W. Draughon	3	1	150	100	250
347	Galveston	Galveston Business University.	J. F. Smith	6	2	347	128	475
348	Houston	Houston Commercial College.	No report					
349	Paris	Southwestern Business College.	E. M. Charlier	4	0	133	61	194
350	San Marcos	Lone Star Business College...	M. C. McGee	1	1	58	9	67
351	Tyler	Tyler College	N. Adair and H. E. Byrne	7	3	140	122	262
352	Waco	Edward Toby's Practical Business College.	Edward Toby	5	1	342	61	403
UTAH.								
353	Ogden	Inter-Mountain Business College.	James A. Smith	2	2	75	40	115
354	Salt Lake City	Salt Lake Business College...	Joseph Melson	5	3	241	133	374
VERMONT.								
355	Burlington	Burlington Business College...	E. G. Evans	2	2	57	51	108
356	Rutland	Rutland Business College	L. J. Egelston	3	3	88	52	149
VIRGINIA.								
357	Lynchburg	Piedmont College	J. W. Giles	3	2	66	40	106
358	Norfolk	Southern Shorthand and Business University.	J. M. Ressler	4	1	200	150	350
359	Richmond	Smithdeal Business College...	G. M. Smithdeal	6	4	230	79	309
360	.....do	Virginia Business College...	B. A. Davis	4	1	96	47	143
361	Roanoke	National Business College...	Chas. E. Eckerle	6	3	163	113	276
362	Staunton	Dunsmore Business College...	J. G. Dunsmore	5	1	160	20	180

in the United States in 1899-1900—Continued.

Actual number of students enrolled.		Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.		Day school.		Evening school.		Male.		Female.		Male.		Female.		Male.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
27	28																
134	171	---	---	199	0	147	82	18	99	---	---	---	---	10	---	21	15
74	27	31	16	---	---	81	16	4	17	20	10	---	---	---	---	51	15
20	15	---	---	30	---	7	5	0	0	20	15	---	---	3	6	3	2
38	31	---	---	23	---	17	10	3	14	19	16	---	---	12	---	---	---
107	31	7	6	40	12	108	10	8	21	114	37	---	---	6-9	---	4	4
135	82	64	10	---	---	---	---	---	---	---	---	---	---	---	---	---	---
90	40	---	---	---	---	90	40	---	---	---	---	---	---	5	---	10	5
29	16	18	3	---	---	27	7	13	17	23	6	4	0	8	12	2	0
8	9	3	0	17	3	0	0	6	7	---	---	3	2	5	8	---	4
190	60	---	---	175	100	40	140	20	30	---	---	---	---	6	---	22	8
606	100	---	---	200	---	600	160	250	50	---	---	---	---	---	---	---	---
246	273	188	50	133	56	432	323	422	323	77	16	22	5	4-6	5-9	265	287
300	69	---	---	---	---	250	10	45	45	---	---	6	5	---	---	50	5
220	89	89	46	140	25	310	40	26	50	---	---	---	---	10	9	26	3
150	190	---	---	110	---	150	100	40	40	---	---	---	---	4-8	---	65	30
275	107	72	15	250	---	250	16	97	112	347	128	---	---	6-24	---	47	2
133	61	---	---	85	---	130	6	3	55	---	---	---	---	12	---	1	12
58	9	---	---	23	---	55	9	---	51	9	---	---	---	6	---	7	0
140	112	---	---	245	---	50	30	45	50	---	---	---	---	4	---	25	20
271	52	71	9	155	50	266	17	76	44	342	61	---	---	4-6	---	273	12
55	35	20	5	50	20	65	5	8	20	10	0	---	---	6-9	9-18	22	3
152	98	65	59	120	35	129	32	94	76	18	25	---	---	9	12	10	5
57	51	---	---	50	---	40	25	6	20	10	0	---	---	5-10	---	15	5
58	37	30	15	40	25	65	35	28	20	---	24	7	---	6-9	12-18	7	3
66	40	---	---	---	---	40	10	20	36	66	40	---	---	5-7	10	10	2
150	150	50	0	75	30	175	50	175	100	175	100	15	0	6	12	3	0
176	54	76	3	---	---	122	8	47	40	78	9	5	0	---	---	---	---
96	47	---	---	90	---	96	47	96	47	---	---	---	---	9	9	10	10
131	73	56	16	160	37	86	42	93	55	163	113	---	---	10	4-6	17	3
160	20	---	---	---	---	139	4	27	18	---	---	---	---	8	---	45	2

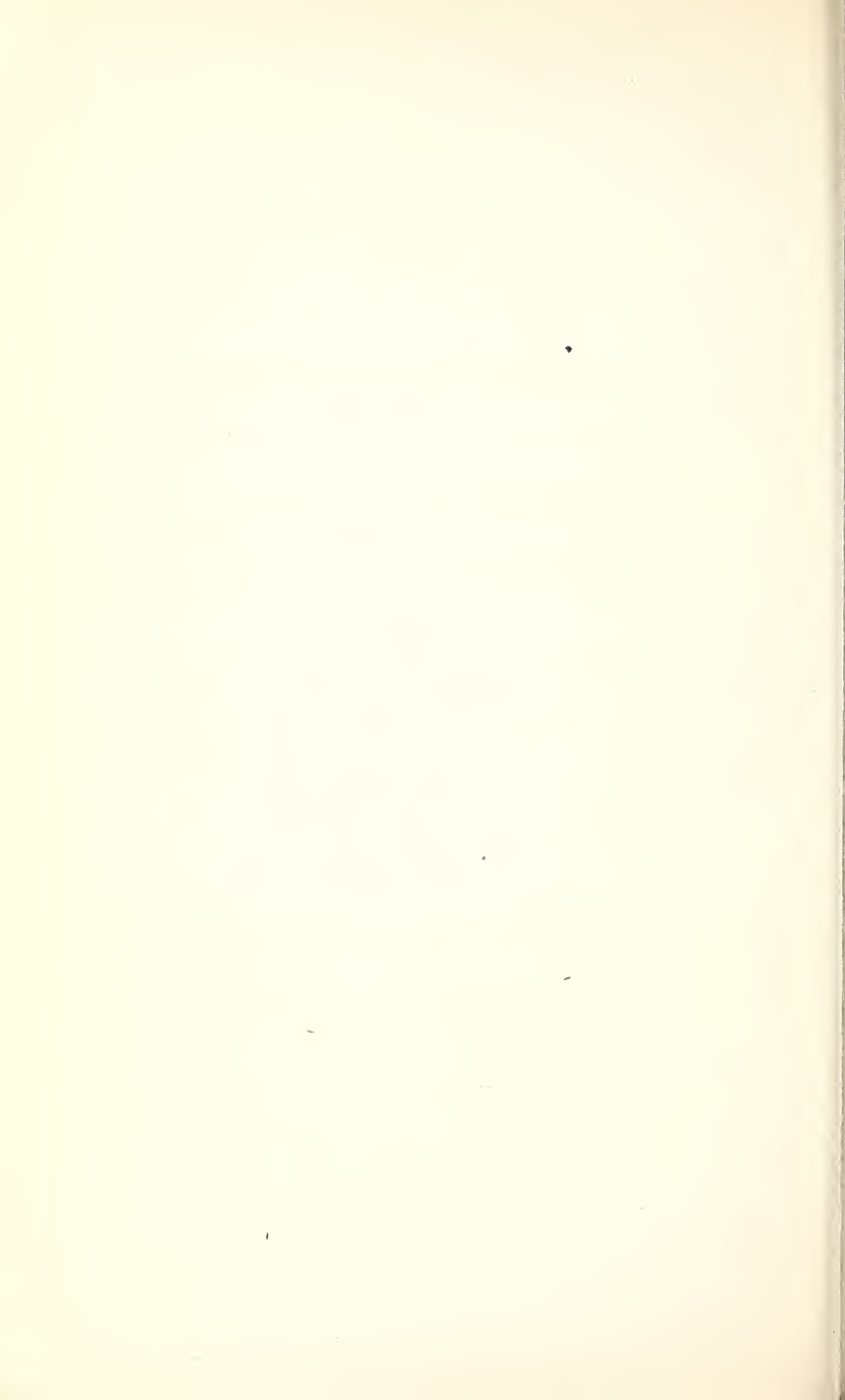
TABLE 9.—Statistics of commercial and business schools

	Post-office.	Name.	Executive officer.	Instruct-ors.		Actual number of students enrolled.		
				Male.	Female.	Male.	Female.	Total.
	1	2	3	4	5	6	7	8
	WASHINGTON.							
363	Seattle	Acme Business College	F. R. McLaren	6	1	250	150	400
364	do	Wilson's Modern Business College.	J. P. Wilson	6	6	250	204	454
365	Spokane	Engelhorn Spokane Business College.	H. F. Engelhorn	8	3	200	85	285
366	Tacoma	Tacoma Business College	W. H. Stapleton	2	2	71	63	137
367	Walla Walla	Empire Business College	Reed Brothers	3	1	69	19	88
	WEST VIRGINIA.							
368	Huntington	Marshall Business College	G. A. Proflitt	2	2	51	66	117
369	Wheeling	Wheeling Business College	J. M. Frasher	6	2	272	152	424
	WISCONSIN.							
370	Appleton	De Land's Business College	O. P. De Land	1	1	30	30	60
371	Ashland	Gordon's Business College	E. D. Gordon	1	1	40	40	80
372	Chippewa Falls	Chippewa Falls Business College.	C. H. Howieson	2	0	50	44	94
373	Eau Claire	School of Shorthand and Business.*	Mrs. M. J. Lamhear	0	2	71	120	191
374	Green Bay	Green Bay Business College	E. O. Folsom	3	2	200	50	250
375	Kenosha	Kenosha College of Commerce.	Otis L. Trenary	4	0	96	32	128
376	La Crosse	Wisconsin Business University.	F. J. Toland	4	2	246	68	314
377	Madison	Northwestern Business College.	R. G. Deming	4	1	108	77	185
378	Marinette	Marinette Business College	A. S. Hutcheson	3	1	76	42	118
379	Milwaukee	Spencerian Business College	Robert Spencer	4	6	284	101	385
380	Platteville	Platteville Business College	John Alcock	1	1	24	6	30
381	Portage	College of Commerce and Shorthand.*	H. A. Story	2	2	100	75	175
382	Sheboygan	Sheboygan Business College	M. E. Patten	3	1	90	25	115
383	Waukesha	Waukesha Business College	William A. Priebs	3	0	3	14	17
384	Wausau	Wausau Business College	C. M. Boyles	2	1	90	60	150

* Statistics of 1898-99.

in the United States in 1899-1900—Continued.

Actual number of students enrolled.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.		Graduates in amanuensis course.	
Day school.		Evening school.		Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.
Male.	Female.	Male.	Female.																
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
209	125	50	25	75	10	175	50	75	100	15	9	5	4	6	10	10	5	5	15
106	85	32	4	175	30	68	34	12	50	15	9	5	4	10	18	10	5	5	363
85	75	50	20	125	40	100	50	85	70	25	40	10	4	9	15	25	20	15	25
44	59	27	7	48	12	35	20	4	37	5	2	1	1	6	9	26	20	4	31
60	18	9	1	1	1	52	5	9	9	4	1	1	1	6	12	0	0	0	367
40	60	11	6	1	1	21	27	30	33	1	1	1	1	6	10	1	1	1	368
187	118	85	34	121	69	122	64	52	72	82	26	11	3	4	10	49	22	24	47
39	30	12	8	30	15	24	23	11	18	8	5	0	0	12	12	6	7	10	9
20	12	12	8	30	15	10	10	10	12	8	5	0	0	6	12	6	7	10	9
50	44	18	16	40	10	35	10	15	34	5	6	1	1	6	12	6	7	10	9
53	104	18	16	40	10	30	48	60	8	8	12	1	1	6	12	12	9	21	32
200	25	25	0	1	1	175	25	50	50	1	1	1	1	10	6	30	0	15	0
67	26	29	6	1	1	33	4	8	13	0	0	0	0	9	1	5	0	1	7
246	68	0	0	290	1	200	14	46	54	246	68	0	0	6	1	10	6	30	50
79	66	29	11	75	16	53	23	24	56	28	7	0	0	6	6	16	9	16	2
31	31	46	19	1	1	29	19	2	21	20	0	0	0	6	12	1	0	1	378
197	87	87	14	1	1	40	29	14	26	30	45	1	1	10	1	10	0	1	379
24	6	1	1	1	1	24	6	3	4	1	1	1	1	6-8	1	6	1	3	3
109	75	1	1	1	1	40	29	14	26	30	45	1	1	5	1	1	1	1	381
42	15	48	10	55	56	80	5	10	20	0	0	0	0	6	12	80	5	10	20
3	14	0	0	11	1	1	7	3	14	0	0	0	0	6	8	1	1	1	8
70	58	29	2	59	25	80	50	80	50	90	60	1	1	1	1	15	5	1	384



CHAPTER XLII.

EDUCATION OF THE COLORED RACE.

References to preceding Reports of the United States Bureau of Education in which this subject has been treated: In Annual Reports—1870, pp. 61, 337-339; 1871, pp. 6, 7, 61-70; 1872, pp. xvii, xviii; 1873, p. lxvi; 1875, p. xxiii; 1876, p. xvi; 1877, pp. xxxiii-xxxviii; 1878, pp. xxviii-xxxiv; 1879, pp. xxxix-xlv; 1880, p. lviii; 1881, p. lxxxii; 1882-83, pp. xlviii-lvi, 85; 1883-84, p. liv; 1884-85, p. lxvii; 1885-86, pp. 596, 650-656; 1886-87, pp. 790, 874-881; 1887-88, pp. 20, 21, 167, 169, 988-998; 1888-89, pp. 768, 1412-1439; 1889-90, pp. 620, 621, 624, 634, 1073-1102, 1388-1392, 1395-1485; 1890-91, pp. 620, 624, 792, 803, 915, 961-980, 1469; 1891-92, pp. 8, 686, 688, 713, 861-867, 1002, 1234-1267; 1892-93, pp. 15, 442, 1551-1572, 1976; 1893-94, pp. 1019-1051; 1894-95, pp. 1331-1424; 1895-96, pp. 2061, 2115; 1896-97, pp. 2295-2333; 1897-98, pp. 2479-2507; 1898-99, pp. 2201-2225; Introduction to Annual Report for 1898-99, pp. lxxxviii-xcii; also in Circulars of Information—No. 3, 1883, p. 63; No. 2, 1886, pp. 123-123; No. 3, 1888, p. 122; No. 5, 1888, pp. 53, 54, 59, 60, 80-88; No. 1, 1892, p. 71. Special Report on District of Columbia for 1869, pp. 193, 300, 351-400. Special report, New Orleans Exposition, 1884-85, pp. 468-470, 775-781.

The estimated number of children in the South (the 16 former slave States and the District of Columbia) between 5 and 18 years of age for the scholastic year 1899-1900 was 9,094,490. Of this number 6,103,390, or 67.15 per cent, were white and 2,991,100, or 32.85 per cent, were colored, as shown in the first part of Table 1. The same table shows that the enrollment in the white public schools was 4,167,489, or 68.28 per cent of the white school population, while the enrollment in the colored public schools was 1,539,507, or 51.46 per cent of the colored school population. The average daily attendance in the white schools was 2,711,701, or 65.06 per cent of the white enrollment, and the average daily attendance in the negro schools was 957,160, or 62.17 per cent of the colored enrollment.

It is shown in Table 2 that the total expenditure for the public schools of the South for the year 1899-1900 was \$35,594,071. It is estimated that about 20 per cent of this sum, or \$7,118,814, was expended in support of the negro public schools.

The table shows the expenditure for both races for each year since 1870-71, the aggregate for the 30 years being \$615,103,948. During the first part of the period the colored schools did not receive as large a share as 20 per cent of the whole, but it is estimated that the South has expended for the education of the colored race in the public schools about \$109,000,000. It is impossible to obtain an accurate statement as to the amounts separately expended for the education of the negroes, for the reason that in twelve of the Southern States separate accounts are not kept. In Maryland the expenditure for negro schools is known for each of the 30 years. In North Carolina separate accounts have been kept since 1873, in the District of Columbia since 1875, in Kentucky since 1880, and in Florida since 1893. These statistics were given in the Report of the Commissioner of Education for 1898-99, pages lxxxviii-xcii.

PUBLIC HIGH SCHOOLS.

Tables 3 to 6 summarize the statistics of 92 public high schools for the negroes, 86 of these schools being in the South and included in the statistics of public com-

mon schools given in Table 1. For the 92 schools there were 272 teachers in 1899-1900 and a total enrollment of 8,448. There were 3,216 pupils in elementary grades and 5,232 in secondary or high-school grades proper, as shown in Table 3. There were 1,083 students in the classical course, 1,303 in scientific courses, 2,788 in the English course, 100 in the business course, and 206 in the normal course. There were 600 pupils in manual training. The number of graduates from the high-school course was 646.

Table 6 gives a very incomplete financial summary of the colored high schools. Of the 92 schools, 59 had libraries aggregating 14,961 volumes, valued at \$13,041. The value of the property of 62 schools was \$661,875. The total income of 24 schools was \$36,555. In most cases separate accounts for public high schools are not kept.

SCHOOLS SUPPORTED FROM PRIVATE SOURCES.

There were, for the year 1899-1900, reporting to this Office, 145 schools of secondary and higher grade for the education of colored students and supported almost entirely by funds from private sources. The statistics of these schools will be found summarized in Tables 7 to 12.

The 145 schools had 37,696 students—22,043 in elementary grades, 13,267 in secondary grades, and 2,386 in collegiate grades. Of the students in secondary grades there were 4,881 in training courses for teachers, and of these 803 were graduated. In higher education there were 1,751 students in professional courses, as shown in Table 10. There were 15,683 pupils of all grades in industrial training.

The aggregate income of 123 of the 145 schools was \$1,182,365, as shown in Table 12. Of this aggregate \$312,950 was received by 39 schools from public funds, 99 schools received \$148,506 from tuition fees, 29 received \$142,932 from productive funds, and 102 schools received \$677,977 from other sources. The greater part of this latter sum must have been contributed by private individuals for the support of the schools during the year. It is shown in the first part of the table that 56 schools received in benefactions for the year \$661,486. Only 117 of the schools reported libraries, aggregating 247,780 volumes.

The statistics of the 92 public high schools are given in detail in Table 13. The detailed statistics of the 145 private schools are given in Tables 14 and 15.

TABLE 1.—Common-school statistics, classified by race, 1899-1900.

State.	Average daily attendance.		Per cent of enrollment.		Number of teachers.	
	White.	Colored.	White.	Colored.	White.	Colored.
Alabama	158,463	99,342	81.81	69.75	5,000	1,578
Arkansas	142,745	52,656	61.97	62.45	5,518	1,441
Delaware (1891-92)	a 19,746	a 2,947	69.73	60.66	734	106
District of Columbia	23,852	11,611	76.29	73.09	814	412
Florida	46,307	28,736	68.97	68.75	2,084	615
Georgia	178,961	119,276	62.26	61.08	6,557	3,563
Kentucky (1896-97)	a 265,623	a 43,074	61.41	62.14	8,564	1,306
Louisiana	90,187	56,135	73.96	75.62	3,072	1,085
Maryland (1898-99)	103,686	22,889	60.11	49.07	4,300	827
Mississippi (1898-99)	98,695	102,898	59.45	53.45	4,871	3,285
Missouri	a 457,011	a 23,001	63.77	66.59	15,897	804
North Carolina	142,413	64,505	52.65	49.61	5,600	2,337
South Carolina	90,548	110,947	71.54	71.30	3,270	2,294
Tennessee	270,662	67,904	70.35	67.42	a 7,329	a 1,866
Texas	a 369,876	a 83,904	68.58	66.28	12,019	3,001
Virginia	141,382	61,754	58.50	52.72	6,671	2,165
West Virginia	145,774	5,480	65.01	67.57	6,852	327
Total 1899-1900	2,711,701	957,160	65.08	62.17	98,052	27,182
Total 1899-1890	2,165,249	813,710	63.64	62.74	78,903	24,072

a Approximately.

TABLE 1.—Common-school statistics, classified by race, 1899-1900—Continued.

State.	Estimated number of persons 5 to 18 years of age.		Percentage of the whole.		Pupils enrolled in the public schools.		Per cent of persons 5 to 18 years enrolled.	
	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.
Alabama	351,630	391,300	53.85	40.15	234,000	142,423	63.54	47.26
Arkansas	337,280	130,740	72.06	27.94	230,345	84,317	63.29	64.49
Delaware (1891-92)	39,470	8,900	81.61	18.39	28,313	4,858	71.74	54.58
District of Columbia	45,640	25,110	64.36	35.64	31,261	15,258	68.49	60.76
Florida	97,970	77,640	55.79	44.21	67,077	41,797	68.48	53.83
Georgia	405,950	280,970	51.59	48.41	287,397	195,276	70.79	51.25
Kentucky (1896-97)	575,040	98,490	85.37	14.63	432,572	69,321	75.22	70.53
Louisiana	227,760	222,530	48.43	51.57	121,996	74,253	53.53	30.60
Maryland (1898-99)	268,060	77,290	77.63	22.37	182,480	46,852	68.07	60.61
Mississippi (1898-99)	227,470	531,590	40.71	59.29	167,684	192,493	73.71	58.09
Missouri	910,980	55,420	94.26	5.74	685,276	34,540	75.22	62.32
North Carolina	418,560	230,970	62.52	37.48	270,447	130,005	64.86	51.80
South Carolina	185,860	311,900	37.34	62.66	126,289	155,602	67.94	49.88
Tennessee	517,060	174,510	74.76	25.24	384,849	100,705	74.39	57.70
Texas	819,140	230,860	76.55	23.45	451,830	126,538	55.16	50.46
Virginia	335,890	260,220	58.43	41.57	241,696	117,129	66.05	44.99
West Virginia	305,630	12,790	96.04	3.96	224,233	8,119	72.40	63.55
Total 1899-1900	6,163,360	2,991,100	67.15	32.85	4,167,489	1,539,507	68.28	51.46
Total 1889-1890	65,132,948	2,510,847	67.15	32.85	3,402,420	1,296,959	67.15	32.85

a United States Census.

TABLE 2.—Sixteen former slave States and the District of Columbia.

Year,	Common-school enrollment.		Expenditures (both races).	Year	Common-school enrollment.		Expenditures (both races).
	White.	Colored.			White.	Colored.	
1870-71 .....	.....	.....	\$10,335,464	1886-87	2,975,773	1,118,556	\$20,821,969
1871-72 .....	.....	.....	11,623,298	1887-88	3,110,696	1,140,405	21,810,153
1872-73 .....	.....	.....	11,176,048	1888-89	3,197,899	1,213,092	23,171,873
1873-74 .....	.....	.....	11,823,775	1889-90	3,402,420	1,296,959	24,880,107
1874-75 .....	.....	.....	13,021,514	1890-91	3,570,624	1,329,549	26,690,310
1875-76 .....	.....	.....	12,063,865	1891-92	3,607,549	1,354,316	27,691,488
1876-77	1,827,139	571,596	11,231,073	1892-93	3,697,899	1,367,515	28,535,788
1877-78	2,034,946	675,150	12,093,091	1893-94	3,848,541	1,432,198	29,223,546
1878-79	2,013,684	685,942	12,174,141	1894-95	3,846,267	1,423,593	29,445,534
1879-80	2,215,674	784,709	12,678,685	1895-96	3,943,801	1,449,325	31,149,724
1880-81	2,234,877	802,374	13,656,814	1896-97	3,937,992	1,460,084	31,144,801
1881-82	2,249,263	802,982	15,241,740	1897-98	4,145,737	1,549,749	31,247,218
1882-83	2,370,110	817,240	16,363,471	1898-99 a .....	.....	1,511,618	32,849,892
1883-84	2,546,448	1,062,313	17,884,558	1899-1900 a	4,167,489	1,539,507	35,594,071
1884-85	2,676,911	1,030,463	19,253,874	Total	74,545,366	27,396,804	615,103,948
1885-86	2,778,145	1,048,659	20,208,113				

a Subject to correction.

TABLE 3.—*Teachers and students in public high schools for the colored race in 1899-1900.*

Location.	Number of schools.	Teachers.			Pupils enrolled.								
		Male.	Female.	Total.	Total.			Elementary.			Secondary.		
					Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama.....	1	1	1	2	25	45	70	0	0	0	25	45	70
Arkansas.....	4	6	9	15	232	452	734	199	262	461	83	190	273
District of Columbia.....	1	19	11	30	198	506	704	0	0	0	198	506	704
Florida.....	2	4	1	5	17	43	60	0	0	0	17	43	60
Georgia.....	4	4	6	10	184	294	478	170	229	399	14	65	79
Illinois.....	3	3	3	6	23	41	64	0	0	0	23	41	64
Indiana.....	3	3	7	11	119	159	278	69	87	156	50	72	122
Kentucky.....	19	23	41	64	414	711	1,125	163	248	411	251	463	714
Maryland.....	2	5	6	11	112	150	262	41	0	41	71	150	221
Mississippi.....	2	3	8	16	143	363	506	56	56	112	87	307	394
Missouri.....	15	25	32	57	416	736	1,152	219	251	470	197	485	682
North Carolina.....	3	3	3	6	80	123	203	53	73	126	27	50	77
Pennsylvania.....	1	1	0	1	5	17	22	0	0	0	5	17	22
South Carolina.....	2	9	3	11	87	140	227	38	20	58	49	120	169
Tennessee.....	5	15	4	19	225	420	645	102	118	220	123	302	425
Texas.....	13	25	13	38	502	739	1,241	307	381	688	195	358	553
Virginia.....	5	6	14	20	127	494	621	18	56	74	109	438	547
West Virginia.....	3	4	0	4	16	40	56	0	0	0	16	40	56
Total.....	92	161	111	272	2,975	5,473	8,448	1,435	1,781	3,216	1,540	3,692	5,232

TABLE 4.—*Classification of colored students in public high schools by courses of study, 1899-1900.*

Location.	Students in classical course.			Students in scientific course.			Students in English course.			Students in business course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama.....	25	45	70	34	65	99	25	45	70	—	—	—
Arkansas.....	107	279	386	0	0	0	0	0	0	55	39	94
District of Columbia.....	0	0	0	1	2	3	15	35	50	0	0	0
Florida.....	9	39	48	—	—	—	76	121	197	—	—	—
Georgia.....	0	0	0	5	6	11	18	35	53	0	0	0
Illinois.....	50	72	122	0	0	0	3	7	10	0	0	0
Indiana.....	0	13	13	80	143	223	206	273	479	1	5	6
Kentucky.....	0	0	0	40	150	190	71	150	221	0	0	0
Maryland.....	14	30	44	31	6	37	79	286	365	—	—	—
Mississippi.....	77	217	294	82	179	261	43	91	134	0	0	0
Missouri.....	—	—	—	6	22	28	63	85	148	0	0	0
North Carolina.....	—	—	—	—	—	—	1	3	3	—	—	—
Pennsylvania.....	9	4	13	3	14	17	21	30	51	0	0	0
South Carolina.....	15	28	43	13	42	55	65	125	190	0	0	0
Tennessee.....	4	11	15	127	245	372	122	223	345	0	0	0
Texas.....	0	0	0	5	2	7	97	375	472	0	0	0
Virginia.....	9	30	39	0	0	0	0	0	0	0	0	0
West Virginia.....	—	—	—	—	—	—	—	—	—	—	—	—
Total.....	319	764	1,083	427	876	1,303	905	1,883	2,788	56	44	100

TABLE 5.—*Number of normal students, manual-training students, and graduates in colored high schools in 1899-1900.*

Location.	Students in normal course.			Pupils receiving manual training.			Graduates of high-school course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama							2	8	10
Arkansas							14	25	39
District of Columbia	0	0	0				35	64	99
Florida	6	19	25				5	3	8
Georgia	5	12	17	76	121	197	1	12	13
Illinois	0	0	0	0	0	0	4	5	9
Indiana	0	0	0	0	0	0	4	4	8
Kentucky	0	20	20	1	7	8	16	77	93
Maryland	0	0	0	59	0	59	16	12	28
Mississippi	1	1	2	0	0	0	7	23	30
Missouri	0	0	0	58	192	250	19	53	72
North Carolina	17	15	32	19	49	68	3	14	17
Pennsylvania				0	0	0	1	2	3
South Carolina	0	0	0	1	1	2	6	19	25
Tennessee	10	15	25	5	11	16	19	48	67
Texas	3	1	4	0	0	0	16	28	44
Virginia	9	70	79	0	0	0	8	59	67
West Virginia	0	2	2	0	0	0	4	10	14
Total	51	155	206	219	331	600	180	466	646

TABLE 6.—*Financial summary of the colored public high schools.*

Location.	Number of schools reporting.	Volumes in libraries.	Number of schools reporting.	Value of libraries.	Number of schools re. ortng.	Value of grounds, furniture, and scientific apparatus.	Number of schools reporting.	Amount of State or municipal aid.	Number of schools reporting.	Amount received from tuition fees.	Number of schools reporting.	Amount received from productive funds.	Number of schools reporting.	Amount received from other sources unclassified.	Number of schools reporting.	Total income for the year, 1899-1900.
Alabama																
Arkansas	2	2,120	2	\$900	3	\$33,250							1	\$800	1	\$800
District of Columbia	1	1,400	1	2,200	1	138,150										
Florida	2	350	1	500	2	9,000	1	6,150	0	0	0	0	0	0	1	8,150
Georgia	2	380	2	185	2	3,200		2,234							1	2,234
Illinois	2	218	2	476	2	23,000	1	1,800							1	1,800
Indiana						3,500										
Kentucky	2	2,641	5	1,720	5	70,500	1	1,560	1	\$170	0	0	1	600	1	2,330
Maryland	2	375	1	400												
Mississippi	2	238	3	325	7	24,975	6	13,654	1	100	2	\$340	2	1,832	6	15,923
Missouri	13	2,772	13	2,375	10	97,600	2	2,440							2	2,440
North Carolina	1	480	1	190	1	10,000										
Pennsylvania																
South Carolina	2	195	2	130	3	11,500	2	575	1	62	0	0	1	28	2	665
Tennessee	1	1,248	1	1,230	7	74,200	2	1,650	1	150	0	0	0	0	4	1,800
Texas	12	2,150	12	1,572	12	113,500	5	6,190	4	220					5	6,410
Virginia	2	731	3	563	3	27,000										
West Virginia	3	363	3	275	2	19,500										
Total	59	14,961	59	13,041	62	661,875	21	32,253	8	702	2	340	5	3,260	24	36,555

TABLE 7.—*Teachers and students in private institutions for the colored race in 1899-1900.*

State.	Number of schools.	Teachers.			Students.											
		Male.	Female.	Total.	Elementary.			Secondary.			Collegiate.			Total.		
					Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama	11	103	118	221	1,225	1,296	2,431	935	1,072	2,007	23	10	33	2,183	2,288	4,471
Arkansas	7	27	23	50	393	400	793	144	164	308	49	21	70	536	585	1,171
Delaware	1	5	1	6	0	0	0	16	15	31	12	8	20	28	23	51
Dist. Columbia	3	70	21	91	233	247	480	142	134	276	357	125	482	732	506	1,238
Florida	8	17	42	59	688	714	1,402	131	175	306	1	0	1	820	889	1,709
Georgia	20	73	154	227	1,616	2,790	4,415	566	958	1,524	223	67	290	2,405	3,824	6,229
Kentucky	5	11	19	30	198	149	347	154	116	270	18	18	36	370	253	623
Louisiana	6	38	43	86	541	729	1,270	190	339	529	23	12	35	754	1,080	1,834
Maryland	5	18	25	43	31	147	178	86	113	199	10	1	11	127	261	388
Mississippi	11	52	69	121	403	577	980	722	596	1,318	48	6	52	1,171	1,179	2,350
Missouri	2	12	10	22	108	129	237	116	112	228	12	1	13	236	242	478
New Jersey	1	3	1	4	0	0	0	43	63	109	0	0	0	46	63	109
N. Carolina	21	94	108	202	1,018	1,468	2,486	632	861	1,544	343	81	429	2,049	2,410	4,459
Ohio	1	13	7	20	0	0	0	56	52	108	76	82	158	132	134	266
Pennsylvania	2	14	6	20	72	95	167	49	102	151	142	0	142	263	197	460
S. Carolina	11	49	78	127	881	1,126	2,007	531	701	1,232	45	31	76	1,487	1,858	3,345
Tennessee	8	61	79	140	721	775	1,496	489	571	1,060	220	77	297	1,430	1,423	2,853
Texas	6	34	56	90	340	545	885	323	327	650	97	91	188	760	963	1,723
Virginia	14	101	140	241	970	1,378	2,348	632	569	1,201	47	6	53	1,649	1,953	3,602
West Virginia	2	12	8	20	54	67	121	66	120	186	0	0	0	120	187	307
Total	145	807	1,019	1,826	9,492	12,551	22,043	5,107	7,160	13,267	1,749	657	2,386	17,348	20,348	37,696

TABLE 8.—*Classification of colored students, by courses of study, in private institutions, 1899-1900.*

State.	Students in classical courses.			Students in scientific courses.			Students in English course.			Students in business course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama	15	2	17	11	23	39	228	354	582	25	7	32
Arkansas	22	11	33	10	11	21	192	228	420	0	0	0
Delaware	0	0	0	11	5	16	1	0	1	0	0	0
District of Columbia	21	4	25	3	0	3	71	70	141	71	70	141
Florida	10	16	26	0	0	0	101	98	199	0	0	0
Georgia	64	29	93	37	95	132	643	966	1,609	7	0	7
Kentucky	78	43	121	18	16	34	25	48	73	0	0	0
Louisiana	40	54	94	37	42	69	628	877	1,505	12	11	23
Maryland	31	5	36	0	3	3	84	151	235	0	0	0
Mississippi	43	25	68	42	4	46	595	482	1,077	0	0	0
Missouri	9	0	9	0	0	0	0	0	0	0	0	0
New Jersey	0	0	0	0	0	0	36	49	85	0	0	0
North Carolina	142	15	157	21	13	34	590	763	1,353	0	0	0
Ohio	51	24	75	0	0	0	0	0	0	7	0	7
Pennsylvania	140	0	140	0	0	0	2	0	2	0	15	15
South Carolina	122	60	182	2	0	2	601	819	1,420	1	0	1
Tennessee	176	71	247	51	59	110	468	625	1,093	5	10	15
Texas	19	11	30	33	16	49	65	58	123	36	30	66
Virginia	94	64	158	42	57	99	709	779	1,488	23	14	37
West Virginia	7	0	7	0	0	0	0	0	0	0	0	0
Total	1,084	434	1,518	308	349	657	5,039	6,367	11,406	187	157	344

TABLE 9.—Number of colored normal students and graduates in private institutions, 1899-1900.

State.	Students in normal course.			Graduates of high-school course.			Graduates of normal course.			Graduates of collegiate course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama.....	672	754	1,426	56	39	95	31	36	67	3	1	4
Arkansas.....	64	75	139	15	0	15	6	7	13	3	1	4
Delaware.....	0	3	3	0	0	0	0	3	3	1	0	1
District of Columbia.....	31	181	212	41	98	139	7	13	20	3	0	3
Florida.....	23	38	66	3	16	19	10	10	20	0	0	0
Georgia.....	66	318	384	78	116	194	19	68	87	6	3	9
Kentucky.....	40	83	123	0	0	0	11	12	23	0	0	0
Louisiana.....	7	38	45	13	23	36	3	14	17	6	3	9
Maryland.....	12	27	49	0	0	0	7	6	13	0	0	0
Mississippi.....	37	68	105	14	22	36	15	33	48	13	2	15
Missouri.....	12	6	18	7	1	8	15	7	22	0	0	0
New Jersey.....	0	0	0	0	0	0	0	0	0	0	0	0
North Carolina.....	286	505	791	49	33	82	99	73	172	39	4	43
Ohio.....	23	60	83	0	0	0	0	0	0	0	0	0
Pennsylvania.....	0	0	0	7	15	22	0	0	0	29	0	29
South Carolina.....	106	160	266	25	37	62	42	73	115	6	6	12
Tennessee.....	212	448	660	8	1	9	25	57	82	13	2	15
Texas.....	47	50	97	12	5	17	1	2	3	3	0	3
Virginia.....	110	206	316	34	39	73	34	47	81	9	0	9
West Virginia.....	38	60	98	0	0	0	7	10	17	0	0	0
Total.....	1,791	3,090	4,881	362	445	807	332	471	803	134	22	156

TABLE 10.—Colored professional students and graduates in private institutions, 1899-1900.

State.	Students in professional courses.			Professional students and graduates.											
				Theology.		Law.		Medicine.		Dentistry.		Pharmacy.		Nurse training.	
	Male.	Female.	Total.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.
Alabama.....	206	35	241	206	6	0	0	0	0	0	0	0	0	35	7
Arkansas.....	66	0	66	62	0	2	0	2	0	0	0	0	0	0	0
Delaware.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
District of Columbia.....	323	32	358	56	4	77	16	135	19	32	8	26	12	32	11
Florida.....	16	0	16	16	0	0	0	0	0	0	0	0	0	0	0
Georgia.....	183	67	250	180	23	3	0	0	0	0	0	0	0	67	1
Kentucky.....	23	0	23	23	3	0	0	0	0	0	0	0	0	0	0
Louisiana.....	41	12	53	9	3	0	0	32	2	0	0	0	0	12	7
Maryland.....	19	0	19	19	5	0	0	0	0	0	0	0	0	0	0
Mississippi.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Missouri.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Jersey.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
North Carolina.....	178	13	191	75	12	16	2	80	13	0	0	10	6	13	5
Ohio.....	24	0	24	23	0	1	0	0	0	0	0	0	0	0	0
Pennsylvania.....	15	0	15	15	0	0	0	0	0	0	0	0	0	0	0
South Carolina.....	65	0	65	57	0	8	0	0	0	0	0	0	0	0	0
Tennessee.....	281	0	281	53	14	8	6	185	36	19	2	16	1	0	0
Texas.....	41	0	41	41	1	0	0	0	0	0	0	0	0	0	0
Virginia.....	108	0	108	108	18	0	0	0	0	0	0	0	0	0	0
West Virginia.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total.....	1,592	159	1,751	943	104	115	24	494	76	51	10	52	19	159	32

TABLE 11.—*Industrial training of colored students in private institutions, 1899-1900.*

State.	Pupils receiving industrial training.			Students trained in industrial branches.												
	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
Alabama	1,388	1,302	2,690	222	183	36	0	29	14	43	62	33	57	765	160	257
Arkansas	136	280	416	93	34	0	0	4	5	15	10	3	32	257	133	40
Delaware	26	20	46	12	14	0	0	2	0	4	2	0	3	20	4	0
District of Columbia	145	116	261	0	81	0	0	0	15	0	0	0	52	113	0	0
Florida	154	276	430	138	72	0	0	6	16	0	0	0	8	273	144	21
Georgia	449	2,037	2,477	79	220	22	9	12	0	34	0	15	87	1,859	286	149
Kentucky	89	192	281	72	59	0	0	0	0	0	0	0	18	181	70	0
Louisiana	161	225	386	48	72	0	0	0	11	11	0	0	39	205	44	44
Maryland	31	161	192	31	9	0	0	0	0	3	0	4	11	147	77	10
Mississippi	504	423	927	153	204	0	0	31	0	20	5	43	5	369	150	89
Missouri	88	89	177	0	36	0	0	0	0	34	6	0	13	89	0	0
New Jersey	46	63	109	0	28	0	0	0	0	0	0	0	0	41	32	9
North Carolina	530	1,029	1,559	154	283	40	23	5	1	88	6	21	72	1,025	561	13
Ohio	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pennsylvania	102	170	272	0	24	12	0	0	0	0	0	15	11	0	87	123
South Carolina	539	1,158	1,757	112	258	175	42	21	0	50	59	16	58	1,091	234	50
Tennessee	271	600	871	85	72	2	1	0	4	2	0	2	73	656	192	42
Texas	275	401	676	32	15	24	0	2	0	15	15	5	70	358	74	0
Virginia	761	1,290	2,051	573	66	15	16	8	1	55	13	16	52	1,114	270	229
West Virginia	40	65	105	0	35	0	0	0	0	0	0	0	0	40	40	0
Total	5,786	9,897	15,683	1,804	1,765	326	91	120	67	374	169	173	660	8,606	2,558	1,076

TABLE 12.—*Financial summary of the 145 private colored schools.*

State.	Number of schools reporting.	Value of benefactions or bequests, 1899-1900.	Number of schools reporting.	Volumes in library.	Number of schools reporting.	Value of library.	Number of schools reporting.	Value of grounds, buildings, furniture, and scientific apparatus.	Number of schools reporting.	Amount of State or municipal aid.
Alabama	3	\$99,113	9	17,148	9	\$22,662	9	\$520,238	3	\$17,000
Arkansas	3	735	5	6,700	5	5,200	7	166,000	2	3,500
Delaware	1	.....	1	850	1	800	1	27,000	1	6,000
District of Columbia	2	.....	2	14,745	2	40,500	2	701,200	1	35,100
Florida	2	2,994	2	2,723	2	2,800	6	100,044	2	7,000
Georgia	12	64,583	18	38,362	18	34,230	19	1,141,712	3	16,775
Kentucky	1	155	3	2,704	3	1,025	3	88,369	1	3,000
Louisiana	4	29,952	5	14,353	5	10,250	6	498,103	2	10,240
Maryland	1	1,000	3	4,700	3	2,325	2	44,000	2	6,500
Mississippi	4	10,927	9	18,400	9	18,230	11	504,000	2	15,100
Missouri	1	290	2	2,800	2	2,300	2	120,800	1	15,295
New Jersey	7	43,393	16	25,207	16	30,375	19	703,000	9	18,402
North Carolina	1	8,629	1	5,000	1	5,000	1	128,000	1	16,868
Ohio	1	.....	1	16,250	1	9,000	1	257,500	1	.....
Pennsylvania	2	26,200	10	15,600	10	10,550	10	364,000	1	150
South Carolina	5	49,235	7	19,718	7	16,380	7	804,000	3	3,870
Tennessee	5	3,208	6	11,560	6	11,600	6	389,287	1	15,000
Texas	7	321,156	12	24,835	12	14,625	14	1,554,800	2	15,400
Virginia .....	.....	.....	2	6,500	2	6,000	2	149,500	2	7,750
West Virginia .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	56	661,456	117	247,780	117	244,652	128	8,261,553	39	212,950

TABLE 12.—*Financial summary of the 145 private colored schools—Continued.*

State.	Number of schools reporting.	Amount received from tuition fees.	Number of schools reporting.	Amount received from productive funds.	Number of schools reporting.	Amount received from sources unclassified.	Number of schools reporting.	Total income for the year 1899-1900.
Alabama	8	\$8,299	3	\$10,205	8	\$128,259	10	\$163,703
Arkansas	6	4,718	1	800	7	16,313	7	25,331
Delaware							1	6,000
District of Columbia	1	1,000	1	8,000	1	6,000	2	50,100
Florida	6	2,449	3	3,100	5	18,999	6	31,548
Georgia	17	21,217	3	23,373	17	81,436	19	142,801
Kentucky	3	2,722	3	1,495	3	9,780	3	16,997
Louisiana	5	4,400	3	8,700	5	16,033	6	39,366
Maryland	2	2,103	1	250	1	7,009	3	15,850
Mississippi	8	7,083	1	6,815	9	46,774	10	75,772
Missouri	1	1,869	1	125	2	3,339	2	20,559
New Jersey	1	327	1	308	1	5,000	1	5,635
North Carolina	12	15,972	2	300	13	32,780	16	67,454
Ohio	1	2,364	1	1,636	1	6,142	1	27,010
Pennsylvania	1	1,155	1	21,386	1	13,246	1	35,787
South Carolina	7	8,993	3	7,200	7	29,163	8	45,511
Tennessee	6	19,018	3	4,723	6	68,551	7	93,172
Texas	5	28,753	0	0	5	18,951	5	62,709
Virginia	9	15,799	6	41,393	9	170,663	13	242,655
West Virginia	1	387	1	3,123	1	145	2	11,405
Total	99	148,506	39	142,932	102	677,977	123	1,182,365

TABLE 13.—Public high schools for negroes—

1	Location.	Name of school.	Teachers.		Pupils enrolled.						Students.	
			Male.	Female.	Total.		Elementary grades.		Secondary grades.		Classical course.	
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
			3	4	5	6	7	8	9	10	11	12
ALABAMA.												
1	Mobile	Broad Street Academy	1	1	25	45	0	0	25	45		
ARKANSAS.												
2	Fort Smith	Howard High School	1	2	25	45	0	0	25	45	25	45
3	Little Rock	Union High School	1	2	248	361	199	232	49	99		
4	Newport	High School	1	0	8	32			8	32		
5	Pine Bluff	Merrill High School	2	0	1	14			1	14		
DISTRICT OF COLUMBIA.												
6	Washington	High School	19	11	193	506	0	0	198	506	107	279
FLORIDA.												
7	Fernandina	District School No. 1	1	1	2	8	0	0	2	8		
8	Gainesville	Union Academy	3	0	13	35	0	0	15	35	0	0
GEORGIA.												
9	Athens	West Broad High School	1	6	177	263	170	229	7	34	7	34
10	Madison	High School	1	0	0	12			0	12		
11	Rome	do	1	0	2							5
12	Sandersville	do	1	0	5	12			5	12		
ILLINOIS.												
13	Cairo	Sumner High School	1	1	18	35	0	0	18	35	0	0
14	East St. Louis	Lincoln High School	1	1	5	6			5	6		
INDIANA.												
15	Evansville	Clark High School	3	1	37	43			37	43	37	43
16	New Albany	Scribner High School	1	1	30	52	29	39	10	22	10	22
17	Vincennes	High School	1	0	52	64	49	57	3	7	3	7
KENTUCKY.												
18	Covington	William Grant High School	1	1	2	16	0	0	2	16		
19	Frankfort	Clinton Street High School	1	2	12	21			12	31		
20	Lexington	Russell School	2	2	98	109		0	98	169		
21	Louisville	Central Colored High School	2	1	75	230	0	0	75	230		
22	Owensboro	Western High School	1	0	2	33			2	33		
23	Paducah	Lincoln High School	1	0	11	14	0	0	11	14	0	13
24	Paris	Paris Colored High School	2	7	206	273	163	248	43	25	0	0
25	Winchester	High School	1	1	8	15			8	15		
MARYLAND.												
26	Baltimore	Baltimore City Colored High School	1	6	49	150	0	0	49	150	0	0
27	do	Colored Polytechnic Institute	4	0	72	0	41	0	31	0	0	0
MISSISSIPPI.												
28	Greenville	Greenville School No. 2	0	2	17	29	0	0	17	29		
29	Grenada	Graded School	2	0	3	13	0	0	3	13		
30	Jackson	Graded School No. 2	1	0	3	6			3	6		
31	Port Gibson	Graded School No. 1	1	0	1	5			1	5	1	5
32	Sardis	Panola High School	1	0	7	23			7	23		
33	Vernon	Blue Ridge Academy	1	1	69	62	59	56	4	3		5
34	Vicksburg	Cherry Street College	2	5	52	225			52	225	10	20
MISSOURI.												
35	Boonville	Sumner High School	1	1	10	22			10	22		
36	Brunswick	Elliott High School	2	0	55	59	44	45	11	14	0	0
37	Carrollton	Lincoln High School	1	0	5	20			5	20		
38	Chillicothe	Garrison High School	1	0	69	74	60	65	0	9		
39	Farmington	High School	1	0	61	52	53	49	3	3		
40	Fayette	Fayette Colored School	1	0	12	22	12	17	0	5		
41	Higginsville	Douglass High School	1	0	0	7	0	0	0	7	0	0
42	Huntsville	Lincoln High School	1	0	6	6	0	0	6			
43	Kansas City	Lincoln High School	4	2	79	149	0	0	79	149		
44	Louisiana	Lincoln High School	1	0	9	6	0	0	9	6	9	6

Teachers, students, courses of study, etc., 1899-1900.

Students.								Graduates.		Pupils receiving manual training.		Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1899-1900.
Scientific courses.	English courses.		Business courses.		Normal courses.													
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
			35	45				2	8									
								6	6			2,000						
34	65							7	11				\$22,250					
								0	0				3,000					
								1	8			120	8,000				\$800	\$800
0	0	0	0	55	39	0	0	35	64			1,400	135,150	0	0	0	0	0
1	2	15	35	0	0	6	19	0	0			0	3,000					
								5	2			250	6,000	\$2,150	0	0	0	2,150
								1	6			300	4,000	2,234				2,234
		71	106					0	6	71	109	30	3,200					
		5	12			5	12	0	0	5	12	50	1,000					
0	0	18	35	0	0	0	0	3	4	0	0	205	3,000	1,800	0	0	0	1,800
5	6							1	1	0	0	15	20,000		0	0	0	0
								4	4	0	0							
0	0	3	7	0	6	0	0	0	0	0	0		3,500					
2	16							0	2			91	15,000					
12	31							1	5			700	10,000					
44	44					0	20	4	12			400	2,500					
1	20			1	5			6	9			150						
13	17	206	273	0	0	0	0	4	7	1	7	700	40,000	1,500	\$170	0	600	2,330
8	15							1	7				3,000					
40	150	40	150	0	0	0	0	4	12	0	0	375						
0	0	31	0	0	0	0	0	12	6	59	0							
		17	29					2	2			24	3,000	2,500				2,500
		3	6					3	6				3,000	1,000				1,000
1	1	4	20			1	1	1	4	0	0	60	2,000	1,586				1,586
30	5	52	225					1	1			0	375	900	\$240			1,140
								0	10			154	600	168	100			400
													8,000	7,500		1,800	9,300	
		10	22					0	2			450						
0	0	11	14	0	0	0	0	2	3	0	0	25	2,000	1,000				1,000
								1	4			250						
								0	5			600	6,500					
		12	22	0	0	0	0	3	1									
0	7	0	9	0	0	0	0	0	0	0	0	50	2,400					
								0	0	0	0	185	2,000					
79	149							6	18			650	3,000					

TABLE 13.—Public high schools for negroes—Teachers.

Location.	Name of school.	Teachers.		Pupils enrolled.								Students.	
		Male.	Female.	Total.		Elementary grades.		Secondary grades.		Male.	Female.	Classical course.	
				Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12		
MISSOURI—cont'd.													
45	Macon	1	0	10	19	—	—	10	19	10	19	—	—
46	Mexico	1	0	3	23	0	0	3	23	—	—	—	—
47	Neosho	1	0	38	32	37	48	1	4	—	—	—	—
48	Richmond	1	0	10	32	8	27	2	6	—	—	—	—
49	St. Louis	7	4	58	192	0	0	58	192	58	192	—	—
NORTH CAROLINA.													
50	Clinton	1	2	57	63	40	53	17	10	—	—	—	—
51	Durham	1	1	19	49	13	20	6	29	—	—	—	—
52	Reidsville	1	0	4	11	—	—	4	11	—	—	—	—
PENNSYLVANIA.													
53	Carlisle	1	0	5	17	—	—	5	17	—	—	—	—
SOUTH CAROLINA.													
54	Columbia	3	0	16	57	—	—	16	57	—	—	—	—
55	Darlington	1	2	6	13	—	—	6	13	—	—	—	—
56	Easley	1	0	43	30	38	20	5	10	0	0	—	—
57	Newberry	1	0	6	11	0	0	6	11	—	—	—	—
58	Spartanburg	1	0	9	4	0	0	9	4	9	4	—	—
59	Williston	1	0	4	8	—	—	4	8	0	0	—	—
60	Yorkville	1	0	3	17	—	—	3	17	—	—	—	—
TENNESSEE.													
61	Chattanooga	2	1	7	26	0	0	7	26	0	0	—	—
62	Dickson	1	0	75	85	72	83	3	2	—	—	—	—
63	Gordonsville	2	0	40	50	39	35	10	15	0	0	—	—
64	Johnson City	1	0	15	28	0	0	15	28	15	28	—	—
65	Knoxville	2	0	15	30	0	0	15	30	0	0	—	—
66	Memphis	2	0	14	55	0	0	14	56	0	0	—	—
67	Murfreesboro	3	1	14	34	—	—	14	34	—	—	—	—
68	Nashville	2	2	45	111	—	—	45	111	—	—	—	—
TEXAS.													
69	Bastrop	1	2	4	7	—	—	4	7	4	7	—	—
70	Beaumont	1	0	5	10	—	—	5	10	0	0	—	—
71	Brenham	1	1	11	29	—	—	11	29	0	0	—	—
72	Cuero	2	0	10	15	0	0	10	15	0	0	—	—
73	Dallas	3	2	13	57	0	0	13	57	0	0	—	—
74	Denison	1	0	2	6	0	0	2	6	—	—	—	—
75	Galveston	2	2	18	27	—	—	18	27	—	—	—	—
76	Hempstead	2	0	6	8	—	—	6	8	—	—	—	—
77	Houston	3	0	26	71	—	—	26	71	—	—	—	—
78	Mt. Pleasant	2	1	9	5	0	0	9	5	0	0	—	—
79	Navasota	1	0	21	30	—	—	21	30	—	—	—	—
80	Orange	1	0	13	20	—	—	13	20	0	0	—	—
81	Palestine	1	0	5	0	—	—	5	0	—	—	—	—
82	Paris	1	3	15	29	—	—	15	29	—	—	—	—
83	Waco	2	1	333	420	337	381	26	316	—	—	—	—
84	Waxahachie	1	1	11	14	—	—	11	14	—	—	—	—
VIRGINIA.													
85	Danville	1	0	5	15	—	—	5	15	0	0	—	—
86	Lynchburg	2	2	32	93	18	56	14	37	—	—	—	—
87	Petersburg	1	1	10	56	—	—	10	56	—	—	—	—
88	Richmond	0	11	72	316	0	0	72	316	0	0	—	—
89	Staunton	2	0	8	14	—	—	8	14	—	—	—	—
WEST VIRGINIA.													
90	Clarksburg	1	0	5	16	0	0	5	16	5	14	—	—
91	Huntington	2	0	4	16	0	0	4	16	4	16	—	—
92	Parkersburg	1	0	7	8	0	0	7	8	—	—	—	—

students, courses of study, etc., 1899-1900—Continued.

Students.								Graduates.		Pupils receiving manual training.		Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1899-1900.
Scientific courses.		English courses.		Business courses.		Normal courses.												
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
3	23							1	3			35	\$3,000	\$1,440				\$1,440
												75	2,000					
		10	33					0	17	58	192	56	700					
								6				34	1,000					
												300	75,000					
6	22	57	63	0	0	17	10	0	12	19	49	480	10,000					
		6	22	0	0	0	5	3	32									
		1	2					1	2	0	0							
0	0	15	10	0	0	0	0	3	9			175	6,000					
2	9							1	4									
0	0	0	0	0	0	0	0	0	0	1	1							
0	0	4	8	0	0	0	0	0	0	0	0	20	5,000					
1	5	2	12						12				500	175	\$62	0	0	237
												0		400			\$28	428
4	18							3	6			50	30,000					
0	0	30	35	0	0	10	15	0	0	5	11	108	2,500					
0	0	15	28	0	0	0	0	1	5			200	1,000	250	125	0	0	375
9	24	6	6	0	0	0	0	4	3			102	3,500	1,400	25	0	0	1,425
0	0	14	56	0	0	0	0	32	13			655	15,000					
								50	8			125						
								4	13				2,200					
												8	21,000					
0	0	4	7	0	0	0	0	1	1	0	0	0	7,000	2,200	50			2,250
0	0	0	0	0	0	0	0	0	0	0	0	75						
0	0	11	29	0	0	0	0	1	1	0	0	19	300	300	15			315
0	0	10	15	0	0	0	0	0	0			10	2,000					
12	56	1	1	0	0	0	0	1	1	0	0	500	25,000					
								1	5			128						
18	27	18	27					2	4	0	0	250	13,000					
6	8																	
26	71	26	71					3	4			642	27,200					
0	0	9	5	0	0	3	1	0	0	0	0							
4	4	15	28					1	0			8	3,600					
4	6	13	20	0	0	0	0	3	4	0	0	232	1,000	990	0	0	0	990
5	0	0	0	0	0	0	0	1	0				5,000	1,400	55			1,455
15	20	15	20									125	6,000					
26	39							2	8			50	20,000					
11	14							0	0	0	0	120	4,000	1,300	100			1,400
0	0	5	15	0	0	0	0	1	8	0	0		4,000		0	0	0	
		14	37					2	11			200	4,000					
0	0	72	316	0	0	9	70	4	35	0	0	300						
5	2	6	7	0	0	0	0	1	5	0	0	231	19,000					
0	0	0	0	0	0	0	2	1	5	0	0	235	4,500					
								1	2			28	15,000					
								2	3			100						

TABLE 14.—Private schools for negroes—Teachers,

Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.			
			White.		Colored.		Total.	Total.		Elementary grades.	
			Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA.											
Athens.	Trinity Normal School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Huntsville.	Central Alabama Academy. ^a	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1 Kowaliga	Kowaliga Academic and Industrial School.	Nonsect.	.....	.....	6	4	10	80	125	60	89
2 Marion	Lincoln Normal School.	Cong	0	7	0	0	7	90	123	35	30
3 Mobile	Emerson Normal Institute.	Cong	1	4	0	1	6	70	131	47	70
4 Montgomery	State Normal School	Nonsect.	3	5	6	12	26	356	572	194	268
5 Normal	Agricultural and Mechanical College.	Nonsect.	.....	.....	20	21	41	211	288	69	75
6 Selma	Alabama Baptist Colored University.	Bapt	0	0	5	7	12	192	190	60	75
7 Talladega	Talladega College	Cong	6	18	0	1	25	241	377	194	330
8 Troy	Troy Industrial Academy*	Nonsect.	.....	.....	1	1	2	50	75	35	55
9 Tuscaloosa	Oak City Academy	Bapt	.....	.....	2	2	3	35	40	35	40
10 do	Stillman Institute	Presb	2	0	.....	2	2	42	3	23	3
11 Tuskegee	Tuskegee Normal and Industrial School.*	Nonsect.	0	0	53	35	88	816	364	473	171
ARKANSAS.											
12 Argenta	Shorter University	A. M. E.	.....	.....	3	1	4	20	66	7	30
13 Arkadelphia	Arkadelphia Academy*	Bapt	.....	.....	2	2	4	37	55	27	45
14 Little Rock	Arkansas Baptist College*	Bapt	1	0	4	4	9	133	80	78	60
15 do	Philander Smith College.	M. E.	2	3	4	3	12	193	195	140	151
16 Magnolia	Columbia, Lafayette and Miller Baptist Academy.	Bapt	.....	.....	1	1	2	29	22	21	14
17 Pine Bluff	Branch Normal College.	Nonsect.	2	0	3	2	7	131	83	95	57
18 Southland	Southland College.	Friends	2	2	3	5	12	43	84	25	43
DELAWARE.											
19 Dover	State College for Colored Students.	Nonsect.	.....	.....	5	1	6	28	23	.....	.....
DISTRICT OF COLUMBIA.											
20 Washington	Colored Woman's League Kindergarten Training School.	Nonsect.	0	4	0	0	4	0	22	.....	.....
21 do	Howard University	Nonsect.	45	5	25	5	80	553	215	71	70
22 do	Normal School (colored)	Nonsect.	0	0	0	7	7	179	269	162	177
FLORIDA.											
23 Fernandina	District School No. 1 +	Nonsect.	.....	.....	1	5	6	150	170	142	158
24 Jacksonville	Cookman Institute	M. E.	2	5	0	1	8	152	117	121	93
25 do	Edward Waters College	A. M. E.	0	0	2	5	7	107	143	89	128
26 do	Florida Baptist Academy.	Bapt	0	0	4	5	9	190	110	181	94
27 Live Oak	Florida Institute ^a	.....	.....	.....	1	4	5	101	105	101	98
28 Martin	Fessenden Academy	.....	.....	.....	0	1	3	0	76	0	76
29 Ocala.	Emerson Memorial Home and School.	M. E.	0	2	0	0	0	.....	.....	.....	.....
29 Orange Park	Orange Park Normal and Manual Training School.	Cong	1	5	1	0	7	36	43	25	25
30 Tallahassee	Florida State Normal and Industrial College.	Nonsect.	0	0	5	9	14	84	125	29	42
GEORGIA.											
31 Athens	Jerual Academy +	Bapt	.....	.....	1	4	5	93	128	74	104
32 do	Knox Institute	Cong	.....	.....	2	4	6	107	163	99	150
33 Atlanta	Atlanta Baptist College.	Bapt	3	4	2	13	165	0	94	0	0
34 do	Atlanta University	Nonsect.	4	6	1	12	87	176	0	0	0
35 do	Morris Brown College	A. M. E.	0	0	10	8	18	256	243	202	198
36 do	Spelman Seminary	Bapt	0	36	0	4	40	0	599	0	491
37 do	Storrs School.	Cong	0	7	0	0	7	132	232	132	202
38 Augusta	Haines Normal and Industrial Institute.	Presb	.....	.....	3	11	14	166	294	65	114

* Statistics of 1898-99.

+ Statistics of 1897-98.

^a No report.

students, courses of study, etc., 1899-1900.

Pupils enrolled.				Students.												Graduates.							
Secondary grades.		College grades.		Classical course.		Scientific courses.		English courses.		Normal courses.		Business courses.		High-school courses.		Normal courses.		College courses.					
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32				
20	36							80	125					0	0	0	0	0	0				
55	93	0	0	0	0	0	0			0	0	0	0			0		0	0				
23	61						5	20	47	70	18	41				0	6		0				
162	304									152	314					7	5						
138	206	4	7	0	0	3	7	60	91	78	115	25	7	0	0	15	14	0	0				
127	114	5	1	5	1					63	61			30	20	8	6	0	1				
33	45	14	2	10	1	3	1	6	28	6	28	0	0	0	0	1	5	3	0				
15	20							35	40														
19	0	0	0	0	0	0	0	0	0	13	33	0	0	0	0	0	0	0	0				
343	193	0	0	0	0	0	0	0	0	343	193	0	0	26	19	0	0	0	0				
8	33	5	3	5	3	10	11	10	21	7	7			9	0	3	0						
10	10													6	0								
29	11	26	9															2	1				
40	42	13	2	13	2			140	151							1	6	1	0				
8	8	0	0	0	0	0	0	29	22	8	8	0	0	0	0	0	0	0	0				
36	26							13	34	36	26												
13	34	5	7	4	6					13	34	0	0			2	1	0	0				
16	15	12	8			11	5	1	0	0	3					0	3	1	0				
0	22									0	22			0	4	0	0						
125	20	357	135	21	4	3	0	71	70	14	67	71	70	24	2	7	13	3	0				
17	92	0	0	0	0	0	0	0	0	17	92	0	0	17	92	0	0	0	0				
8	12	0	0											1	3								
31	24	0	0											2	0	0	0	0	0				
17	15	1	0	1	0	0	0	0	0	17	15	0	0	0	0	2	1	0	0				
9	16			9	16									0	0								
								101	98														
0	7													0	10								
														0	3								
11	18									11	18					8	4						
55	83			0	0	0	0			0	5			0	0	0	5	0	0				
19	24									2	3					2	3						
8	13			8	13			99	150					4	6								
24	0	47	0	17	0	0	0	24	0	2	0	0	0	5	0	0	0	0	0				
66	167	21	9	21	9	0	0	0	0	142	0	0	0	5	1	0	24	3	1				
19	44	35	1	12	1	0	0			3	40	7	0			7	0	2	0				
0	82	0	26			0	9	0	73	0	23	0	0	0	8	0	6	0	0				
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
100	150	0	0					169	278	0	13			37	58								

TABLE 14.—*Private schools for negroes—Teachers, students,*

	Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.			
				White.		Colored.		Total.	Total.		Elementary grades.	
				Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
GEORGIA—cont'd.												
39	Augusta	The Paine Institute	M. E. S	3	1	2	4	10	110	156	28	29
40	do	Walker Baptist Institute†	Bapt	0	0	2	4	6	42	79	22	41
41	College.....	Georgia State Industrial College.*	Nonsect.....			16	1	17	161	70	70	66
42	Fort Valley.....	Fort Valley High and Industrial School.	Nonsect.....			4	6	10	125	225	110	199
43	La Grange.....	La Grange Baptist Academy.	Bapt	0	0	2	2	4	81	101	69	92
44	McIntosh	Dorchester Academy*....	Cong	1	12	1	0	14	191	217	167	202
45	Macon.....	Ballard Normal School	Cong.	1	12	0	1	14	173	345	148	294
46	do	Central City College	Bapt	0	0	2	2	4	99	136	70	90
47	Savannah.....	Beach Institute	Cong	1	7	0	1	9	105	215	95	183
48	South Atlanta.....	Clark University	M. E.	3	5	2	2	12	201	275	140	185
49	do	Gammon Theological Seminary.	M. E.	4	0	1	0	5	79	22	0	0
50	Thomasville.....	Allen Normal and Industrial School.	Nonsect..	0	6	0	1	7	32	178	30	159
KENTUCKY.												
51	Frankfort	State Normal School for Colored Persons.	Nonsect..	0	0	5	4	9	89	81	46	17
52	Lebanon	St. Augustine's Colored School.	R. C.	0	1	0	0	1	39	14	39	14
53	Lexington	Chandler Normal School..	Cong	0	8	0	1	9	80	140	45	95
54	Louisville	Louisville Christian Bible School.	Christian	1	0	1	0	2	34	0		
55	do	State University	Bapt	0	0	4	5	9	128	48	68	23
LOUISIANA.												
56	Alexandria	Alexandria Academy	Meth			2	2	4	47	59	46	52
57	Baldwin	Gilbert Academy and Industrial College.	M. E.			7	8	15	111	137	99	132
58	New Orleans	Leland University	Bapt	3	4	3	1	11	51	64	31	36
59	do	New Orleans University ..	M. E.	5	4	9	3	21	189	257	146	225
60	do	Southern University and Agricultural and Mechanical College.	Nonsect..	5	2	3	5	15	126	254	90	206
61	do	Straight University.....	Cong	3	19			22	230	309	120	88
MARYLAND.												
62	Baltimore.....	Baltimore Normal School.	Nonsect..	1	0	1	0	2	12	37	0	0
63	do	Morgan College	M. E.	2	2	3	1	8	73	20	22	10
64	do	St. Frances Academy.....	R. C.	0	0	0	15	15	0	59	0	19
65	Melvale	Industrial Home for Colored Girls.*	Nonsect..	0	5	0	0	5	0	105	0	105
66	Princess Anne...	Princess Anne Academy ..		4	0	7	2	13	42	40	9	13
MISSISSIPPI.												
67	Clinton	Mount Hermon Female Seminary.	Nonsect..	0	6	0	1	7	0	60	0	41
68	Edwards.....	Southern Christian Institute.	Christian	5	5	0	0	10	43	44	33	39
69	Holly Springs ..	Mississippi State Normal School.	Nonsect..	1	0	5	3	9	130	127	47	50
70	do	Rust University	M. E.	6	4	4	1	15	100	130		
71	Jackson	Jackson College	Bapt	2	5	1	2	10	40	62		
72	Meridian	Lincoln School	Cong	0	6	0	2	8	109	204	60	80
73	do	Meridian Academy†	Meth			3	2	5	135	140	80	120
74	Natchez	Natchez College	Bapt			2	3	5	58	102		
75	Tougaloo.....	Tougaloo University	Cong	5	18	1	1	25	216	220	183	193
76	Westpoint	Mary Holmes Seminary ..	Presb ..	1	10	0	0	11	0	90	0	54
77	Westside	Alcorn Agricultural and Mechanical College.	Nonsect..	0	0	16	0	16	339	0		
MISSOURI.												
78	Jefferson City...	Lincoln Institute.....	Nonsect..	2	0	6	3	11	146	132	69	68
79	Sedalia.....	Geo. R. Smith College* ..	M. E.	1	4	3	3	11	90	110	39	61

* Statistics of 1898-99.

† Statistics of 1897-98.

courses of study, etc., 1899-1900—Continued.

Pupils enrolled.				Students.												Graduates.							
Second-ary grades.		Colle-giate grades.		Clas-sical course.		Scien-tific courses.		English courses.		Normal courses.		Busi-ness courses.		High-school courses.		Normal courses.		Colle-giate courses.					
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32				
73	126	9	1											9	9			1	0	39			
20	38	0	0	0	0	0	0	0	0	0	0	0	0	7	14					40			
71	2	20	2																	41			
15	26	0	0	0	0	5	26	15	26	10	31	0	0	6	15	6	15	0	0	42			
12	9	0	0	0	0	0	0	81	101	0	0	0	0	0	0	0	0	0	0	43			
24	15					0	0	191	217	24	15					2	2			44			
25	51	0	0	0	0	0	0	0	0	25	51	0	0	0	0	1	6	0	0	45			
29	46	0	0	0	0	20	25	60	100	0	0	0	0	0	0	0	0	0	0	46			
10	32					8	31	2	2											47			
49	84	12	6	6	6	4	2							5	5	0	8	0	2	48			
0	0	79	22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	49			
2	19					0	2	2	19							1	4			50			
25	48	18	16	18	16	18	16	25	48	25	48	0	0	0	0	2	3	0	0	51			
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	52			
35	43	0	2	0	2	0	0	0	0	15	35	0	0	0	0	9	9	0	0	53			
34	0																			54			
60	25			60	25															55			
1	7			0	0	0	0	47	59	0	0	0	0	1	7	0	0	0	0	56			
12	15			11	11			99	121	1	5			3	0					57			
15	27	5	1	5	1															58			
35	27	8	5	6	4	2	1	146	225	0	25			6	12	0	4	3	3	59			
26	45	1	3	0	2	0	0	126	254	0	2	12	11	2	3	0	2	0	0	60			
101	218	9	3	18	36	25	41	210	218	6	6					3	8	3	0	61			
12	37							12	37	12	37					1	3			62			
41	9	10	1	31	5	0	0	30	15	0	0	0	0							63			
0	40					0	3	0	59											64			
				0	0	0	0	0	0	0	0									65			
33	27	0	0	0	0	0	0	42	40	0	0	0	0	0	0	6	3	0	0	66			
0	19									0	19					0	0			67			
7	4	3	1	5	1			7	4											68			
83	77			5	4			65	70							5	9			69			
94	128	6	2	6	2	0	2	50	62	10	20			2	0	0	6	0	2	70			
40	62			1	0	9	2	30	60											71			
49	124			8	14			20	30					2	8	4	8			72			
55	20							110	130	2	4			2	4					73			
59	102															4	2	5	0	74			
29	24	4	3	20	4			7	26	25	23			2	2	2	2			75			
0	36							0	90	0	2			0	8					76			
306	0	33	0			33	0	306	0									8	0	77			
68	64	9	0	9	0					12	6					12	6			78			
48	48	3	1											7	1	3	1			79			

TABLE 14.—*Private schools for negroes—Teachers, students,*

	Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.			
				White.		Colored.		Total.	Total.		Elementary grades.	
				Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
NEW JERSEY.												
80	Bordentown.....	Manual Training and Industrial School.	Nonsect..	1	0	2	7	10	46	63	0	0
NORTH CAROLINA.												
81	Beaufort.....	Washburn Seminary.....	Nonsect..	1	4	1	0	6	74	84	60	77
82	Charlotte.....	Biddle University.....	Presb.....	14	14	236	0	260	0	261	0	261
83	Concord.....	Scotia Seminary.....	Presb.....	1	17	0	7	25	0	230	0	231
84	Elizabeth City.....	Elizabeth City State Normal School.	Nonsect..	2	1	3	43	101	101	101	101	101
85	Fayetteville.....	State Colored Normal School.	Nonsect..	2	2	4	61	127	127	127	127	127
86	Franklinton.....	Albion Academy, State Normal School.*	Nonsect..	8	9	17	182	186	104	118	104	118
87	do.....	Franklin Christian College.*	Christian	1	3	1	2	7	82	76	63	51
88	Goldsboro.....	State Colored Normal School. a	Nonsect..	3	0	6	2	11	110	64	110	64
89	do.....	Agricultural and Mechanical College for the Colored Race.	Nonsect..	0	0	3	7	10	126	150	121	143
90	High Point.....	Bennett College a	Nonsect..	0	0	3	7	10	126	150	121	143
91	Kings Mountain.....	High Point Normal and Industrial School.	Cong.....	0	7	0	0	7	77	158	73	139
92	Lumberton.....	Lincoln Academy.....	Nonsect..	1	1	3	20	25	8	11	8	11
93	Pee Dee.....	Whitin Normal School†	Nonsect..	4	1	5	51	60	43	56	43	56
94	Plymouth.....	Barrette Collegiate and Industrial School.*	Nonsect..	0	0	2	1	3	34	53	34	53
95	Raleigh.....	Plymouth State Normal School.	Nonsect..	0	0	2	1	3	34	53	34	53
96	do.....	St. Augustine's School.....	P. E.....	1	4	4	6	15	152	171	119	140
97	do.....	Shaw University.....	Bapt.....	13	6	5	3	27	931	180	131	0
98	Salisbury.....	Livingstone College.....	A. M. E. Z.	7	5	12	131	135	26	60	26	60
99	do.....	State Colored Normal School a	Nonsect..	1	9	0	1	11	70	158	70	158
100	Wilmington.....	Gregory Normal School.	Cong.....	0	0	1	1	2	47	49	46	45
101	Windsor.....	Bertie Academy.....	Bapt.....	1	2	3	32	48	21	35	21	35
102	do.....	Rankin-Richards Institute.	Nonsect..	1	0	8	4	13	117	146	75	102
103	Winston.....	The Slater Industrial and State Normal School.	Nonsect..	1	0	8	4	13	117	146	75	102
104	Winton.....	Waters Normal Institute.	Bapt.....	2	3	5	123	149	58	72	58	72
OHIO.												
105	Wilberforce.....	Wilberforce University *	A. M. E....	0	0	13	7	20	132	134	132	134
PENNSYLVANIA.												
106	Lincoln University.....	Lincoln University.....	Presb.....	11	0	0	0	11	142	0	0	0
107	Philadelphia.....	Institute for Colored Youth.	Friends..	0	0	3	6	9	121	197	72	95
SOUTH CAROLINA.												
108	Aiken.....	Schofield Normal and Industrial School.	Nonsect..	1	5	7	4	17	130	173	53	54
109	Beaufort.....	Harbison Institute†	Presb.....	2	2	4	58	67	67	67	67	67
110	Camden.....	Browning Home School†	M. E.....	6	6	80	100	100	60	60	60	60
111	Charleston.....	Avery Normal Institute.	Cong.....	1	5	1	8	107	238	65	118	118
112	do.....	Wallingford Academy.	Presb.....	0	0	1	3	4	66	72	51	51
113	Chester.....	Brainerd Institute.....	Presb.....	2	4	1	1	8	88	117	78	102
114	Columbia.....	Allen University.....	A. M. E....	0	0	6	8	14	168	175	87	106
115	do.....	Benedict College.....	Bapt.....	4	0	7	5	16	188	300	60	164
116	Frogmore.....	Penn Normal and Industrial School.	Nonsect..	0	3	3	6	12	144	121	89	89
117	Greenwood.....	Brewer Normal School.*	Cong.....	1	8	9	98	147	96	142	96	142
118	Orangeburg.....	Claffin University.....	Meth.....	5	5	7	12	29	360	348	242	240

*Statistics of 1898-99.

†Statistics of 1897-98.

a No report.

courses of study, etc., 1899-1900—Continued.

Pupils enrolled.				Students.												Graduates.							
Secondary grades.		Collegiate grades.		Classical course.		Scientific courses.		English courses.		Normal courses.		Business courses.		High-school courses.		Normal courses.		Collegiate courses.					
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32				
46	63	0	0	0	0	0	0	36	49	0	0	0	0	0	0	0	0	0	0	0	0	0	80
14	7					2	0	72	84							3	0						81
122	0	114	0	105	0	9	0			49	0			26	0	26	0	17	0				82
0	29			0	0	0	10			0	12			0	5	0	5						83
43	101							43	101	21	44			7	6	7	6						84
61	127							61	127	61	127			11	17	15	21						85
28	68									28	68					4	5						86
14	21	5	4																				87
77	58	33	6					110	64									7	0				88
5	7																						89
4	19									4	19					0	3						90
12	14							9	10	12	14												91
4	2	4	2			4	0	25	20	4	2												92
34	53					6	3	28	50							26	6						93
24	25	9	6													0	2	3	1				94
52	132	148	48	17	10	0	0			52	119	0	0	0	0	0	0	6	3				95
70	60	35	15	20	5			75	96	36	35					9	13	6	0				96
		0	0																				
1	4									10	51			0	0	1	3	0	0				97
11	13							12	14	1	2												98
								32	48	8	12												99
42	44															1	2	8	9				100
65	77							123	149							4	3						101
56	52	76	82	51	24					23	60												102
0	0	142	0	140	0	0	0	2	0	0	0	0	0					29	0				103
49	102	0	0											7	15	7	15	0	0	0	0		104
70	110	7	9	0	0	0	0	130	173	7	9	0	0	0	0	1	7	0	0				105
58	67	0	0			2	0	58	67	0	4			2	0	4	0	0	0				106
20	40							80	100					1	10								107
42	120	0	0	15	20	0	0	92	218	3	20	1	0	1	0	2	20	0	0				108
15	21																						109
10	15	0	0											2	2	1	5						110
71	63	10	6	10	6			16	16	36	26			0	0	18	11	3	4				111
120	130	8	6	26	10			81	124	28	60			3	3	8	15	0	1				112
55	32	0	0	0	0	0	0	144	121	19	10	0	0	0	0	3	3	0	0				113
2	5															2	1						114
98	98	20	10	71	24					13	31			16	22	3	11	3	1				115

TABLE 14.—Private schools for negroes—Teachers, students,

Location.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.			
			White.		Colored.		Total.	Total.		Elementary grades.	
			Male.	Female.	Male.	Female.		Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12
TENNESSEE.											
113 Jonesboro	Warner Institute	Cong.....	0	0	1	2	3	43	58	43	58
117 Knoxville	Knoxville College	U. Presb.	9	11	0	2	22	148	156	81	101
118 Maryville	Freedman's Normal Institute.†	Friends..	2	2	7	4	15	100	110	60	74
119 Memphis	Le Moynes Normal Institute.	Cong.....	1	10	0	4	15	302	416	218	296
120 Morristown	Morristown Normal College.	M. E.....	1	10	2	2	15	124	153	66	61
121 Nashville	Central Tennessee College.	M. E.....	11	7	14	3	35	363	177	152	68
122 do	Pisk University	Cong.....	8	14			22	199	236	71	113
123 do	Roger Williams University.	Bapt.....	3	7	2	1	13	151	117	30	24
TEXAS.											
124 Austin	Tillotson College	Cong.....	3	10	0	0	13	82	116	55	94
125 Crockett	Mary Allen Seminary	Presb.....			1	13	14	0	235	0	190
Hearne	Hearne Academy, Normal and Industrial Institute. a										
126 Marshall	Bishop College	Bapt.....	4	8	3	1	16	188	149	116	160
127 do	Wiley University	M. E.....			6	5	11	220	191	165	146
128 Prairie View	Prairie View State Normal and Industrial College.		0	0	10	11	21	136	140		
129 Waco	Paul Quinn College	A. M. E..			7	8	15	134	122	10	15
VIRGINIA.											
130 Burkeville	Ingleside Seminary*	Presb.....	1	7	0	1	9	0	109	0	109
131 Cappahosic	Gloucester Agricultural and Industrial College.*	Nonsect..			4	3	7	43	54	41	47
132 Claremont	Temperance, Industrial, and Collegiate Institute.	Nonsect..	0	0	2	3	5	55	68	29	30
133 Hampton	Hampton Normal and Agricultural Institute.	Nonsect..	20	42	10	4	76	523	416	390	347
134 do	Spiller Academy	Bapt.....	0	0	2	4	6	42	61	29	44
135 Lawrenceville	St. Paul Normal and Industrial School.*	P. E.....			17	8	25	150	168	44	51
136 Lynchburg	Virginia Theological Seminary and College.	Bapt.....	0	0	7	8	15	180	200	60	40
137 Manassas	Manassas Industrial School.*	Nonsect..			3	3	6	27	38	27	38
138 Norfolk	Norfolk Mission College	U. Presb.	13	37			50	243	447	223	419
139 Petersburg	Bishop Payne Divinity School.	P. E.....	2		1	3	8	0	4	0	0
140 do	Virginia Normal and Collegiate Institute.	Nonsect..	0	0	6	7	13	161	182	63	99
141 Richmond	Hartshorn Memorial College.	Bapt.....	1	8	0	2	11	0	120	0	104
142 do	Virginia Union University.	Bapt.....			11	2	13	157	0		
143 Suffolk	St. Paul's Universalist Mission School.	Univ.....			1	1	2	60	90	60	50
WEST VIRGINIA.											
144 Harpers Ferry	Storer College	Free Bapt	1	3	1	2	7	56	86	18	26
145 Institute	West Virginia Colored Institute.	Nonsect..	0	0	10	3	13	64	101	36	41

* Statistics of 1898-99.

† Statistics of 1897-98.

a No report.

courses of study, etc., 1899-1900—Continued.

Pupils enrolled.				Students.												Graduates.							
Second-ary grades.		Colle-giate grades.		Clas-sical course.		Scien-tific courses.		English courses.		Normal courses.		Busi-ness courses.		High-school courses.		Normal courses.		Colle-giate courses.					
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32				
								43	58	2	1	1	0			5	8			116			
61	47	6	8	4	5	0	3	0	0					0	0	0	0	0	1	117			
40	36									40	36					4	32			118			
84	120	0	0	0	0	0	0	302	416	84	120			0	0	9	11	6	0	119			
58	92			6	21	6	21	73	87	58	92					0	4			120			
84	81	127	58	25	20	45	34	20	30	8	37	4	10			2	2	4	0	121			
78	114	50	9	50	8	0	1			4	100					1	12	8	1	122			
84	81	37	2	91	17			30	34	16	62			8	1	4	18	1	0	123			
27	22					16	10	11	12	27	22					1	0	0	0	124			
0	45																			125			
76	48	2	1	2	0	0	1			17	23			8	2					126			
30	26	25	19	10	5	12	2							4	3					127			
138	140																			128			
54	46	70	71	7	6	5	3	54	46	3	5	36	30			0	2	1	0	129			
								0	13					0	13					130			
2	7															14	12			131			
26	38			15	22	21	11	47	13	8	12	22	11	2	5					132			
133	69	0	0	0	0	0	0	523	416			1	0	27	13	0	3	0	0	133			
13	17																			134			
106	117									8	8					3	7			135			
113	156	7	4																	136			
														1	7					137			
20	28			21	27	21	27	114	221	21	28									138			
2	0	2	0																	139			
71	83	27	0	27	0					71	83					17	20	9	0	140			
0	14	0	2			0	19	0	101	0	72					0	5			141			
146	0	11	0	6	0					2	0			3	0					142			
0	40			25	15			25	15	0	3	0	3	1	1					143			
38	60									38	60					4	2			144			
28	60	0	0	7	0									0	0	3	8	0	0	145			

TABLE 15.—*Private schools for negroes—Professional and*

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.												
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ALABAMA.																				
1	Trinity Normal School <i>a</i>	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
2	Central Alabama Academy <i>a</i>	0	0	0	80	125	205	5	3	0	0	2	0	3	5	0	0	125	10	2
3	Kowaliga Academic and Industrial School.	0	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
4	Lincoln Normal School.	0	0	0	40	60	100	---	40	---	---	---	---	---	---	---	---	60	---	---
5	Emerson Normal Institute.	0	0	0	152	314	466	12	33	---	---	---	---	25	---	---	17	239	29	28
6	State Normal School.	0	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
7	Agricultural and Mechanical College.	20	17	37	211	288	499	22	17	---	---	17	1	15	25	20	25	76	34	227
8	Alabama Baptist Colored University.	57	0	57	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
9	Talladega College.	22	0	22	54	141	195	9	43	---	---	---	---	---	---	---	2	115	26	---
10	Troy Industrial Academy*.	0	0	0	0	10	10	---	---	---	---	---	---	---	---	---	---	19	---	---
11	Oak City Academy.	0	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
12	Stillman Institute.	19	0	19	35	0	35	35	---	---	---	---	---	---	---	---	---	---	---	---
13	Tuskegee Normal and Industrial School.*	88	18	106	816	364	1180	149	57	36	---	10	13	---	32	13	13	90	61	---
ARKANSAS.																				
14	Shorter University.	4	0	4	7	9	16	---	---	---	---	---	---	---	---	---	7	---	9	---
15	Arkadelphia Academy*.	0	0	0	6	14	20	3	0	0	0	0	0	0	0	0	0	20	20	0
16	Arkansas Baptist College*.	43	0	43	6	50	56	50	---	---	---	---	---	---	---	2	12	50	2	---
17	Philander Smith College.	19	0	19	13	82	95	---	---	---	---	---	---	---	---	---	13	82	82	---
18	Columbia, Lafayette, and Miller Baptist Academy.	---	---	---	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	Branch Normal College.	---	---	---	64	45	109	---	32	---	---	32	5	15	10	---	---	45	---	---
20	Southland College.	0	0	0	40	80	120	40	2	---	---	32	0	0	---	1	0	60	20	40
DELAWARE.																				
21	State College for Colored Students.	0	0	0	26	20	46	12	14	---	---	2	---	4	---	---	3	20	4	---
DISTRICT OF COLUMBIA.																				
22	Colored Woman's League Kindergarten Training School.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23	Howard University.	336	32	358	145	78	223	---	81	---	---	---	15	---	---	---	52	75	---	---
24	Normal School (colored).	0	0	0	0	38	38	0	0	0	0	0	0	0	0	0	0	38	0	0
FLORIDA.																				
25	District School No. 1†.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26	Cookman Institute.	0	0	0	16	7	23	16	0	0	0	0	0	0	0	0	0	7	7	---
27	Edward Waters College.	16	0	16	0	22	22	0	0	0	0	0	0	0	0	0	0	22	---	---
28	Florida Baptist Academy.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
29	Florida Institute <i>a</i>	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
30	Fessenden Academy.	0	0	0	50	80	130	50	20	---	---	---	---	---	---	---	---	80	27	---
31	Emerson Memorial Home and School.	---	---	---	0	76	76	---	---	---	---	---	---	---	---	---	---	76	19	21
32	Orange Park Normal and Manual Training School.	---	---	---	36	43	79	36	36	---	---	---	---	---	---	---	---	43	43	---
33	Florida State Normal and Industrial College.	0	0	0	52	48	100	36	16	---	---	6	16	---	---	---	2	48	48	---

*Statistics of 1898-99.

†Statistics of 1897-98.

a No report.

industrial training—Equipment and income—1899-1900.

Chief sources of support.	Value of benefactions or be- quests in 1899-1900.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tui- tion fees.	Amount received from pro- ductive funds.	Amount received from other sources.	Total income for the year 1899-1900.
21	22	23	24	25	26	27	28	29
								1
American Missionary Association		250	\$7,000		\$650		\$650	2
American Missionary Association		500	18,000		1,087		\$2,452	3
State, Slater Fund, Peabody Fund		345	40,000	\$8,500	2,000		4,500	4
State and United States	0	2,047	30,119	4,000	0	0	10,776	5
		500	30,500		2,527		4,000	6
American Missionary Association	\$1,682	6,500	134,000	0	1,590	\$7,500	5,000	7
Tuition and donations	200	6	300	0	175		25	8
Tuition and private donations					200			9
Southern Presbyterian Church	0	2,000	8,000	0	100	784	3,116	10
State and donations	97,221	5,000	252,319	4,500	0	1,921	98,390	11
Tuition, church, and donations			5,000				1,472	12
Benevolence	223	300	15,000	0	175		519	13
American Baptist Home Mission Society.		300	25,000		500		4,500	14
Freedmen's Aid and Southern Ed- ucational Society of M. E. Church.		1,000	32,000		1,873		2,450	15
Donations	262	0	1,000	0	110	0	262	16
State		4,160	63,000	3,500	460		6,860	17
Donations and tuition	250	1,000	25,000	0	1,600	800	250	18
State and United States		350	27,000	6,000				19
					1,000			20
United States		14,000	700,000	25,100		8,000	6,000	21
do.	0	745	1,200		0	0		22
State and county								23
Freedmen's Aid and Southern Ed- ucational Society of M. E. Church.	0		25,000	0	724		1,776	24
A. M. E. Church	0		25,000	0	400	0	3,350	25
		400	10,000					26
State donations and Amer. Miss. Assn.	1,000	1,000	5,000	500	200		800	27
W. H. M. S. M. E. Church	1,994	150	5,000	0	107		573	28
American Missionary Association		400			640	3,000		29
State and United States	0	778	30,044	6,500	378	100	12,500	30

TABLE 15.—*Private schools for negroes—Professional and industrial*

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.															
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
GEORGIA.																							
31	Jerual Academy +.....	0	20	20	0	80	80											80					
32	Knox Institute	0	0	0	20	94	114		32	0	0	0	0	0	0	0	15	94	0				
33	Atlanta Baptist College.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
34	Atlanta University.....	0	0	0	66	167	233	0	32	0	0	0	0	20	0	0	10	167	51	34			
35	Morris Brown College.....	23	0	23	25	58	83	6	2	9	1	1				1	4	44	44				
36	Spelman Seminary.....	0	47	47	0	450	450	0	0	0	0	0	0	0	0	0	32	402	50	63			
37	Storrs School.....	0	0	0	0	93	93	0	0	0	0	0	0	0	0	0	0	93	0	0			
38	Haines Normal and Industrial Institute.....				8	200	208										8	200	15				
39	The Paine Institute.....	39	0	39																			
40	Walker Baptist Institute+..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
41	Georgia State Industrial College.*	0	0	0	100	40	140	12	8	8	8	10		8		8		40					
42	Fort Valley High and Industrial School.....				25	50	75	26	30									50	20				
43	La Grange Baptist Academy.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
44	Dorchester Academy*.....	0	0	0	85	124	209		85									124	21				
45	Ballard Normal School.....	0	0	0	0	272	272	0	0	0	0	0	0	0	0	0	0	262	10	32			
46	Central City College.....	20	0	20	66	25	91	35	26	5	0	0	0	0	0	0	11	15	10				
47	Beach Institute				6	35	41											35	1	20			
48	Clark University.....				34	276	310		15	0	0	0	0	6	0	6	7	175	48				
49	Gammon Theological Seminary.....	101	0	101	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
50	Allen Normal and Industrial School.....				5	73	78											78	6				
KENTUCKY.																							
51	State Normal School for Colored Persons.....	0	0	0	89	81	170	72	59	0	0	0	0	0	0	0	18	70	70				
52	St. Augustine's Colored School.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
53	Chandler Normal School...	0	0	0	0	111	111	0	0	0	0	0	0	0	0	0	0	111	0	0			
54	Louisville Christian Bible School.....	23	0	23																			
55	State University.....																						
LOUISIANA.																							
56	Alexandria Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
57	Gilbert Academy and Industrial College.....				89	52	141	48					11	11			19	32	44	44			
58	Leland University.....	0	0	0	0	16	16											16					
59	New Orleans University	32	12	44																			
60	Southern University and A. & M. College.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
61	Straight University	9	0	9	72	157	229		72								29	157					
MARYLAND.																							
62	Baltimore Normal School ..	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
63	Morgan College	19	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
64	St. Frances Academy	0	0	0	0	27	27											13	8	6			
65	Industrial Home for Colored Girls.*	0	0	0	0	105	105											105	40				
66	Princess Anne Academy.....	0	0	0	31	29	60	31	9	0	0	0	0	3	0	4	11	29	29				

* Statistics of 1898-99.

+ Statistics of 1897-98.

training—Equipment and income—1899-1900—Continued.

Chief sources of support.	Value of benefactions or be- quests in 1899-1900.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tui- tion fees.	Amount received from pro- ductive funds.	Amount received from other sources.	Total income for the year 1899-1900.	
21	22	23	24	25	26	27	28	29	
Amer. Bapt. Home Miss. Soc., Je- rual Assn.	\$1,043	212	\$2,500	0	\$475	0	\$2,133	\$2,611	31
Amer. Miss. Assn. and tuition	-----	250	8,000	0	-----	-----	-----	-----	32
Endowment, Amer. Bapt. H.M. Soc.	-----	2,500	75,000	0	-----	\$1,000	6,683	8,379	33
Tuition and benevolence	28,000	10,500	255,000	0	2,000	1,575	190	3,675	34
A. M. E. Church and donations	-----	1,500	75,000	0	1,315	0	8,683	10,000	35
W. A. H. M. S. Slater Fund	22,414	3,400	180,000	-----	3,239	300	6,608	19,147	36
Tuition and donations	-----	270	100	0	2,134	0	302	3,436	37
Presbyterian Church	4,500	450	20,000	0	900	150	4,450	5,500	38
M. E. Church South and Colored M. E. Church.	-----	500	43,733	-----	327	-----	10,111	10,438	39
Amer. Bapt. Home Miss. Soc.	-----	-----	4,500	0	585	0	2,054	2,639	40
United States	0	400	30,000	\$15,000	0	200	0	15,200	41
Tuition, State, and donations	-----	1,500	10,000	1,500	900	975	13,000	16,375	42
State, private subscription	300	0	1,000	275	60	0	0	335	43
Benevolence, tuition	403	1,500	12,900	0	709	0	2,947	3,656	44
Tuition, Amer. Home Miss. Assn.	100	3,000	40,000	0	2,400	0	4,100	6,500	45
Missionary Bapt. convention, tui- tion, contributions.	3,500	300	30,000	0	1,900	0	3,500	4,500	46
Gifts, tuition, and Amer. Miss. Assn.	-----	200	5,000	0	1,200	-----	4,200	5,400	47
Freedmen's Aid and So. Ed. Soc. of the M. E. Ch.	1,700	1,000	250,000	-----	2,600	-----	9,400	12,000	48
Endowment	2,160	12,000	100,000	0	0	19,173	2,160	21,333	49
Amer. Miss. Assn.	153	400	9,079	-----	677	-----	1,000	1,677	50
State, United States	-----	1,704	40,465	3,000	0	1,255	3,625	7,880	51
-----	-----	-----	-----	-----	-----	-----	-----	-----	52
Amer. Miss. Assn.	155	500	17,904	0	1,222	240	2,155	3,617	53
American Christian Missionary Society.	-----	500	30,000	-----	1,500	-----	4,000	5,500	54
-----	-----	-----	-----	-----	-----	-----	-----	-----	55
-----	58	0	325	0	240	0	33	273	56
Endowment, Freedmen's Aid So. Ed. Soc., M. E. Ch.	-----	2,000	60,000	-----	500	2,400	500	3,400	57
Endowment	25,600	1,000	150,000	0	0	6,000	600	6,600	58
Freedmen's Aid and So. Ed. Soc. of the M. E. Church.	4,600	5,000	125,000	240	1,800	-----	-----	2,040	59
United States and State	0	3,853	62,778	10,000	260	0	12,893	23,153	60
Contributions	300	2,500	100,000	0	1,600	300	2,000	3,900	61
State	-----	-----	-----	2,000	0	250	0	2,250	62
Tuition, M. E. Church	1,000	4,000	27,000	-----	1,200	-----	7,000	8,200	63
Tuition	-----	500	-----	-----	-----	-----	-----	-----	64
State and city	-----	200	-----	-----	-----	-----	-----	-----	65
-----	0	-----	17,000	4,500	900	-----	-----	5,400	66

TABLE 15.—*Private schools for negroes—Professional and industrial*

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.													
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
MISSISSIPPI.																					
67	Mount Hermon Female Seminary.				0	60	60											60	60		
68	Southern Christian Institute.				23	20	43	18	14	0	0	3	0	0	5	0	5	15	10	2	
69	Miss. State Normal School.				0	80	80											80			
70	Rust University.				44	80	124	3	30			8				11		56	10		
71	Jackson College.				0	60	60											60			
72	Lincoln School.																				
73	Meridian Academy†.																				
74	Natchez College.																				
75	Tougaloo University.				98	123	221	32	75					20				98	70	12	
76	Mary Holmes Seminary.																				
77	Alcorn Agricultural and Mechanical College.				339	0	339	110	85			20			32					75	
MISSOURI.																					
78	Lincoln Institute.	0	0	0	76	49	125		36					34	6		6	49			
79	Geo. R. Smith College*.	0	0	0	12	40	52										12	40			
NEW JERSEY.																					
80	Manual Training and Industrial School.	0	0	0	46	63	109	0	28	0	0	0	0	0	0	0	0	41	32	9	
NORTH CAROLINA.																					
81	Washburn Seminary.	0	0	0	48	70	118		48									70			
82	Biddle University.	15	0	15	107	9	107		23	9	5					4	46	20			
83	Scotia Seminary.	0	0	0	0	290	290	6	0	0	0	0	0	0	0	0	0	290	290		
84	Elizabeth City State Normal School.	0	0	0																	
85	State Colored Normal School.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
86	Albion Academy, State Normal School.*	0	0	0																	
87	Franklinton Christian College.*	8	0	8	0	10	10											10			
	State Colored Normal School. ^a																				
88	Agricultural and Mechanical College for the Colored Race.				110	64	174	143	88					88	6			64	64		
89	Bennett College ^a																				
89	High Point Normal and Industrial School.	0	0	0	0	60	60		12	8	3							60	15		
90	Lincoln Academy.	0	0	0	26	129	155	6	5	2								110	85	13	
91	Whitin Normal School†.																				
92	Barrette Collegiate and Industrial School.*	0	0	0	35	40	75		5	10	5	2				5	5	20	20		
93	Plymouth State Normal School.	0	0	0	0	37	37											37			
94	St. Augustine's School.	0	13	13	50	50	100		6	8	8	3	1				12	50	50		
95	Shaw University.	125	0	125	70	120	190	0	70	0	0	0	0	0	0	0	0	120	0	0	
96	Livingstone College.	30	0	30	9	0	9		4	3						9	9				
	State Colored Normal School. ^a																				
97	Gregory Normal School†.				0	100	100											100			
98	Bertie Academy.																				
99	Rankin-Richards Institute.	0	0	0	0	16	16	0	0	0	0	0	0	0	0	0	0	16	0	0	
100	The Slater Industrial and State Normal School.	0	0	0	75	43	118	5	22							3		38	37		
101	Waters Normal Institute.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
* Statistics of 1898-99.																					
† Statistics of 1897-98.																					
^a No report.																					

* Statistics of 1898-99.

† Statistics of 1897-98.

^a No report.

training—Equipment and income—1899-1900—Continued.

Chief sources of support.	Value of benefactions or bequests in 1899-1900.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1899-1900.	
21	22	23	24	25	26	27	28	29	
Tuition, donations	\$1,000	400	\$25,000	0	\$400	-----	\$1,000	\$1,400	67
Tuition, American Christian Missionary Society.	4,000	1,200	35,000	0	150	0	3,850	4,000	68
State	0	3,500	12,000	\$2,250	467	0	-----	2,717	69
M. E. Church, tuition	5,759	300	125,000	-----	1,474	-----	4,751	6,225	70
Amer. Bapt. Home Miss. Society	177	1,000	35,000	-----	498	-----	141	639	71
Amer. Miss. Assn. and tuition	-----	300	3,000	-----	-----	-----	-----	-----	72
F. A. S. Ed. Soc. and tuition	-----	-----	4,000	-----	679	-----	171	850	73
Baptist Church	-----	-----	15,000	-----	600	-----	700	1,300	74
Amer. Miss. Assn.	4,000	-----	80,000	-----	-----	-----	15,000	15,000	75
State and United States	500	40,000	-----	-----	2,815	-----	2,000	4,815	76
State and United States	-----	7,200	130,000	12,850	-----	\$6,815	19,161	38,826	77
State and United States	-----	300	70,800	15,295	-----	-----	1,339	16,634	78
Freedmen's Aid and So. Ed. Soc. of the M. E. Ch.	200	2,500	50,000	-----	1,800	125	2,000	3,925	79
State	-----	-----	-----	-----	327	308	5,000	5,635	80
Bequests and private subscriptions	-----	-----	6,000	-----	-----	-----	-----	-----	81
Presbyterian Church	11,000	12,500	150,000	-----	-----	-----	-----	-----	82
Northern Presbyterian Church, tuition.	-----	2,000	65,000	0	618	100	5,000	5,718	83
State	-----	150	1,500	2,000	-----	-----	-----	2,000	84
State and Peabody fund	-----	128	3,700	2,100	-----	-----	100	2,200	85
State and United States	-----	2,600	7,000	-----	-----	-----	-----	-----	86
State and United States	-----	725	66,600	7,500	350	-----	8,954	16,804	88
New York Yearly Meeting of Friends.	-----	500	13,000	1,200	-----	-----	2,000	3,200	89
Amer. Miss. Assn.	-----	800	55,000	220	252	0	-----	472	90
Tuition	75	450	1,200	-----	125	-----	75	200	91
State	-----	300	5,000	-----	1,500	-----	250	1,750	92
State	-----	0	1,875	-----	-----	-----	100	1,975	93
Church, endowment, tuition	6,000	2,000	50,000	-----	2,600	-----	-----	2,600	94
Amer. Bapt. Home Mission Society, Slater fund, tuition.	12,873	2,000	90,000	0	8,158	-----	154	8,312	95
A. M. E. Z. Church and donations	4,000	5,000	125,000	50	500	200	5,500	6,250	96
Amer. Miss. Assn., tuition	300	200	15,000	0	1,100	-----	2,900	4,000	97
Tuition and benevolence	525	754	11,000	-----	250	-----	525	775	98
Amer. Bapt. Home Mission Society	-----	-----	25,000	3,257	219	-----	5,553	9,029	100
Amer. Bapt. Home Mission Society	-----	300	12,000	200	300	-----	1,669	2,169	101

TABLE 15.—*Private schools for negroes—Professional and industrial*

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.												
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	OHIO.																			
102	Wilberforce University *...	24	0	24																
	PENNSYLVANIA.																			
103	Lincoln University	15	0	15																
104	Institute for Colored Youth	0	0	0	102	170	272	0	24	12	0	0	0	0	0	15	11	0	87	123
	SOUTH CAROLINA.																			
105	Schofield Normal and Industrial School.	0	0	0	58	173	231	18	20							10	10	173	72	10
106	Harbison Institute †																			
107	Browning Home School †				0	136	136											100	36	
108	Avery Normal Institute	0	0	0	0	75	75	0	0	0	0	0	0	0	0	0	0	75	0	0
109	Wallingford Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
110	Brainerd Institute	0	0	0	88	117	205	57	24	0	0	2	0	0	0	2	3	117	40	40
111	Allen University	24	0	24	0	84	84	0	0	0	0	0	0	0	0	0	0	84	20	0
112	Benedict College	41	0	41	104	109	213	10	8			9				4	25	109	20	
113	Penn Normal and Industrial School.	0	0	0	98	81	179	0	98	0	0	0	0	0	0	0	12	91	0	0
114	Brewer Normal School *...	0	0	0	0	147	147											147		
115	Claflin University				251	236	487	27	108	175	42	10			50	50		8	195	46
	TENNESSEE.																			
116	Warner Institute	0	0	0	36	42	78	76	3	2	1					2		52	84	30
117	Knoxville College	12	0	12	37	31	68	9	14	0	0	0	0	0	0	0	11	36	10	0
118	Freedmen's Normal Institute. †																			
119	Le Moyne Normal Institute.	0	0	0	160	302	462	0	45	0	0	0	0	0	0	0	19	378	30	0
120	Morristown Normal College				0	93	93											93	68	
121	Central Tennessee College	246	6	246	36	34	70		10				4				41	9		12
122	Fisk University	7	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
123	Roger Williams University.	16	0	16	2	98	100										2	98		
	TEXAS.																			
124	Tillotson College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
125	Mary Allen Seminary	0	0	0																
	Hearne Academy, Normal and Industrial Institute. a																			
126	Bishop College	20	0	20	178	149	327							15	15		23	106	14	
127	Wiley University				40	160	200		24		2					5	20	160	60	
128	Prairie View State Normal and Industrial College.	0	0	0																
129	Paul Quinn College	21	0	21	57	92	149	32	15								27	92		
	VIRGINIA.																			
130	Ingleside Seminary *...	0	0	0	0	109	109											109	109	
131	Gloucester Agricultural and Industrial College. *	0	0	0	43	54	97	30										20	27	20
132	Temperance, Industrial, and Collegiate Institute.																			
133	Hampton Normal and Agricultural Institute.	0	0	0	533	416	949	413	29	11	11	6		26	13	5	10	412		130
134	Spiller Academy																			
135	St. Paul Normal and Industrial School. *	0	0	0	112	118	230	18	10	4	5	2	1	6		10	8	72	22	72
136	Virginia Theological Seminary and College.	42	0	42																

* Statistics of 1898-99.

† Statistics of 1897-98.

a No report.

training—Equipment and income—1899-1900—Continued.

Chief sources of support.	Value of benefactions or be- quests in 1899-1900.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tui- tion fees.	Amount received from pro- ductive funds.	Amount received from other sources.	Total income for the year 1899-1900.	
21	22	23	24	25	26	27	28	29	
State, tuition, and endowment	\$3,629	5,000	\$123,000	\$16,868	\$2,364	\$1,633	\$3,142	\$27,010	102
Contributions.....	0	16,250	257,500	0	1,155	21,386	13,246	35,737	103
Endowment, contributions.....	1,000	2,600	50,600	150	100	1,200	6,550	8,000	105
.....	0	200	5,000	.....	.....	.....	.....	.....	106
Tuition and Amer. Miss. Assn.....	0	800	15,000	0	2,590	0	3,000	5,590	107
Tuition and Presbyterian Church.....	.....	.....	8,000	.....	159	.....	54	219	108
Presbyterian Church (North).....	.....	300	10,000	0	.....	.....	.....	.....	109
A. M. E. Church.....	0	500	35,000	0	909	0	6,700	6,969	110
Endowment, Amer. Bapt. H. M. Soc., tuition.....	3,000	76,000	.....	.....	.....	6,000	4,259	10,259	111
Donations.....	200	300	3,000	0	270	0	1,200	1,470	112
Amer. Miss. Assn.....	.....	200	12,000	0	1,000	.....	.....	1,000	113
Freedmen's Aid and So. Ed. Soc. and John F. Slater fund.....	25,000	8,000	150,000	.....	4,000	.....	8,000	12,000	114
A. M. A.....	.....	60	5,000	345	8	.....	280	633	115
United Presbyterian Church.....	.....	2,000	100,000	2,900	300	.....	14,000	17,200	116
Society of Friends.....	.....	.....	.....	.....	.....	.....	.....	.....	117
Tuition, Amer. Miss. Assn.....	4,500	3,000	45,000	0	4,780	.....	4,500	9,280	118
M. E. Church.....	31,000	700	75,000	.....	761	.....	.....	761	119
Freedmen's Aid and So. Ed. Soc. M. E. Ch.....	7,500	3,600	19,000	625	6,169	500	8,500	15,794	120
Amer. Miss. Assn. and donations ..	5,000	6,778	350,000	0	7,000	2,400	33,091	42,491	121
Amer. Bapt. Home Mission Society.....	1,235	4,600	200,000	.....	.....	1,823	8,190	10,013	122
Amer. Miss. Assn. and tuition.....	.....	2,000	42,000	0	900	0	2,200	3,100	123
Tuition, donations.....	.....	400	40,000	.....	6,000	.....	5,000	11,000	124
Amer. Bapt. Home Mission.....	.....	2,700	100,000	.....	.....	.....	.....	.....	125
Freedmen's Aid and So. Ed. Soc. of the M. E. Ch.....	1,200	3,860	39,000	.....	5,000	.....	1,650	7,280	126
.....	.....	800	160,287	15,000	11,848	.....	6,250	23,098	127
Tuition and donations.....	2,008	1,800	77,000	.....	4,410	.....	3,821	8,231	128
Presbyterian Church.....	600	300	25,000	.....	.....	.....	3,000	3,000	129
Benevolence.....	3,700	700	20,000	.....	.....	.....	.....	.....	130
.....	.....	400	25,800	.....	800	1,000	.....	1,800	131
United States, endowment, and contributions.....	254,333	10,000	757,000	0	0	35,336	136,065	172,001	132
Contributions.....	.....	.....	10,000	.....	428	356	1,435	2,219	133
.....	.....	.....	60,000	.....	3,500	.....	8,500	12,000	134
.....	.....	2,000	54,000	.....	6,000	.....	.....	6,000	135

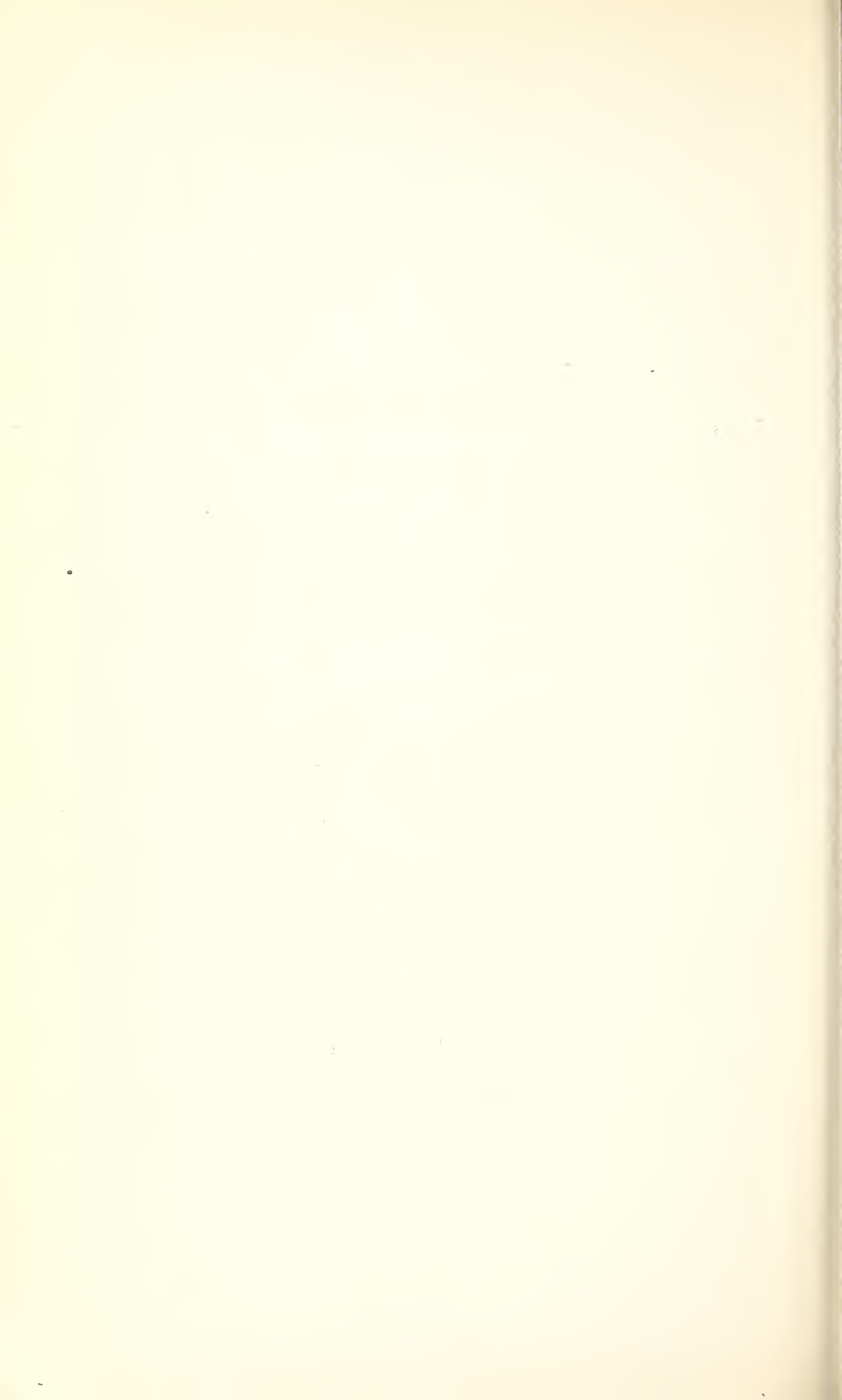
TABLE 15.—*Private schools for negroes—Professional and industrial*

Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.												
	Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
VIRGINIA—continued.																			
137 Manassas Industrial School*	0	0	0	27	38	65	3	27					23		1	38			
138 Norfolk Mission College				34	372	406									29	280	92		
139 Bishop Payne Divinity School.	6	0	6																
140 Virginia Normal and Collegiate Institute.				0	183	183	0	0	0	0	0	0	0	0	0	0	183	20	0
141 Hartshorn Memorial College.																			
142 Virginia Union University	60	0	60	12	0	12	0	0	0	0	0	0	0	0	0	5	0	0	7
143 St. Paul's Universalist Mission School.																			
WEST VIRGINIA.																			
144 Storer College				40	65	105		35									40	40	
145 West Virginia Colored Institute.	0	0	0																

*Statistics of 1898-99.

training—Equipment and income—1899-1900—Continued.

Chief sources of support.	Value of benefactions or be- quests in 1899-1900.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tui- tion fees.	Amount received from pro- ductive funds.	Amount received from other sources.	Total income for the year 1899-1900.
21	22	23	24	25	26	27	28	29
Benefactions	\$5,240	300	\$16,000				\$5,500	\$5,500 137
United Presbyterian Church		1,000	60,000	0	\$1,700	0	7,410	9,110 138
Endowment and contributions	4,000	1,500	18,000				4,000	4,000 139
State		535	157,000	\$15,000	1,003	\$872	300	17,075 140
Amer. Bapt. Home Mission Soc. and contributions.	1,005	1,000	50,000	0	1,048		3,250	4,298 141
Amer. Bapt. Home Mission So- ciety.	52,278	7,000	300,000		1,200	4,000		5,200 142
.....		100	2,000	400	20	29	0	449 143
Free Bapt. W. Miss. Soc., endow- ment, State.		5,000	50,000	1,000	387	3,123	0	4,510 144
.....		1,560	99,500	6,750	0	0	145	6,895 145



CHAPTER XLIII.

STATISTICS OF REFORM SCHOOLS.

Reports were received from 80 of the 88 reform schools known to this Office for the year 1899-1900.

In these schools 538 instructors were employed. There were 21,626 pupils attending school and 14,673 in industrial departments. The total number of inmates was 23,901. The value of grounds and buildings was \$17,504,444. The expenditures on buildings and grounds amounted to \$576,344; for salaries and other expenses, \$3,254,690. The number of assistants, not including instructors in school departments, was 1,569. There were 20,279 white inmates and 2,695 colored inmates and 927 not reported as to race; 9,075 were of native parents and 6,924 of foreign-born parents. Those that could only read when admitted were 3,833, and 1,674 could neither read nor write.

The number committed to the institutions during the year was 12,759 and the number discharged 13,158. When discharged from the schools many of the pupils possessed a trade and were provided for in good homes; nearly all could read and write; the majority had received the equivalent of a common-school education.

The North Atlantic Division reports 33 schools, 243 instructors, 10,099 pupils in school departments, and 6,900 in industrial departments. The number of inmates reported was 10,683, of which number 9,052 were males and 1,631 females. The value of grounds and buildings was \$7,277,725. The expenditures on grounds and buildings amounted to \$169,295; for salaries and other expenses, \$1,458,120, making a total expenditure of \$1,627,405.

The South Atlantic Division reports 10 schools, 46 instructors, 1,819 pupils in school departments, and 1,095 in the industrial departments. Of the 1,819 inmates reported, 1,604 were males and 215 females. The total value of grounds and buildings was \$1,353,802. The amount expended for buildings and improvements was \$33,244; for salaries and other expenses, \$163,404, making a total expenditure of \$196,648.

The South Central Division reports 4 schools, 25 instructors, 1,022 pupils in school departments, and 885 in industrial departments; total number of inmates, 1,266. Of this number 793 are males and 473 females. The value of grounds and buildings was \$35,000. The total amount expended was \$93,614—for buildings and improvements, \$12,497, and for salaries and other expenses, \$86,117.

The North Central Division reports 27 schools, 199 instructors, 7,771 pupils in school departments, and 6,189 in industrial departments. The total number of inmates reported was 9,053, of which number 6,542 were males and 2,514 females. The value of grounds and buildings was \$8,067,000. The amount expended was \$1,644,710—for buildings and improvements, \$303,783, and for salaries and other expenses, \$1,340,927.

The Western Division reports 6 schools, 25 instructors, 915 pupils in school departments, and 877 in industrial. The value of grounds and buildings was \$770,908. The amount expended was \$263,657—for buildings and improvements, \$57,535, and for salaries and other expenses, \$206,122.

TABLE 1.—Summary of statistics of reform schools, 1899-1900.

State or Territory.	Number of schools.	Number of teachers.	Number of pupils.	Number taught trades.	Inmates.			Value of grounds and buildings.	Expenditures.	
					Male.	Female.	Total.		Buildings and improvements.	For salaries and other expenses.
1	2	3	4	5	6	7	8	9	10	11
United States	80	568	21,626	15,946	18,963	4,933	23,901	\$17,504,444	\$576,344	\$3,254,690
North Atlantic Division	33	243	19,069	6,900	9,052	1,631	10,683	7,277,725	169,285	1,458,120
South Atlantic Division	10	46	1,819	1,095	1,604	215	1,819	1,853,802	33,244	163,404
South Central Division	4	25	1,022	885	793	473	1,266	35,000	12,497	86,117
North Central Division	27	199	7,771	6,189	6,542	3,514	9,056	8,067,609	303,783	1,340,927
Western Division	6	25	915	877	977	100	1,077	770,908	57,535	206,122
North Atlantic Division:										
Maine	2	7	220	220	135	85	220	185,000	10,300	13,000
New Hampshire	1	3	132	122	102	20	122	100,000	-----	-----
Vermont	1	3	154	-----	125	29	154	20,772	-----	20,875
Massachusetts	11	47	1,105	920	934	171	1,105	825,432	79,098	206,773
Rhode Island	2	6	363	109	328	42	370	223,700	-----	59,012
Connecticut	2	17	689	322	430	259	689	450,000	5,129	109,180
New York	7	116	4,800	3,963	4,639	590	5,229	4,190,748	27,030	599,692
New Jersey	3	15	732	263	594	164	758	488,432	15,631	110,190
Pennsylvania	4	29	1,969	951	1,765	271	2,036	793,641	32,097	339,398
South Atlantic Division:										
Delaware	2	2	82	41	65	17	82	65,000	1,100	17,700
Maryland	5	30	1,185	707	937	198	1,185	1,195,000	20,900	111,818
District of Columbia	1	8	206	206	206	0	206	-----	-----	-----
Virginia	1	2	125	70	125	0	125	23,802	400	11,223
West Virginia	1	4	221	71	221	0	221	70,000	10,844	22,663
North Carolina	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
South Carolina	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Georgia	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Florida	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
South Central Division:										
Kentucky	1	6	300	200	0	249	249	-----	-----	-----
Tennessee	1	14	760	685	526	224	760	-----	12,497	78,132
Alabama	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Mississippi	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Louisiana	1	1	62	-----	67	0	67	35,000	0	7,985
Texas	1	4	-----	-----	190	0	190	-----	-----	-----
Arkansas	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Oklahoma	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Indian Territory	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
North Central Division:										
Ohio	4	32	1,502	1,263	1,397	467	1,864	2,970,752	105,050	305,578
Indiana	2	8	700	488	520	180	700	397,447	5,617	94,540
Illinois	5	35	1,546	1,726	1,855	279	2,134	1,550,477	36,994	275,180
Michigan	3	47	1,065	627	667	702	1,369	474,003	26,732	115,442
Wisconsin	2	18	546	558	316	242	558	379,496	71,768	126,252
Minnesota	2	18	530	370	459	73	532	625,500	22,913	119,292
Iowa	2	16	621	519	455	164	619	314,334	11,000	77,010
Missouri	3	14	863	325	682	199	881	590,000	18,200	141,280
North Dakota	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
South Dakota	1	2	82	83	65	18	83	80,000	-----	29,000
Nebraska	2	6	189	103	126	63	189	665,000	3,000	36,500
Kansas	1	3	127	127	0	127	127	110,000	2,500	20,853
Western Division:										
Montana	1	13	75	75	65	10	75	60,000	-----	-----
Wyoming	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Colorado	1	3	164	164	164	0	164	125,000	-----	-----
New Mexico	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Arizona	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Utah	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Nevada	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Idaho	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Washington	1	-----	-----	-----	120	42	162	-----	-----	-----
Oregon	1	2	113	75	113	0	113	100,000	-----	17,500
California	2	7	563	563	515	48	563	485,908	57,535	188,622

TABLE 2.—Summary of statistics of reform schools, 1899-1900.

State or Territory.	Number of assist- ants.	Race.		Nativity.		Illiteracy.		During year.	
		White.	Colored.	Native par- ents.	Foreign-born parents.	Could only read.	Could neither read nor write.	Committed.	Discharged.
1	2	3	4	5	6	7	8	9	10
United States.....	1,569	20,278	2,695	9,075	6,924	3,893	1,674	12,750	13,158
North Atlantic Division..	480	9,409	947	3,146	3,442	1,385	699	6,055	6,615
South Atlantic Division..	116	1,291	528	1,238	140	686	142	775	807
South Central Division..	90	1,016	147	179	137	0	5	606	614
North Central Division..	745	7,658	1,005	3,981	2,887	1,476	806	4,991	4,778
Western Division.....	138	845	68	591	318	286	22	823	544
North Atlantic Division:									
Maine.....	10	196	3	---	---	---	---	52	50
New Hampshire.....	11	121	1	---	---	---	---	34	17
Vermont.....	13	148	6	---	---	25	30	60	55
Massachusetts.....	111	1,060	44	307	487	3	29	781	898
Rhode Island.....	34	335	35	87	259	24	6	235	343
Connecticut.....	67	823	64	85	16	428	2	280	299
New York.....	77	4,884	343	1,526	1,927	729	259	3,617	3,894
New Jersey.....	33	407	110	187	320	50	53	190	359
Pennsylvania.....	119	1,695	341	1,104	433	126	320	746	880
South Atlantic Division:									
Delaware.....	14	57	25	66	16	23	13	35	44
Maryland.....	35	833	352	907	93	505	22	499	555
District of Columbia..	32	86	120	175	31	116	90	64	107
Virginia.....	13	125	0	0	0	42	17	70	54
West Virginia.....	22	190	31	---	---	---	---	107	67
North Carolina.....	---	---	---	---	---	---	---	---	---
South Carolina.....	---	---	---	---	---	---	---	---	---
Georgia.....	---	---	---	---	---	---	---	---	---
Florida.....	---	---	---	---	---	---	---	---	---
South Central Division:									
Kentucky.....	21	248	1	114	135	---	---	44	35
Tennessee.....	51	657	---	---	---	---	---	202	277
Alabama.....	---	---	---	---	---	---	---	---	---
Mississippi.....	---	---	---	---	---	---	---	---	---
Louisiana.....	---	---	---	---	---	---	---	---	---
Texas.....	4	21	46	65	2	---	5	270	302
Arkansas.....	14	90	100	---	---	---	---	---	---
Oklahoma.....	---	---	---	---	---	---	---	---	---
Indian Territory.....	---	---	---	---	---	---	---	---	---
North Central Division:									
Ohio.....	199	1,639	225	569	470	619	131	1,061	1,126
Indiana.....	46	597	103	510	45	129	61	228	278
Illinois.....	99	1,840	294	1,204	882	565	321	1,681	1,483
Michigan.....	73	926	43	270	619	35	49	493	413
Wisconsin.....	59	552	13	193	357	25	6	197	229
Minnesota.....	66	514	18	153	235	---	---	285	117
Iowa.....	46	532	87	503	116	9	215	193	239
Missouri.....	93	711	170	390	113	18	16	686	684
North Dakota.....	---	---	---	---	---	---	---	---	---
South Dakota.....	14	82	1	80	2	76	4	33	40
Nebraska.....	42	169	20	115	48	0	3	101	76
Kansas.....	8	96	31	---	---	---	---	93	93
Western Division:									
Montana.....	11	72	3	40	35	12	18	52	51
Wyoming.....	---	---	---	---	---	---	---	---	---
Colorado.....	16	144	20	100	64	164	---	100	100
New Mexico.....	---	---	---	---	---	---	---	---	---
Arizona.....	---	---	---	---	---	---	---	---	---
Utah.....	---	---	---	---	---	---	---	---	---
Nevada.....	---	---	---	---	---	---	---	---	---
Idaho.....	---	---	---	---	---	---	---	---	---
Washington.....	7	---	---	---	---	---	---	---	---
Oregon.....	14	111	2	80	33	110	3	50	25
California.....	90	518	43	311	186	0	1	121	168

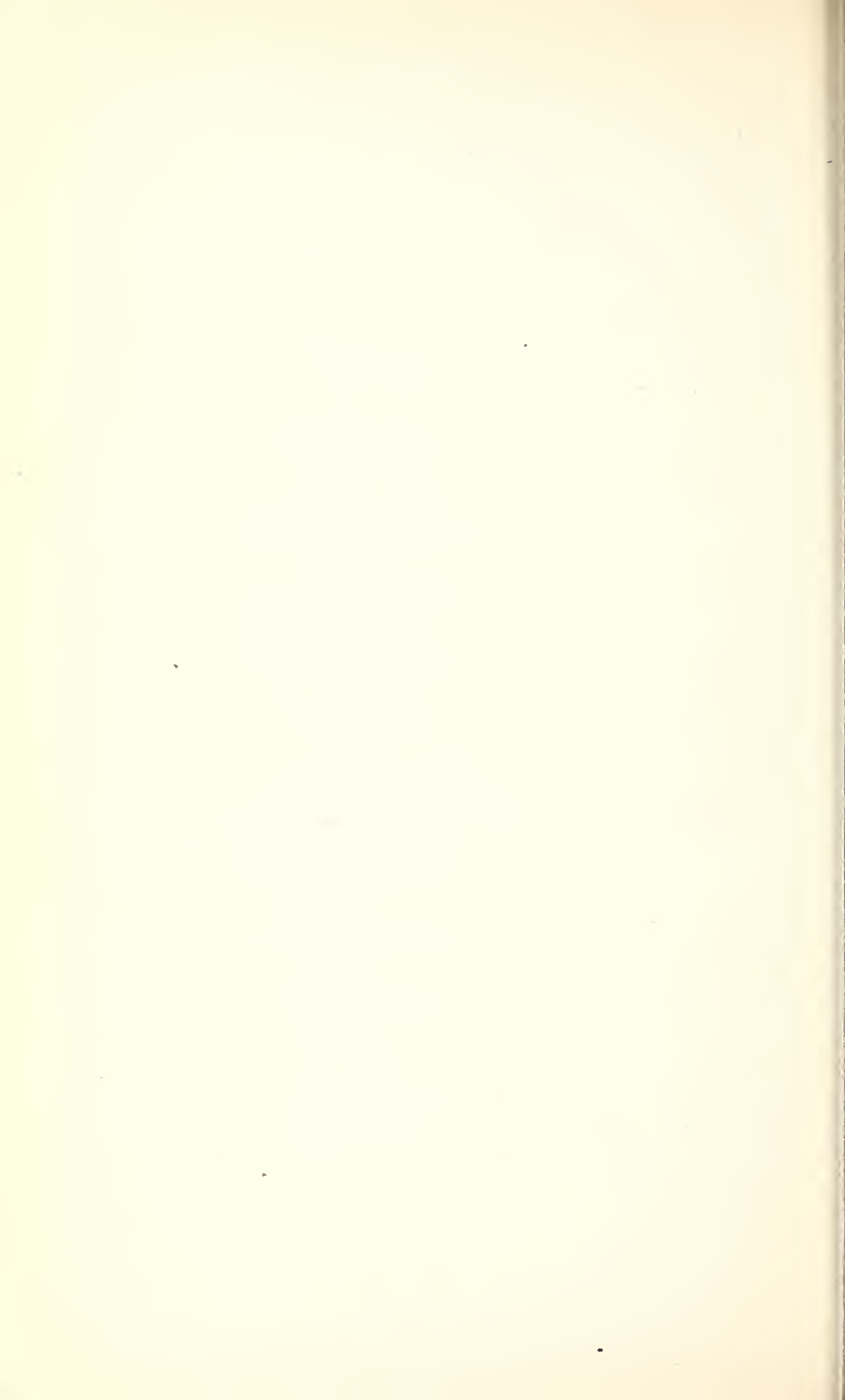
	Post-office.	Name.	Executive officer.	Number of assistants.		
				Male.	Female.	Total.
1	2	3	4	5	6	
1	Whittier, Cal.....	City and County Industrial School.	Sherman Smith.....	42	16	58
2	Waterman, Cal.....	Preston School of Industry	D. S. Hirshberry	22	10	32
3	Golden, Colo.....	The State Industrial School.....	Barnard L. Olds	14	2	16
4	Meriden, Conn.....	Connecticut School for Boys	Charles M. Williams	21	20	41
5	Middletown, Conn.....	Connecticut Industrial School for Girls.	William G. Fairbank	7	19	26
6	Clayton, Del.....	St. Joseph's Industrial School.....	No report	—	—	—
7	Marshallton, Del.....	The Ferris Industrial School.....	A. S. Meserve	7	4	11
8	Wilmington, Del.....	Delaware Industrial School for Girls.	Mrs. E. S. Jackson	1	2	3
9	Washington, D. C.....	Reform School of the District of Columbia.	G. A. Shallenberger	22	10	32
10	Augusta, Ga.....	Richmond County Reformatory Institute.	No report	—	—	—
11	Chicago, Ill.....	The Erring Woman's Refuge for Reform.	Helen M. Woods.....	0	8	8
12	do.....	John Worthy Manual Training School.	John J. Sloan.....	8	3	11
13	Geneva, Ill.....	State Home for Juvenile Female Offenders.	Ophelia L. Amigh	0	20	20
14	Glenwood, Ill.....	Illinois Manual Training School Farm.	Oscar L. Dudley	—	—	—
15	Pontiac, Ill.....	Illinois State Reformatory	George Torrance.....	60	0	60
16	South Evanston, Ill.....	Illinois Industrial School for Girls.	No report	—	—	—
17	Indianapolis, Ind.....	The Indiana Industrial School for Girls.	Sarah F. Keeley.....	0	13	13
18	Plainfield, Ind.....	Indiana Reform School for Boys..	Thomas J. Charlton	22	11	33
19	Eldora, Iowa.....	Iowa Industrial School.....	B. J. Miles.....	18	10	28
20	Mitchellville, Iowa.....	Iowa Industrial School (girls' department).	F. P. Fitzgerald.....	—	18	18
21	Beloit, Kans.....	Industrial School for Girls	Hester A. Hanback.....	0	8	8
22	North Topeka, Kans.....	State Industrial School for Boys.	No report	—	—	—
23	Louisville, Ky.....	Industrial School of Reform.....	No report	—	—	—
24	Newport, Ky.....	Convent of the Good Shepherd of Newport.	Mother M. Baptist Jackson.	1	20	21
25	New Orleans, La.....	Boys' House of Refuge.....	Michael J. Mokler.....	4	0	4
26	Hallowell, Me.....	Maine Industrial School for Girls.	Miss Harriet A. Leavell	3	6	9
27	Portland, Me.....	State Reform School	Edwin P. Wentworth.....	1	0	1
28	Baltimore, Md.....	House of Refuge	Joseph Morris Fisher	25	0	25
29	do.....	Female House of Refuge.....	—	0	7	7
30	Baltimore (Sta.D), Md.....	St. Mary's Industrial School for Boys of Baltimore, Md.	Brother Dominic.....	2	0	2
31	Cheltenham, Md.....	House of Reformation.....	Nathan Thompson	—	—	—
32	Melvale, Md.....	Industrial Home for Colored Girls.	Mrs. Emma S. Marks	0	1	1
33	Rainsford Island, Boston, Mass.....	House of Reformation	Sumner D. Seavey	10	4	14
34	Goshen, Mass.....	Hampshire and Franklin Counties Truant School.	W. A. Barrus	1	1	2
35	Lancaster, Mass.....	State Industrial School for Girls.	Mrs. L. L. Brackett	0	18	18
36	Lawrence, Mass.....	Essex County Truant School.....	Henry E. Swan	3	4	7
37	North Chelmsford, Mass.....	Middlesex County Truant School.	Moses A. Warren.....	3	7	10
38	Oakdale, Mass.....	Worcester County Truant School.	Frank Leroy Johnson.....	3	4	7
39	Salem, Mass.....	Plummer Farm School.....	Charles A. Johnson.....	2	3	5
40	Springfield, Mass.....	Hampden County Truant School.	Erwin G. Ward.....	1	4	5
41	Walpole, Mass.....	Norfolk, Plymouth, and Bristol Union Truant School.	Aaron R. Morse.....	2	4	6
42	Westboro, Mass.....	Lyman School for Boys.....	Theodore F. Chapin.....	9	17	26
43	West Roxbury, Mass.....	Parental School.....	B. Clifton Day.....	4	7	11
44	Adrian, Mich.....	State Industrial Home for Girls..	Lucy M. Sickles	0	0	0
45	Detroit, Mich.....	House of the Good Shepherd.....	Mother Mary of St. Scholastica.	—	33	33

Inmates.																	School.							Expenditures.		
Sex.			Race.		Nativity.		Illit- eracy.		During year.		Number of teachers.			Number of pupils.			Hours of daily sessions. Number taught mechanical trades.	Value of grounds and buildings.	Buildings and improvements.	For salaries and other ex- penses.						
Male.	Female.	Total.	White.	Colored.	Native parents.	Foreign-born parents.	Could only read.	Could neither read nor write.	Committed.	Discharged.	Male.	Female.	Total.	Male.	Female.	Total.										
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29				
399	48	447	418	29	235	116	0	0	90	119	1	4	5	399	48	447	3	447	\$225,008	\$7,535	\$98,622	1				
116	0	116	100	14	46	70	1	31	49	39	2	0	2	116	0	116	34	116	260,000	50,000	90,000	2				
164	0	164	144	20	100	64	164	100	100	100	1	2	2	164	0	164	44	164	125,000			3				
430	0	430	401	29	229	101	428	2	229	216	19	5	7	430	0	430	34	430	204,000	5,129	65,678	4				
0	259	259	222	35	35	16	36	51	83	0	10	19	0	259	259	4	257	250,000		48,502	5					
65	0	65	46	25	51	14	11	8	31	39	0	1	1	65	0	65	3	24	40,000	1,103	15,900	6				
0	17	17	17	15	2	12	5	4	8	0	1	1	1	17	17	3	17	25,000		2,400	7					
206	6	206	86	120	175	31	116	90	64	107	8	0	8	206	0	206	4	206				8				
																						9				
																						10				
0	81	81	77	4	30	55			85	87	0	1	1	0	81	81	4	81	85,000	1,585	12,931	11				
295	0	295	284	11	84	187	21	17	615	447	10	3	13	295	0	295	6	295	157,000	5,000	25,000	12				
0	198	198	171	27	83	91	66	72	46	0	2	2	0	130	130	3	130	79,660	8,648	22,561	13					
235	0	235	235	29	150	135	50	50	348	334	4	4	8	235	0	235	3	235	275,877	761	38,732	14				
1275	0	1275	1045	232	831	414	494	188	561	569	11	0	11	755	0	755	4	985	960,000	21,000	175,900	15				
																						16				
0	180	180	171	9	31	4	1	1	40	34	0	3	3	0	180	180	3	180	156,447	3,617	33,040	17				
520	0	520	426	94	479	41	128	69	188	244	3	2	5	520	0	520	94	308	151,630	2,000	56,500	18				
455	0	455	393	62	357	98	212	118	196	7	7	14	455	0	455	4	355	234,334		53,122	19					
0	164	164	139	25	146	18	9	3	75	103	0	2	2	0	164	164	4	164	80,000	11,000	23,888	20				
0	127	127	96	21					93	93	0	3	3	0	127	127	5	127	110,000	2,500	20,856	21				
0	249	249	248	1	114	135			44	35	0	6	6	0	290	290	8	290				22				
67	0	67	21	46	65	2		5	270	302	1	0	1	62	0	62	3		35,000		7,935	23				
0	85	85	62	2					17		0	3	3	0	85	85	3	85	50,000	10,200	13,000	24				
135	0	135	134	1					35	50	4	0	4	135	0	135	4	135	135,000			25				
213	0	213	213	1	147	66			79	86	4	3	7	213	0	213	4	120	304,000	4,092	38,000	26				
0	93	93	93											0	93	93		93	60,000			27				
527	0	527	527	0	498	27	505	23	327	351	16	0	16	527	0	527	4	530	600,000	11,079	42,802	28				
247	0	247	247	0	247	0			93	98	5	0	5	247	0	247	4	189	200,000	4,112	22,941	29				
0	105	105	0	105	105						0	2	2	0	105	105	2	105	35,000	1,616	8,480	30				
195	0	195	161	4	21	61		3	103	46	2	3	5	195	0	195	4	45	62,660	22,500	12,497	31				
1	0	1	1		1	1					0	1	1	1	0	1	6				556	32				
0	171	171	157	14	59	104		1	73	145	0	7	7	0	171	171	3	171	119,000	17,436	33,122	33				
33	0	33	35	1	17	19	3	3	28	35	0	1	1	36	0	36	4	36	20,000		9,238	34				
118	0	118	116	2	28	108			78	68		4	4	118	0	118	6	90	125,000	12,000	15,997	35				
38	0	38	36	2	8	30	0	6	35	8	0	1	1	38	0	38	4	38	75,000		9,600	36				
33	0	33	32	1	19	14		1	12	12		1	1	33	0	33	4	33	30,000	6,000	6,000	37				
26	0	26	26	0	5	20	0	1	26	30	0	1	1	26	0	26	4		23,000		5,051	38				
70	0	70	70	0					70	44	0	2	2	70	0	70	5		20,000	0	9,435	39				
293	0	293	276	17					174	271	3	13	16	293	0	293	4	293	249,432	19,055	67,838	40				
214	0	214	210	4	50	130	0	20	183	179	0	8	8	214	0	214	5	214	101,000	2,077	34,985	41				
0	302	302	296	6	120	102	35	42	111	117	0	33	33	0	302	302	4	302	149,978	4,282	55,442	42				
0	490	490										2	2		96	96	4	100	65,000			43				

1 Placed on probation.

Post-office.	Name.	Executive officer.	Number of assist-ants.		
			Male.	Female.	Total.
1	2	3	4	5	6
46 Ionia, Mich	State House of Correction and Reformatory.	No report	---	---	---
47 Lansing, Mich	Industrial School for Boys.	J. E. St. John	30	10	40
48 Red Wing, Minn.	State Training School for Boys and Girls.	J. W. Brown	20	18	38
49 St. Cloud, Minn.	Minnesota State Reformatory.	Frank L. Randall	28	0	28
50 Boonville, Mo.	Missouri State Reform School for Boys.	L. D. Drake	25	7	32
51 Chillicothe, Mo.	State Industrial Home for Girls.	Mrs. L. U. DeBolt	0	9	9
52 St. Louis, Mo.	House of Refuge	Wm. C. Nolte	35	17	52
53 Miles City, Mont.	Montana State Reform School.	C. B. Dickinson	6	5	11
54 Geneva, Nebr	Girls' Industrial School of Nebraska.	B. R. B. Weber	5	6	11
55 Kearney, Nebr	State Industrial School for Boys.	J. N. Campbell	25	6	31
56 Manchester, N. H.	State Industrial School.	T. W. Robinson	7	4	11
57 Jamesburg, N. J.	State Home for Boys	Ira Otterson	---	---	---
58 Trenton, N. J.	State Home for Girls	Mrs. Myrtle B. Eyer	2	11	13
59 Verona, N. J.	Newark City Home	C. M. Harrison	20	5	25
60 Brooklyn, N. Y.	Brooklyn Truant School.	No report	---	---	---
61 Canaan Four Corners, N. Y.	The Berkshire Industrial Farm.	W. W. Mayo	8	4	12
62 Elmira, N. Y.	New York State Reformatory.	Z. R. Brockway	110	0	110
63 Hudson, N. Y.	House of Refuge for Women.	Hortense V. Bruce, M. D.	0	33	33
64 New York (Station M), N. Y.	New York Juvenile Asylum.	Charles E. Bruce	22	29	51
65 New York (Station L), N. Y.	The Society for the Reformation of Juvenile Delinquents.	Omar V. Sage	50	36	86
66 Utica, N. Y.	St. Vincent Industrial School.	Brother Julian	15	0	15
67 West Chester, N. Y.	New York Catholic Protectors.	Brother Leontine	70	0	70
68 Cincinnati, Ohio.	Cincinnati House of Refuge.	James Allison	21	16	37
69 Lancaster, Ohio.	Boys' Industrial School.	Charles Dewey Hilies	41	30	71
70 Mansfield, Ohio.	Ohio State Reformatory.	W. E. Sefton	60	0	60
71 Rathbone, Ohio.	Girls' Industrial Home	Albert W. Stiles	8	23	31
72 Turner, Oreg.	Oregon State Reform School.	H. E. Bickers	8	6	14
73 Glen Mills, Pa.	House of Refuge (boys' department).	F. H. Nibeker	19	20	39
74 Huntingdon, Pa.	Pennsylvania Industrial Reformatory.	F. B. Patton	0	0	0
75 Morganza, Pa.	Pennsylvania Reform School.	J. A. Quay	45	21	66
76 Philadelphia, Pa.	The House of Refuge (girls' department).	M. A. Campbell	0	14	14
77 Howard, R. I.	Oaklawn School.	James H. Eastman	0	4	4
78 do	Sockanosset School for Boys.	do	17	13	30
79 Plankinton, S. Dak.	State Reform School.	W. H. Tompkins	8	6	14
80 Nashville, Tenn.	Tennessee Industrial School.	W. C. Kilvington	39	12	51
81 Gatesville, Tex.	Texas House of Correction and Reformatory.	L. J. Tankersley	14	0	14
82 Ogden, Utah.	Reform School.	No report	---	---	---
83 Vergennes, Vt.	Vermont Industrial School.	Sumner A. Andrews	7	6	13
84 School, Va.	The Laurel Industrial School.	John W. Cringan	12	1	13
85 Chehalis, Wash.	Washington State Reform School.	Thos. P. Westendorf	5	2	7
86 Pruntytown, W. Va.	West Virginia Reform School.	J. C. Gluck	16	6	22
87 Milwaukee, Wis.	Wisconsin Industrial School for Girls and Young Boys.	Mrs. Emma F. Bland	3	14	17
88 Waukesha, Wis.	Wisconsin Industrial School for Boys.	Chas. O. Merica	24	18	42

Inmates.																	School.							Value of grounds and buildings.	Expenditures.	
Sex.	Race.	Nativity.	Illiteracy.	During year.	Number of teachers.		Number of pupils.			Hours of daily sessions.	Number taught mechanical trades.	Value of grounds and buildings.	Buildings and improvements.	For salaries and other expenses.												
					Male.	Female.	Male.	Female.	Total.																	
Male.	Female.	Total.	White.	Colored.	Native parents.	Foreign-born parents.	Could only read.	Could neither read nor write.	Committed.	Discharged.	Male.	Female.	Total.	Male.	Female.	Total.	24	25	26	27	28					
657	0	667	630	37	150	517	---	7	322	296	1	11	12	667	0	667	44	225	\$259,025	\$22,450	\$60,000					
312	71	383	366	17	122	161	56	24	175	117	2	6	8	312	71	383	4	223	307,000	9,413	66,292					
147	2	149	148	1	31	74	---	---	110	---	10	0	10	147	0	147	14	147	313,500	13,500	53,000					
368	0	368	290	78	---	---	---	---	221	245	4	1	5	350	0	350	4	172	149,000	7,000	75,200					
0	89	89	89	0	83	3	18	16	11	7	0	3	3	0	89	89	6	89	209,000	500	5,580					
314	110	424	332	92	294	130	---	---	454	432	0	6	6	314	110	424	5	64	250,000	10,700	60,500					
65	10	75	72	3	40	35	12	18	52	51	7	6	13	65	10	75	4	75	60,000	---	---					
0	63	63	55	8	40	23	---	---	21	23	0	12	12	0	63	63	4	63	65,000	0	36,500					
126	0	126	114	12	75	25	0	0	80	50	4	0	4	126	0	126	44	40	600,000	3,600	---					
102	20	122	121	1	---	---	---	---	34	47	0	3	3	102	20	122	34	122	100,000	---	---					
379	0	379	293	86	102	267	50	53	118	174	1	8	9	379	0	379	6	210	200,000	11,268	54,694					
0	138	138	114	24	85	53	---	---	25	17	0	2	2	0	138	138	3	83	96,077	2,405	19,907					
215	26	241	---	---	---	---	---	---	47	68	1	3	4	189	26	215	3	---	192,355	1,958	35,589					
53	0	53	53	---	---	---	---	---	33	14	---	1	1	53	0	53	3	53	40,000	400	10,000					
1397	0	1397	1327	70	503	894	200	190	556	622	30	0	30	1186	0	1186	1	957	1,457,970	4,346	230,413					
0	260	260	240	20	166	67	0	15	106	111	0	2	2	0	104	104	3	110	301,698	3,161	65,649					
664	216	880	770	110	---	---	---	---	1024	1126	1	19	20	605	213	818	5	240	366,080	---	119,404					
702	114	816	702	115	---	---	---	---	482	454	0	22	22	702	114	816	5-6	816	535,000	19,123	160,179					
223	0	223	220	3	207	16	204	19	156	169	5	0	5	223	0	223	5	187	90,000	---	24,047					
1600	0	1600	1575	25	650	950	325	125	1260	1398	36	0	36	1600	0	1600	41	1630	1,400,000	---	---					
256	139	395	321	74	233	162	364	61	337	386	0	7	7	256	139	395	22	200	300,000	---	65,582					
832	0	832	759	73	129	206	---	---	444	472	3	14	17	444	0	444	4	400	700,000	42,000	95,219					
309	0	309	290	19	207	102	239	70	231	188	---	---	---	309	0	309	2	309	1,500,000	49,624	104,832					
---	328	328	239	59	---	---	---	---	59	80	---	8	8	---	354	354	5	354	440,752	13,435	39,945					
113	0	113	111	2	80	33	110	3	50	25	2	0	2	113	0	113	44	75	100,000	---	17,500					
815	0	815	652	163	212	145	12	170	357	370	0	13	13	815	0	815	4	340	---	5,938	117,223					
484	0	484	422	62	441	43	4	48	---	---	---	---	---	484	0	484	24	484	---	4,210	129,467					
466	144	610	513	97	406	204	98	85	322	357	7	5	12	466	144	610	5	---	607,641	22,489	92,708					
0	127	127	108	19	45	41	12	17	67	103	0	4	4	---	---	---	4	127	186,000	---	---					
0	42	42	39	3	7	13	4	1	21	39	0	1	1	0	42	42	3	---	---	---	6,029					
328	0	328	296	32	80	246	20	5	274	304	0	5	5	328	0	328	4	169	---	---	52,983					
65	18	83	82	1	80	2	76	4	33	40	1	1	2	64	18	82	3-4	83	80,000	---	29,000					
536	224	760	657	---	---	---	---	---	292	277	0	14	14	536	224	760	44	685	---	12,497	78,182					
190	0	190	90	100	---	---	---	---	93	52	4	0	4	---	---	---	---	---	---	---	---					
125	29	154	148	6	---	---	---	25	36	60	55	0	3	3	125	29	154	5	---	20,772	---	20,875				
125	0	125	125	---	---	---	---	42	17	70	54	2	0	2	125	0	125	---	23,802	400	11,233					
120	42	162	---	---	---	---	---	---	107	67	4	0	4	221	0	221	34	71	70,000	10,844	22,663					
221	0	221	190	31	---	---	---	---	60	30	0	7	7	10	242	252	44	252	119,560	14,919	36,230					
10	242	252	246	8	125	127	25	6	---	---	---	---	---	---	---	---	---	---	---	---	---					
306	0	306	306	5	68	230	---	---	137	199	9	2	11	294	0	294	4	306	259,936	56,849	90,052					



CHAPTER XLIV.

SCHOOLS FOR THE DEFECTIVE CLASSES.

The sixty-fifth annual report of the New York Institution for the Blind contains a few interesting paragraphs on the use of the kleidograph, a machine with typewriter keys which enables the operator to produce embossed printed matter which may be read by the touch. It is maintained that the introduction of this machine marks a new period in the education of the blind, and is the greatest aid to language study ever brought into use for those who can not see. The following extract is taken from the report of the principal of the school, Mr. William B. Wait:

The study of language constitutes one of the chief pursuits in school life. It is not only an important end, but is, in fact, the chief means in all educational work. The student who can see uses language in every form—spoken, written, and printed—while pencil and paper, pen and ink, blackboard and chalk, together with numberless books, are all supplied free, or can be obtained at almost nominal cost. Against this array of advantages the blind primarily have spoken language only; and so in the beginning of their education the instruction was almost entirely oral. Later, punctographic handwriting, by means of a stylet and tablet, was devised, and this gave a new and most important means of expression. The ratio of the utility of the stylus and embossing tablet to that of the slate and pencil in general school work, however, is about as 1 to 100, and hence it was not until the introduction of the typewriting machine, supplemented to a limited extent by stylet writing, that an advance upon the oral method was gained. The typewriter keyboard is readily learned, and a whole class soon acquires the means of facile expression, thus greatly increasing the amount of language work that can be done in a given time, and in such form that class papers can be readily examined and criticised by the teacher.

Plane surface writing, however, has no tangible power, and hence it is clear that the chief advantage of typewriting to the student comes from the application of his knowledge during the exercise itself, and not from any direct use he can make of the paper he has written.

Although the advantages of facile expression afforded by the typewriting machine to both teachers and pupils have been very great, it is obvious that without some means of facile tangible writing our resources would ever be incomplete and inadequate.

In addition to many other contributions which this institution has made in promoting the education of the blind, it has overcome the last remaining difficulty mentioned above through the kleidograph, a machine which enables the blind student to write with facility in an embossed form, readable by touch. As language is not only the foundation of education, but the means by which all education proceeds, the important place which the kleidograph holds will at once be appreciated. This sketch briefly outlines the stages of progress and the methods of advance in this line of our work.

During the past year our facilities in this department have been strengthened by the addition of 20 new writing machines of the letter-press type, making 35 in all now at command for class purposes. These, together with 70 kleidographs, constitute an equipment unequaled by any school in the world.

The development of touch for the purpose of reading has always been a matter of deepest interest and large importance in all schools for the blind, but it has been a difficult matter to prescribe an orderly and satisfactory method for this work at all comparable with the methods pursued in teaching other subjects.

All embossed books are very expensive, and the work to be done within the period of school life is great and covers a wide field, so that it is important to attain satisfactory results within the shortest possible time.

Schools for the blind.—The total number of schools reported to this Office for the scholastic year 1899-1900, was 37; number of instructors, 437—male 144, and female 293; in music 142, and in the industrial departments 106. The total number of pupils was 4,021—male, 2,104; female, 1,917. In the kindergarten, 429; in vocal music, 1,815; in instrumental music, 1,833. The industrial department reported 2,235. The total number of volumes in the libraries was 94,689. The value of scientific instruments was \$78,928, and the value of grounds and buildings \$3,316,212. The total expenditures were \$890,711.

Schools for the deaf.—There are represented in this report 114 schools for the deaf, with 1,184 instructors and 11,104 pupils. The 56 State public schools report 1,012 instructors—male 344, and female 668; in articulation, 403; aural development, 90; and in the industrial departments, 267. The total number of pupils reported was 9,787, of which number 4,342 were taught by the combined system, 2,978 by the purely oral method, and 3,150 by the manual method; 696 were taught in kindergartens. The number of graduates was 393. The libraries of these institutions contained 90,239 volumes. The value of scientific apparatus was \$21,080; of grounds and buildings, \$12,115,856. The total expenditures amounted to \$1,863,126.

The private schools for the deaf reported were 17; the number of instructors, 73—45 in articulation, 11 in aural development, and 26 in industrial department. The number of pupils reported was 478, of which number 261 were taught by the combined system, 185 by the purely oral method, and 10 by the manual method; 42 were taught in the kindergartens.

The 41 day schools for the deaf report 93 instructors—53 in articulation, 29 in aural development, and 28 in industrial departments. The number of pupils reported was 749, of which number 124 were taught by the combined system, 609 by the purely oral method, and 12 by the manual method. The number taught in the kindergartens was 43. There were 3 graduates. Expenditures amounted to \$57,714. There was an increase of 10 schools in day schools reported, the greatest increase being in Wisconsin.

Schools for the feeble-minded.—The number of schools reported was 29, with 304 instructors in the school departments, 208 in industrial departments, and 764 assistants in caring for the inmates. The number of pupils reported was 11,217, of which number 1,103 were instructed in the kindergarten and 2,149 in music. The 19 State public schools reported 248 instructors in school departments, 171 in industrial departments, and 702 assistants caring for the inmates. The number of pupils reported was 9,792. Of these, 932 were in kindergartens and 1,995 in music. The value of grounds and buildings was \$3,608,198, and the expenditures were \$1,400,783.

TABLE 1.—*Summary of statistics of schools for the blind, 1899-1900.*

States and Territories.	Number of institu- tions.	Instructors.				
		Male.	Female.	Total.	Music.	Indus- trial.
1	2	3	4	5	6	7
United States	37	144	293	437	142	166
North Atlantic Division.....	4	26	78	104	38	25
South Atlantic Division.....	8	28	47	75	21	21
South Central Division.....	9	33	53	91	27	23
North Central Division.....	10	51	94	145	45	31
Western Division.....	6	6	16	22	11	6
North Atlantic Division:						
Maine.....						
New Hampshire.....						
Vermont.....						
Massachusetts.....	1	13	39	52	19	10
Rhode Island.....						
Connecticut.....						
New York.....	2	10	28	38	10	8
New Jersey.....						
Pennsylvania.....	1	3	11	14	9	7
South Atlantic Division:						
Delaware.....						
Maryland.....	2	10	8	18	4	5
District of Columbia.....						
Virginia.....	1	4	6	10	3	2
West Virginia.....	1	1	3	4	3	2
North Carolina.....	1	8	17	25	6	8
South Carolina.....	1	2	4	6	2	2
Georgia.....	1	3	7	10	3	2
Florida.....	1	0	2	2		
South Central Division:						
Kentucky.....	1	3	6	9	3	2
Tennessee.....	1	4	13	17	5	5
Alabama.....	1	6	7	13	3	3
Mississippi.....	1	2	5	7	3	2
Louisiana.....	1	3	5	8	2	4
Texas.....	2	9	11	20	7	3
Arkansas.....	1	5	9	14	3	2
Oklahoma.....						
Indian Territory.....	1	1	2	3	1	2
North Central Division:						
Ohio.....	1	9	15	24	9	3
Indiana.....	1	5	9	14	3	4
Illinois.....	1	8	14	22	7	3
Michigan.....	1	4	8	12	3	4
Wisconsin.....	1	3	11	14	4	4
Minnesota.....	1	4	7	11	4	3
Iowa.....	1	4	7	11	3	2
Missouri.....	1	5	8	13	5	3
North Dakota.....						
South Dakota.....						
Nebraska.....	1	5	8	13	5	3
Kansas.....	1	4	7	11	4	2
Western Division:						
Montana.....	1	0	1	1	1	
Wyoming.....						
Colorado.....	1	3	6	9	3	2
New Mexico.....						
Arizona.....						
Utah.....	1	0	1	1	2	2
Nevada.....						
Idaho.....						
Washington.....	1	0	3	3	1	1
Oregon.....	1	1	2	3	2	1
California.....	1	2	3	5	2	0

TABLE 2.—*Summary of statistics of schools for the blind, 1899-1900.*

States and Territories.	Pupils.							
	Male.	Female.	Total.	Vocal music.	Instru- mental music.	Kinder- garten.	Gradu- ates, 1899-1900.	Indus- trial depart- ment.
1	2	3	4	5	6	7	8	9
United States.....	2,104	1,917	4,021	1,815	1,883	429	171	2,235
North Atlantic Division...	408	357	765	157	260	126	36	408
South Atlantic Division...	339	274	613	336	352	49	19	452
South Central Division...	419	478	897	502	360	99	23	460
North Central Division...	849	790	1,579	727	826	155	88	839
Western Division.....	89	78	167	33	85	0	5	76
North Atlantic Division:								
Maine.....								
New Hampshire.....								
Vermont.....								
Massachusetts.....	118	116	234	21	163	78	7	187
Rhode Island.....								
Connecticut.....								
New York.....	193	143	336	5	70	20	3	79
New Jersey.....								
Pennsylvania.....	97	93	195	131	87	28	26	142
South Atlantic Division:								
Delaware.....								
Maryland.....	74	55	129	82	75	17	6	97
District of Columbia.....								
Virginia.....	34	25	59	52	33	0	3	57
West Virginia.....	19	24	43	15	26		1	25
North Carolina.....	121	107	228	200	100	32	0	177
South Carolina.....	29	18	47	47	43	0	5	47
Georgia.....	53	42	95		53		4	49
Florida.....	9	3	12		6			
South Central Division:								
Kentucky.....	59	65	124			27		
Tennessee.....	87	113	170	130	115	0	3	130
Alabama.....	50	37	87	87	30			77
Mississippi.....	27	16	43	14	30			30
Louisiana.....	20	18	38	16	29	18		23
Texas.....	103	117	220	94	90	16	16	65
Arkansas.....	100	108	208	155	60	33	4	125
Oklahoma.....								
Indian Territory.....	3	4	7	6	6	4	0	7
North Central Division:								
Ohio.....	205	145	350	105	122	0	9	201
Indiana.....	71	70	141	111	74		7	132
Illinois.....	149	119	268	119	119	39	16	137
Michigan.....	62	52	114	28	76		4	7
Wisconsin.....	61	55	117	67	70	11	9	19
Minnesota.....	56	54	110	60	56	22	8	
Iowa.....	103	87	190	74	103	23	9	125
Missouri.....	52	68	120	11	67	30	6	78
North Dakota.....								
South Dakota.....								
Nebraska.....	42	45	87	50	77	27	8	70
Kansas.....	48	54	102	102	66	0	12	70
Western Division:								
Montana.....	4	3	7	0	4			
Wyoming.....								
Colorado.....	23	24	47				5	40
New Mexico.....								
Arizona.....								
Utah.....	5	3	8	0	6	0	0	8
Nevada.....								
Idaho.....								
Washington.....	10	9	19	0	7	0	0	8
Oregon.....	14	13	27	27	21	0	0	20
California.....	33	26	59	6	47			

TABLE 3.—*Summary of statistics of schools for the blind, 1899-1900.*

States and Territories.	Volumes in library.	Value of scientific apparatus.	Value of grounds and build- ings.	Expendi- tures for buildings and im- prove- ments.	Expendi- tures for salaries and other expenses.
1	2	3	4	5	6
United States.....	94,689	\$78,928	\$6,316,212	\$149,080	\$890,711
North Atlantic Division.....	34,805	7,279	1,613,208	33,341	195,657
South Atlantic Division.....	8,767	14,140	812,000	51,000	141,234
South Central Division.....	12,451	22,950	630,000	36,760	174,087
North Central Division.....	34,206	30,953	2,493,004	20,789	309,419
Western Division.....	4,460	3,606	768,000	1,250	70,314
North Atlantic Division:					
Maine.....					
New Hampshire.....					
Vermont.....					
Massachusetts.....	16,912		571,092		
Rhode Island.....					
Connecticut.....					
New York.....	4,833	5,279	376,522	14,140	127,733
New Jersey.....					
Pennsylvania.....	13,060	2,000	665,594	19,201	67,924
South Atlantic Division:					
Delaware.....					
Maryland.....	2,458	6,390	397,000	35,000	35,384
District of Columbia.....					
Virginia.....	200	2,100			
West Virginia.....	189	1,000	75,000		34,850
North Carolina.....	2,750	3,000	205,000	15,000	44,000
South Carolina.....	150				
Georgia.....	2,900	1,250	110,000	1,000	17,000
Florida.....	120	400	25,000		10,000
South Central Division:					
Kentucky.....		2,000	150,000		27,578
Tennessee.....	2,600	4,500	125,000		28,000
Alabama.....	1,622	800			20,619
Mississippi.....	500	3,000	50,000	5,000	9,000
Louisiana.....	779		40,000		10,000
Texas.....	6,150	9,500	165,000	20,200	57,330
Arkansas.....	600	3,000	109,000	11,500	21,500
Oklahoma.....					
Indian Territory.....	200	150			
North Central Division:					
Ohio.....	3,750	1,000	675,000	2,865	64,697
Indiana.....	1,800	3,000	545,598	1,497	29,236
Illinois.....	8,000	851	293,106	10,430	49,685
Michigan.....	3,000	4,000	126,150		26,087
Wisconsin.....	3,632	4,402	234,800	5,000	30,000
Minnesota.....	1,600	5,000	60,000	1,500	20,000
Iowa.....	4,305	3,000	150,000	1,497	29,981
Missouri.....	4,000	5,000	250,000		29,500
North Dakota.....					
South Dakota.....					
Nebraska.....	1,389	1,200	100,000	4,000	10,000
Kansas.....	2,700	3,500	118,350		20,233
Western Division:					
Montana.....	175	300			
Wyoming.....					
Colorado.....	750		223,000		13,145
New Mexico.....					
Arizona.....					
Utah.....	133	1,056			
Nevada.....					
Idaho.....					
Washington.....	188	700			
Oregon.....	514	800	20,000	1,250	
California.....	2,700	750	525,000		57,169

[illegible]

*Statistics of 1898-99. *a* Including value of school buildings for the deaf.

b Statistics taken from catalogue.

c Included in deaf report.

TABLE 5.—*Summary of statistics of State institutions for the deaf, 1899-1900.*

State or Territory.	Number of institu- tions	Instructors.					
		Male.	Female.	Total.	Articu- lation.	Auric- ular per- ception.	Indus- trial depart- ment.
1	2	3	4	5	6	7	8
United States	56	344	668	1,012	403	90	267
North Atlantic Division	18	83	307	390	246	63	102
South Atlantic Division	10	64	70	134	45	8	42
South Central Division	9	50	68	118	31	1	27
North Central Division	12	121	195	316	71	18	75
Western Division	7	26	28	54	10	0	21
North Atlantic Division:							
Maine	1	1	12	13	8	.....	5
New Hampshire .....	.....	.....	.....	.....	.....	.....	.....
Vermont .....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	2	1	27	28	23	22	6
Rhode Island	1	2	11	13	8	.....	3
Connecticut	2	9	21	30	11	6	5
New York	7	39	143	182	112	35	53
New Jersey	1	5	12	17	8	.....	6
Pennsylvania	4	26	81	107	76	.....	24
South Atlantic Division:							
Delaware .....	.....	.....	.....	.....	.....	.....	.....
Maryland	2	10	12	22	6	2	10
District of Columbia	1	19	11	30	16	6	3
Virginia	1	9	8	17	2	0	7
West Virginia	1	6	4	10	2	0	7
North Carolina	2	9	17	26	10	0	8
South Carolina	1	6	7	13	5	.....	5
Georgia	1	3	6	9	3	0	0
Florida	1	2	5	7	1	.....	2
South Central Division:							
Kentucky	1	15	17	32	9	0	6
Tennessee	1	4	7	11	3	.....	3
Alabama	1	.....	.....	.....	.....	.....	.....
Mississippi	1	5	5	10	3	1	2
Louisiana	1	3	5	8	3	0	4
Texas	2	14	17	31	10	.....	5
Arkansas	1	9	14	23	3	0	7
Oklahoma	1	0	3	3	.....	.....	.....
Indian Territory .....	.....	.....	.....	.....	.....	.....	.....
North Central Division:							
Ohio	1	10	30	40	15	1	8
Indiana	1	15	15	30	3	5	5
Illinois	1	19	32	51	.....	1	8
Michigan	1	12	29	41	13	1	6
Wisconsin	1	13	11	24	10	.....	6
Minnesota	1	10	16	26	6	0	7
Iowa	1	12	13	25	5	0	6
Missouri	1	10	17	27	7	0	10
North Dakota	1	3	5	8	2	0	2
South Dakota	1	2	2	4	.....	.....	.....
Nebraska	1	9	12	21	8	7	9
Kansas	1	6	13	19	2	3	8
Western Division:							
Montana	1	2	0	2	.....	.....	2
Wyoming .....	.....	.....	.....	.....	.....	.....	.....
Colorado	1	2	7	9	5	0	7
New Mexico	1	1	0	1	0	0	0
Arizona .....	.....	.....	.....	.....	.....	.....	.....
Utah	1	6	6	12	.....	.....	6
Nevada .....	.....	.....	.....	.....	.....	.....	.....
Idaho .....	.....	.....	.....	.....	.....	.....	.....
Washington	1	4	5	9	1	.....	3
Oregon	1	2	4	6	2	0	1
California	1	9	6	15	2	0	2

TABLE 6.—Summary of statistics of State institutions for the deaf, 1899-1900.

State or Territory.	Pupils.							Graduates in 1899-1900.
	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kinder-garten.	
1	2	3	4	5	6	7	8	9
United States	5,389	4,398	9,787	4,342	2,978	3,150	718	393
North Atlantic Division	1,672	1,402	3,074	1,459	1,675	608	415	102
South Atlantic Division	637	543	1,180	698	212	281	28	29
South Central Division	860	716	1,576	752	289	435	93	160
North Central Division	1,941	1,528	3,469	1,074	733	1,606	182	99
Western Division	279	209	488	359	69	220	0	3
North Atlantic Division:								
Maine	46	32	78	71	0	7	10	0
New Hampshire								
Vermont								
Massachusetts	96	77	173	25	147		10	
Rhode Island	39	25	64					
Connecticut	116	81	197	118	44	35	6	0
New York	875	707	1,582	1,058	672	518	359	65
New Jersey	76	64	140	90	52	0	30	7
Pennsylvania	424	416	840	95	696	48	0	30
South Atlantic Division:								
Delaware								
Maryland	86	51	137	71	43	33	18	4
District of Columbia	94	58	152	151				15
Virginia	78	64	142	125	17			1
West Virginia	76	73	149	0	25	124	0	5
North Carolina	143	150	293	79	92	124	10	
South Carolina	93	51	144	79	25			4
Georgia	75	72	147	147				
Florida	22	24	46	46				
South Central Division:								
Kentucky	190	163	353	235	118	0	0	7
Tennessee	138	97	235	47	33	155		
Alabama	94	77	171					
Mississippi	68	65	133	22	47	14	36	5
Louisiana	50	54	104	66	38	0	0	0
Texas	173	146	319	319		178		3
Arkansas	120	86	206	8	53	88	57	145
Oklahoma	27	28	55	55				
Indian Territory								
North Central Division:								
Ohio	299	253	552	10	202	350	30	5
Indiana	200	146	346	196	104	46	46	14
Illinois	312	221	533				50	4
Michigan	229	202	431	431	0	215	0	19
Wisconsin	121	102	223		132	91		16
Minnesota	148	104	252	252	67	198	27	5
Iowa	165	123	288		47	211		17
Missouri	194	129	323	0	66	257	0	7
North Dakota	26	30	56	49	7		0	3
South Dakota	27	23	50	50				2
Nebraska	100	64	164	17	70	94	13	2
Kansas	120	131	251	69	38	144	16	5
Western Division:								
Montana	8	8	16			16	0	0
Wyoming								
Colorado	47	37	84		48	36	0	1
New Mexico	7	3	10			19		
Arizona								
Utah	48	26	74	76				2
Nevada								
Idaho								
Washington	36	38	74	66	8			0
Oregon	37	35	72	59	13			0
California	96	62	158	158	0	158	0	0

TABLE 7.—*Summary of statistics of State institutions for the deaf, 1899-1900.*

1	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				Grounds and buildings.	For sala- ries and other expenses.
2	3	4	5	6	
United States.....	90,698	21,080	12,115,856	496,709	1,863,126
North Atlantic Division.....	36,040	9,350	4,057,704	174,580	687,752
South Atlantic Division.....	9,735	6,070	1,701,000	28,096	173,977
South Central Division.....	5,967	1,100	1,393,500	57,986	241,575
North Central Division.....	34,723	3,860	3,921,090	227,023	602,994
Western Division.....	4,230	700	1,042,562	9,021	96,828
North Atlantic Division:					
Maine.....	600		30,000		15,000
New Hampshire.....					
Vermont.....					
Massachusetts.....			170,000	500	
Rhode Island.....	175		76,000	1,000	
Connecticut.....	2,870		308,000	60,000	6,692
New York.....	20,241	7,750	2,007,717	60,056	410,645
New Jersey.....	2,400	500	150,000	2,000	41,000
Pennsylvania.....	9,754	1,100	1,315,987	51,024	214,415
South Atlantic Division:					
Delaware.....					
Maryland.....	385	780	290,000	1,596	35,277
District of Columbia.....	4,500	5,000	700,000	1,500	72,500
Virginia.....	600	40	150,000		
West Virginia.....	500		140,000	20,000	37,500
North Carolina.....	2,350	250	260,000	5,000	18,200
South Carolina.....			61,000		
Georgia.....	1,200		75,000		
Florida.....	200		25,000		10,500
South Central Division:					
Kentucky.....	2,200	1,000	143,500	950	58,387
Tennessee.....	1,000		175,000	5,200	34,000
Alabama.....			100,000		
Mississippi.....	1,108		75,000		20,555
Louisiana.....	300		350,000		
Texas.....	859	100	375,000	48,471	77,189
Arkansas.....	500		175,000	3,365	36,319
Oklahoma.....					15,125
Indian Territory.....					
North Central Division:					
Ohio.....	3,090		750,000	90,000	91,500
Indiana.....	3,363		535,685	3,992	65,718
Illinois.....	12,000		500,000	5,463	109,217
Michigan.....	4,178	500	494,405	62,421	83,263
Wisconsin.....	2,400		120,000	3,000	39,800
Minnesota.....	2,055	810	276,000	5,000	43,000
Iowa.....		2,000	400,000		50,000
Missouri.....	2,500		315,000	1,918	68,000
North Dakota.....	400	100	45,000	19,882	14,356
South Dakota.....	230	50	60,000	4,500	12,250
Nebraska.....	2,400	100	200,000	28,350	41,650
Kansas.....	2,200	300	225,000	2,500	44,140
Western Division:					
Montana.....	100		54,542		
Wyoming.....					
Colorado.....	650		223,000		
New Mexico.....	250		5,000		
Arizona.....					
Utah.....	770	200	207,020	7,021	28,893
Nevada.....					
Idaho.....					
Washington.....					
Oregon.....	260		23,000	2,000	10,767
California.....	2,200	500	525,000		57,168

TABLE 8.—Summary of statistics of public and private day schools for the deaf, 1899-1900.

PUBLIC DAY SCHOOLS.

States.	Number of institutions.	Instructors.						Pupils.								Expenditures—For salaries and other expenses.
		Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1899-1900.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Total	41	5	94	99	83	29	28	409	310	719	124	609	12	43	3	\$57,714
California	1	0	2	2	---	---	---	10	5	15	0	15	---	---	---	---
Illinois	13	2	21	23	21	14	15	123	75	198	58	140	---	---	---	---
Indiana	1	---	---	---	---	---	---	7	6	13	13	0	---	---	---	---
Massachusetts	1	0	13	13	13	0	3	65	68	133	0	133	---	---	---	23,540
Michigan	4	0	7	7	7	3	1	23	25	48	0	48	1	7	0	1,559
Missouri	1	1	4	5	1	0	0	29	14	43	43	---	---	0	1	3,170
Ohio	5	0	16	16	13	8	2	67	53	120	10	102	10	21	1	13,663
Wisconsin	15	2	31	33	28	4	7	85	94	179	0	171	1	15	1	15,791

PRIVATE DAY SCHOOLS.

Total	17	17	56	73	45	11	23	211	207	478	261	185	10	42	9	\$2,400
California	2	0	4	4	---	---	3	12	22	34	30	4	---	1	---	---
Illinois	2	0	9	9	8	4	3	16	51	67	36	31	0	7	---	---
Iowa	1	1	0	1	---	---	---	3	2	5	---	---	5	---	---	---
Louisiana	1	3	5	8	---	3	6	32	16	48	47	---	---	---	---	---
Maryland	2	2	7	9	7	0	2	26	31	57	0	57	0	---	---	---
Massachusetts	2	1	8	9	6	---	---	23	23	46	0	46	---	17	---	---
Michigan	1	3	1	4	3	0	0	16	21	37	37	---	---	---	---	2,400
Missouri	2	0	9	9	4	3	5	19	41	60	48	9	3	---	---	---
New York	1	3	6	9	9	---	---	11	20	31	---	---	---	---	---	---
Ohio	1	0	3	3	2	1	3	10	6	16	10	4	2	---	---	---
Oklahoma	1	1	0	1	---	---	---	0	5	5	---	5	---	---	---	---
Wisconsin	1	3	4	7	3	0	4	43	29	72	43	29	0	17	---	---

TABLE 9.—Statistics of State public institutions for the deaf, 1899-1900.

Post-office.	Name.	Executive officer.	Instructors.						Pupils.								Annual cost per capita.	Value of scientific apparatus.		Value of grounds and buildings.		Expenditures.	
			Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1899-1900.		Volumes in library.	19	20	21	22	23
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1	Talladega, Ala.....										94	77	171							\$100,000			
2	Little Rock, Ark.....	Frank B. Yates	9	14	23	3	0	7	120	86	206	8	53	88	57	145	500	\$176		175,000	\$3,365	\$36,319	
3	Berkeley, Cal.....	Warring Wilkin- son.	9	6	15	2	0	2	96	62	158	158	0	158	0	2,203	293	\$500	\$525,000			57,168	
4	Colorado Springs, Colo.....	W. K. Argo	2	7	9	5	0	7	47	87	84		48	36	6	1	650	250		223,000			
5	Hartford, Conn.....	Job Williams	9	15	24	5	0	3	104	57	161	118	8	35		2,503	200		300,000	60,000			
6	Mystic, Conn.....	Ella Scott, prin- cipal.		6	6	6	6	2	12	24	36	0	36	0	6	0	370			8,000			66,692
7	Washington, D. C.....	Edward M. Gallau- det, Ph.D., LL.D. do James Denison, principal. Frederick Pasco.....	14	6	20	13	4	0	65	36	101	101	0	0	0	10	4,500	458	5,000	700,000	1,500	72,500	
8	St. Augustine, Fla., and Deaf.....	Wesley O. Connor Dr. J. C. Gordon	5	5	10	3	2	3	29	22	51	51	0	0	0	5							
9	Carespring, Ga.....		2	5	7	1		2	22	24	46	46					200	184		25,000			10,500
10	Jacksonville, Ill.....		3	6	9	3	0		75	72	147	147	0	0	0	1,200	185		75,000				
			13	32	51	1	1	8	312	221	533				50	412,000	221		500,000	5,463	169,217		
11	Indianapolis, Ind.....	Richard O. John- son.	15	15	30	3	5	5	200	146	346	196	104	46	46	14	3,363	217		535,685	3,992	65,718	
12	Council Bluffs, Iowa.....	Henry W. Rothert.	12	13	25	5	0	6	165	123	288		47	211		17		207	2,000	400,000			50,000
13	Olathe, Kans.....	H. C. Hammond	6	13	19	2	3	8	120	131	251	69	38	144	16	5	2,200		300	225,000	2,500	44,140	

[illegible]

Estimated.

^b Total expenditures.^b Total expenditures.

* In 1898-99.

* In 1898-99.

TABLE 9.—Statistics of State public institutions for the deaf, 1899-1900.—Continued.

Post-office.	Name.	Executive officer.	Instructors.						Pupils.										Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.			Expenditures.	
			Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1899-1900.	Buildings and improvements.	For support.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23			
38	Raleigh, N. C.	John E. Ray, A. M.	4	4	8	1	0	3	48	43	91	79	12	0	0	0	950	\$200	\$250	\$75,000	(a)	\$18,270			
39	Devils Lake, N. Dak.	Dwight F. Bangs	3	5	8	2	0	2	24	30	56	49	7	—	0	3	400	255	100	45,000	\$19,882	14,356			
40	Columbus, Ohio.....	J. W. Jones	10	30	40	15	1	8	239	273	552	10	202	350	30	5	3,000	201	—	750,000	90,000	91,500			
41	Guthrie, Okla.....	H. C. Beamer	0	3	3	—	—	—	27	28	55	55	—	—	—	—	—	275	—	—	—	15,125			
42	Salem, Oreg.....	Clayton Wentz	2	4	6	2	0	1	37	35	72	59	15	—	0	0	260	200	—	28,000	2,000	10,767			
43	Edgewood Park, Pa.	Wm. N. Burt.....	8	13	21	8	—	5	93	95	188	96	92	—	—	4	3,254	240	100	150,987	47,024	39,205			
44	Philadelphia, Pa.	Mary S. Garrett.....	1	6	7	6	—	2	41	31	72	—	72	—	—	—	350	301	—	60,000	1,000	20,259			
45	Mount Airy, Philadelphia, Pa.	A. L. E. Cronter	15	53	68	54	—	14	200	240	500	—	452	48	—	26	6,000	275	1,000	1,000,000	3,000	134,500			
46	Scranton, Pa.	Mary B. C. Brown	2	9	11	8	0	3	30	50	80	0	80	0	0	0	150	255	—	105,000	0	20,471			
47	Providence, R. I.	Laura De L. Richards.....	2	11	13	8	—	3	33	25	64	—	64	—	10	—	175	—	—	76,000	1,000	—			
48	Cedar Springs, S. C.	N. F. Walker.....	6	7	13	5	—	5	63	51	114	79	35	—	—	4	—	150	—	61,000	—	—			
49	Sioux Falls, S. Dak.	James Simpson.....	2	2	4	—	—	—	27	23	50	50	—	—	—	2	230	—	50	60,000	4,500	12,250			

50	Knoxville, Tenn.	Tennessee Deaf and Dumb School.	Thomas L. Moses. .	4	7	11	3	---	3128	87	235	47	33	155	---	1,000	165	---	175,000	5,200	34,000
51	Austin, Tex.	Deaf, Dumb, and Blind Asylum for Colored Children.	S. J. Jenkins.	0	2	2	0	0	2	19	15	34	34	0	---	1	59	100	50,000	9,000	16,000
52	do.	State Deaf and Dumb Asylum.	B. F. McNulty.	14	15	29	10	---	5154	131	285	285	---	178	---	3	800	---	225,000	39,471	61,189
53	Ogden, Utah.	Utah State School for the Deaf and Dumb.	Frank W. Metcalf. .	6	6	12	---	---	6	48	26	74	76	---	---	0	2	270	207,020	7,021	28,893
54	Staunton, Va.	Virginia School for the Deaf and the Blind.*	Wm. A. Bowles.	9	8	17	2	0	7	78	64	142	125	17	0	0	1	090	100	40	150,000
55	Vancouver, Wash. .	Washington School for Deafective Youth.	James Watson.	4	5	9	1	---	3	36	38	74	66	8	---	0	---	---	---	---	---
56	Rome, W. Va.	West Virginia School for the Deaf and the Blind.	James T. Rucker. .	6	4	10	2	0	7	76	73	149	0	25	124	0	5	180	140,000	20,000	37,500
57	Delavan, Wis.	The Wisconsin School for the Deaf.	John W. Swiler.	13	11	24	10	---	6121	102	223	---	---	132	91	16	2,400	221	120,000	3,000	20,800

* In 1898-99.

a Reported with the blind.

20	Muskegon, Mich.	Muskegon Day School for the Deaf. ^b	Miss Laura Robie	0	1	1	1	0	0	4	3	7	0	7				
21	St. Louis, Mo.	Oral School for the Deaf	Jas. H. Cloud	1	4	5	1	0	0	20	14	45	43		73			3,170
22	Cincinnati, Ohio	Oral School for the Deaf	Virginia A. Osborn	5	5	5	5	1	0	17	15	32	0	32	0	4	100	5,231
23	do.	Public School for the Deaf*	Caroline Fesenbeck	0	1	1	1	0	0	1	5	9		9				800
24	Cleveland, Ohio.	Cleveland Public School for the Deaf.	Miss Katherine King	0	8	8	7	7	1	37	26	65	10	55	0	12	100	7,062
25	Dayton, Ohio	Dayton School for the Deaf	Dr. H. N. Hallmann	0	1	1	0	0	1	5	5	10	0	9	1	5	0	570
26	Elyria, Ohio	Lorain County Oral Deaf School	H. M. Parker	0	1	1	1	0	0	4	2	6	0	6	0			
27	Appleton, Wis.	Appleton Day School for the Deaf	Hannah Gardner	0	1	1	1	0	0	5	2	7	0	7	0	0	150	700
28	Black River Falls, Wis.	Black River Falls School for the Deaf. ^b	Miss Grace Louise Robey	0	1	1	1	0	0	2	2	4		4				
29	Eau Claire, Wis.	Eau Claire Oral Day School for Deaf	Otis C. Gross	1	4	5	2	0	2	6	7	13	0	13	0		150	1,175
30	Greenbay, Wis.	Green Bay Day School for the Deaf. ^b	Miss Olga M. Gebhart	0	1	1	1	0	0	6	2	8	0	7	1			
31	La Crosse, Wis.	La Crosse Day School for the Deaf. ^b	Miss Lida J. Kline	0	2	2	2	0	0	3	5	9	0	9				
32	Manitowoc, Wis.	Manitowoc Day School for the Deaf.	Dora P. Hendrickson	0	1	1	1	0	0	3	3	6	0	6	0	1		810
33	Marquette, Wis.	Marquette School for the Deaf	Frances O. Ellis	0	1	1	1	1	0	2	4	7	0	7	0	0	150	775
34	Milwaukee, Wis.	Milwaukee Day School for the Deaf.	Frances Wetstein	0	10	10	9		1	27	33	66	0	66	14	1	529	8,236
35	Neillsville, Wis.	Neillsville Day School for the Deaf. ^b	Miss Elizabeth H. Irish	0	1	1	1			3	6	9	0	9				
36	Oshkosh, Wis.	The Oshkosh Day School for the Deaf.	Katherine Grimes	1	2	3	2	2	3	5	4	9	0	9	0	0	20	1,350
37	Sheboygan, Wis.	Sheboygan School for Deaf.	H. Ray Kiba	0	1	1	1	0	0	3	2	5	0	5	0		150	750
38	Sparta, Wis.	Sparta Day School for the Deaf. ^b	Miss Hulda Rudolph	2	2	2	2	0	0	4	7	11	0	11	0			
39	Stevens Point, Wis.	Stevens Point Day School for Deaf. ^b	Miss Gertrude Van Adestine	1	1	1	0	0	0	4	2	6	0	6	0			
40	Wausau, Wis.	Wausau Oral Day School for Deaf	Margaret Hurley	0	1	1	1	1	0	4	3	7				150		600
41	West Superior, Wis.	Superior Day School for Deaf	B. B. Jackson	0	2	2	2	0	1	7	5	12	0	12	0	0		1,355

* Statistics of 1898-99. a Schools taken from statistical report of the Annals of the Deaf. b The statistics were taken from the Annals, January report.

TABLE 11.—Statistics of private day schools for the deaf, 1899-1900.

Post-office.	Name.	Executive officer.	Instructors.					Pupils.						Volumen in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.
			Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Oakland, Cal.	Oral Day School for the Deaf	Charlotte L. Morgan	1	1	1	1	1	4	0	4	---	4	---	---	---	---
2	do.	St. Joseph's School and Home for the Deaf.	Sister M. Valeria	3	3	---	---	3	8	22	30	---	---	---	---	---	---
3	Chicago, (May street), Ill.	The Epiphany School for the Deaf	Margaret Cosgrove	5	5	4	---	1	---	42	42	30	6	---	7	0	---
4	Chicago, (Vale avenue), Ill.	The McCowan Oral School for Young Deaf Children.	Cornelia D. Bingham	4	4	4	4	2	16	9	25	0	25	---	---	---	---
5	Dubuque, Iowa	Eastern Iowa School for Deaf Children.	De Coursey French*	1	0	1	---	---	3	2	5	---	5	---	---	---	---
6	Chinchuba, La.	Deaf-Mute Institute of the Holy Rosary.	Rev. Gabriel Rupert.	3	5	8	3	6	32	16	48	47	---	---	---	---	---
7	Baltimore, Md.	St. Francis Xavier's School for Deaf.	Mother M. Joseph Hartwell.	5	5	3	0	2	6	21	27	0	27	---	---	---	---
8	do.	F. Knapp's Institute.	William A. Knapp.	2	2	4	---	---	20	10	30	0	30	---	0	2	2,850
9	Jamaica Plain, Mass.	Boston School for the Deaf.	Rev. Thos. Magennis	1	4	5	4	---	16	13	29	0	29	---	---	---	---
10	West Medford, Mass.	The Sarah Fuller Home for Little Deaf Children.	Eliza L. Clark	1	4	4	2	---	7	10	17	0	17	---	---	---	---
11	North Detroit, Mich.	German Evangelical Lutheran Deaf and Dumb Aid Society.	H. A. Bentrup	3	1	4	3	0	16	21	37	0	0	0	0	0	20,000
12	St. Louis (Cass avenue), Mo.	Mater Consilia Deaf-Mute Institute.	Sister M. Adele	5	5	3	2	3	---	41	41	30	8	3	0	0	---
13	St. Louis (Longwood place), Mo.	St. Joseph's Deaf-Mute Institute.	Rev. Mother Agatha	4	4	1	1	2	19	0	19	18	1	0	0	0	---
14	New York (42 West 76th street), N. Y.	The Wright Humason School.	Thomas A. Humason	3	6	9	9	---	11	20	31	---	---	---	---	---	---
15	Cincinnati, Ohio	Notre Dame School for the Deaf	Sister Mary of the Sacred Heart.	---	3	3	2	1	5	10	6	16	10	4	2	0	---
16	Byron, Okla.	Western Oklahoma School for the Deaf.*	Ellsworth Long	1	0	1	---	---	0	5	5	---	5	---	---	---	---
17	St. Francis, Wis	St. John's Catholic Deaf-Mute Institute.	Rev. M. M. Gerend	3	4	7	3	0	4	43	29	72	43	29	0	17	---

* Statistics taken from the Annals, January report.

* Statistics of 1898-99.

TABLE 12.—Summary of statistics of public and private schools for the feeble-minded, 1899-1900.

States.	Number of institutions.	Instructors.					Pupils.					Value of grounds and buildings.	Expenditures.	
		Male.	Female.	Total.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Total.	Kindergarten.	Music.		Buildings and improvements.	For salaries and other expenses.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total	19	53	195	248	171	702	5,148	4,644	9,792	932	1,995	\$5,608,198	\$234,600	\$1,400,783
Massachusetts	1	6	9	15	6	94	399	278	677	168	91	863,600	9,807	91,743
New York	2	1	16	17	21	75	543	848	1,391	133	305	639,053	33,305	135,181
New Jersey	2	6	25	31	20	32	173	195	368	86	234	300,000	32,880	47,672
Pennsylvania	1	3	35	38	11	143	595	389	984	65	117	575,000	13,109	174,831
Kentucky	1	0	4	4	2	10	89	57	146	0	0	100,000	.....	50,000
Ohio	1	2	23	25	30	16	43	696	441	1,137	0	863,680	10,745	156,485
Indiana	1	14	13	27	18	33	339	342	681	0	338	350,000	27,500	95,500
Illinois	1	3	13	16	5	41	450	409	859	150	35	500,000	3,500	108,000
Michigan	1	0	4	4	.....	20	111	198	309	28	22	144,500	36,150	50,314
Minnesota	1	12	13	15	6	43	424	377	801	58	167	476,914	32,055	108,065
Iowa	1	7	18	25	11	41	569	430	989	70	130	309,915	.....	133,515
Nebraska	1	2	6	8	2	8	111	127	238	10	170	250,000	50,500	70,350
Kansas	1	0	2	2	0	14	129	75	204	29	0	135,000	25,000	32,000
Washington	1	1	3	4	2	5	35	23	58	15	23	3,000	.....	.....
California	1	2	8	10	45	31	293	251	544	77	24	444,823	.....	99,500
Wisconsin	1	4	8	12	6	69	202	213	415	43	67	152,613	7,159	66,636

PRIVATE INSTITUTIONS.

Total	10	13	43	56	37	62	259	163	425	171	154	\$197,000	\$5,500	\$35,500
Connecticut	1	0	4	4	---	16	137	75	212	78	72	125,000	-----	-----
Illinois	1	0	2	2	1	6	9	6	15	6	2	12,000	2,000	3,000
Maryland	1	1	2	3	2	4	20	6	26	10	15	-----	-----	-----
Massachusetts	3	6	9	15	22	18	48	20	68	16	12	-----	-----	-----
Michigan	1	3	4	7	5	0	20	15	35	35	35	25,000	-----	10,000
New Jersey	3	3	22	25	7	18	25	44	69	26	18	35,000	3,500	22,500

TABLE 13.—Statistics of State institutions for the feeble-minded, 1899-1900.

Post-office.	Name.	Executive officer.	Instructors.				Pupils.					Value of scientific ap- paratus.				Value of grounds and buildings.		Expenditures	
			Male.	Female.	Total.	Industrial depart- ment.	Assistants caring for inmates.	Male.	Female.	Total.	Kindergarten.	Music.	14	15	16	17	Buildings and im- provements.	For support.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
1 Eldridge, Cal	California Home for the Care and Training of Feeble-Minded Children.	A. E. Osborne, M. D.	2	8	10	45	31	293	251	544	77	24	.....	.....	\$444,823	.....	\$99,500
2 Lincoln, Ill.	Illinois Asylum for Feeble- Minded Children.*	Dr. W. L. Athon	3	13	16	5	41	450	400	850	150	35	500	\$500	500,000	33,500	108,000		
3 Fort Wayne, Ind	Indiana School for Feeble- Minded Youth.	Alexander Johnson	14	13	27	18	33	339	332	681	0	338	400	500	350,000	27,500	96,500		
4 Glenwood, Iowa	Iowa Institution for Feeble- Minded Children.	F. M. Powell, M. D.	7	18	25	11	41	559	430	989	70	130	1,066	1,000	309,915	.....	133,515	
5 Winfield, Kans	Kansas State Asylum for Idiotic and Imbecile Youth.	C. S. Newton, M. D.	0	2	2	0	14	129	75	204	29	0	100	1,000	135,000	25,000	32,000		
6 Frankfort, Ky	Institution for the Training and Education of Feeble-Minded Children.	C. K. Wallace, M. D.	0	4	4	2	10	89	57	146	0	0	.....	.....	100,000	.....	30,000
7 Waverly, Mass	Massachusetts School for the Feeble-Minded.	Walter E. Fernald, M. D.	6	9	15	6	94	309	278	677	168	91	950	800	363,600	9,807	91,743		
8 Lapeer, Mich	Michigan Home for the Feeble- Minded and Epileptic.	W. A. Polglase, M. D.	0	4	4	.....	20	111	198	309	28	22	110	200	144,600	36,150	50,314	
9 Faribault, Minn	Minnesota School for Feeble- Minded.	Arthur C. Rogers, M. D.	2	13	15	6	43	424	377	801	58	167	350	3,418	476,914	32,655	108,066		
10 Beatrice, Nebr	Nebraska Institution for Feeble- Minded Youth.	Benj. F. Lang, M. D.	2	6	8	2	8	111	127	228	16	170	250	500	250,000	50,500	70,350		
11 Vineland, N. J	The New Jersey Training School for Feeble-Minded Children.	Prof. E. R. John- stone.	6	13	19	10	32	173	86	259	68	177	625	1,200	250,000	32,880	47,672		
12 do	New Jersey State Institution for Feeble-Minded Women.	Mary J. Dunlap, M. D.	0	12	12	10	.....	0	109	109	18	57	500	1,000	50,000	.....	.....
13 Newark, N. Y	New York State Custodial Asy- lum for Feeble-Minded Women.	C. W. Winspear .....	.....	1	1	3	28	0	446	446	40	26	226	443	215,475	35,276	47,220	
14 Randall's Island, N. Y.	Randall's Island Asylums and Schools.	Mary C. Duaphy	0	3	3	8	9	235	117	352	32	241	0	500	.....	.....	.....
15 Syracuse, N. Y	Syracuse State Institution for Feeble-Minded Children.	James C. Carson, M. D.	1	12	13	10	38	308	285	593	61	38	.....	.....	423,578	1,029	87,961

16	Columbus, Ohio	The Ohio Institution for Feeble-Minded.	G. A. Doran, M. D.	2	28	30	16	43	693	441	1,137	272	2,752	893,680	10,743	136,435
17	Elwyn, Pa.	The Pennsylvania Training School for Feeble-Minded Children.	Martin W. Barr.	3	25	28	11	143	535	389	984	65	939	575,000	13,109	174,831
18	Vancouver, Wash.	Washington School for Defective Youth.	James Watson.	1	3	4	2	5	35	23	58	15	23	3,000	-----	-----
19	Chippewa Falls, Wis.	Wisconsin Home for Feeble-Minded.	Alfred W. Wilmarth, M. D.	4	8	12	6	69	292	213	415	43	67	1,245	7,150	66,636

* From 1898-99.

TABLE 14.—Statistics of private schools for the feeble-minded, 1899-1900.

Post-office.	Name.	Executive officer.	Instructors.				Pupils.				Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.			
			Male.	Female.	Total.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Total.				Kindergarten.	Misc.	14	15
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1 Lakeville, Conn.	Connecticut School for Imbeciles	Geo. W. Knight, M. D.			4	4	16	137	75	212	78	72	\$125,000				
2 Godfrey, Ill.	Beverly Farm Home and School for Nervous and Backward Children.	Wm. H. C. Smith, M. D.	0	2	2	1	6	9	6	15	6	2	12,000	\$2,000	\$2,000	\$3,000	
3 Ellicott City, Md.	The Font Hill Private Institution for the Feeble-Minded.	Samuel J. Fort, M. D.	1	2	3	2	4	20	6	26	10	15					
4 Amherst, Mass.	Home School for Backward Children and Youth.	Mrs. W. D. Herrick	2	2	4	1	3	6	4	10							
5 Barre, Mass.	Elm Hill Private Institution for the Education of Feeble-Minded Youth.	Geo. A. Brown, M. D., Catherine W. Brown.	4	5	9	17	15	40	13	53	12	10					
6 Fayville, Mass.	Emmanuel School, Hillside	M. A. F. D. Green	0	2	2	4	4	2	3	5	4	2					
7 Kalamazoo, Mich.	Wilbur Home and School for the Feeble-Minded.	Charles T. Wilbur, M. D.	3	4	7	5	6	20	13	33	35	35	25,000			10,000	
8 Cranberry, N. J.	The Garrison Educational Home for Feeble-Minded.	Rev. C. F. Garrison	2	5	7	5	2	4	8	12	8	2	700	275	5,000	500	1,500
9 Haddonfield, N. J.	Haddonfield Training School.	Margaret Bancroft	1	7	8	2	11	10	20	30	7	10	5,000	3,000	3,000	21,000	
10 Orange, N. J.	Seguin Physiological School for the Training of Children of Arrested Mental Development.	Mrs. Elsie M. Seguin	0	10	10	0	5	11	16	27	11	6					

CHAPTER XLV.

STATISTICS OF PUBLIC KINDERGARTENS.

There were 250 cities in the United States of over 4,000 population in 1899-1900 in which public kindergartens were maintained in connection with the city systems of public schools. The table on the next page summarizes the statistics of the public kindergartens. There was an increase of 37 in the number of cities supporting public kindergartens over the preceding year. The actual number of kindergartens reported was 1,815, an increase of 273. The number of teachers employed was 3,326, an increase of 497. The number of pupils in the kindergartens was 131,657, an increase of 21,763 over the year 1898-99. The information in Table 2 was furnished this Office by the city superintendents of public instruction. The table shows the number of public kindergartens in each city, the number of teachers, and the number of pupils by sex.

For the year 1897-98 this Office attempted to collect statistics of public and private kindergartens, kindergarten associations, and kindergarten training schools. The result was printed in Chapter LIII of the Education Report for 1897-98, pages 2537 to 2579. The Office, by much correspondence, procured the names of 2,998 private kindergartens known to have been in operation in 1897-98. After repeated requests for information, 1,519 private kindergartens reported statistics to this Office. Detailed information from the 1,479 other private kindergartens reported as still in existence could not be obtained. The 1,519 kindergartens reporting had 3,232 teachers and 47,853 pupils. Allowing proportionate numbers of teachers and pupils, it may be estimated that the 1,479 kindergartens not giving statistics had 3,173 teachers and 45,884 pupils. Taking this as a liberal estimate, the 2,998 private kindergartens had 6,405 teachers and 93,737 pupils in 1897-98. The statistics of the private kindergartens as thus estimated will be found summarized in the last three columns of Table 1 on the next page.

Estimating that the private kindergartens in 1899-1900 had an enrollment of 100,000, the number of children receiving instruction in kindergartens was not less than 231,657.

The following table gives the number of public and private kindergartens, the number of teachers, and the number of pupils, as reported to this Office for certain years, beginning with 1873:

Year.	Kinder- gartens.	Teachers.	Pupils.	Year.	Kinder- gartens.	Teachers.	Pupils.
1873	42	73	1,252	1882	348	814	16,916
1874	55	125	1,636	1884	354	831	17,002
1875	95	216	2,809	1885	415	905	18,832
1876	130	364	4,090	1886	417	945	21,640
1877	129	366	3,931	1887	544	1,256	25,925
1878	159	376	4,797	1888	521	1,202	31,227
1879	195	452	7,554	1892	1,311	2,535	65,296
1880	232	524	8,871	1893	2,884	5,764	143,729
1881	273	676	14,107				

TABLE 1.—*Statistics of public kindergartens reporting for 1899-1900, and private kindergartens reporting and not reporting for 1897-98.*

	Number of cities.	Public kindergartens, 1899-1900.					Private kindergartens reporting and not reporting in 1897-98.		
		Number of schools.	Number of teachers.	Pupils.			Total number of private kindergartens.	Total number of teachers, partly estimated.	Total number of pupils, partly estimated.
				Male.	Female.	Total.			
United States	250	1,815	3,323	65,131	63,526	131,657	2,696	6,315	93,737
North Atlantic Division:	134	986	1,687	31,669	32,105	63,774	1,112	2,007	32,913
South Atlantic Division:	4	24	27	483	483	946	294	586	8,377
South Central Division:	12	36	65	1,652	1,846	3,498	176	412	5,692
North Central Division:	80	659	1,350	23,637	27,325	53,962	1,040	2,627	35,946
Western Division:	20	110	217	4,710	4,767	9,477	374	683	10,809
North Atlantic Division:									
Maine	5	10	16	205	168	373	47	79	1,096
New Hampshire	4	14	22	406	398	804	7	12	194
Vermont	2	10	15	541	486	1,027	15	23	299
Massachusetts	32	217	420	6,780	6,836	13,616	186	334	4,514
Rhode Island	5	37	63	1,250	1,237	2,487	23	45	713
Connecticut	15	69	154	1,895	1,878	3,773	84	156	2,207
New York	42	317	509	10,574	10,958	21,532	415	847	14,769
New Jersey	21	129	203	5,353	5,386	10,919	96	159	2,444
Pennsylvania	8	183	285	4,485	4,758	9,243	239	442	6,677
South Atlantic Division:									
Delaware							32	56	779
Maryland							65	135	1,986
District of Columbia:	1	16	16	93	316	614	58	108	1,422
Virginia							18	36	512
West Virginia							3	9	159
North Carolina							27	54	996
South Carolina	1	1	1	15	12	27	6	12	190
Georgia	2	7	10	150	155	305	61	131	1,730
Florida							24	45	693
South Central Division:									
Kentucky	4	12	25	945	1,042	2,007	57	138	1,914
Tennessee							39	84	1,273
Alabama	2	2	2	81	81	162	14	29	376
Mississippi	4	6	91	155	246	401	6	11	198
Louisiana	15	26	405	470	876	1,346	26	81	951
Texas	3	6	109	98	207	305	23	41	567
Arkansas							5	13	186
Oklahoma							5	5	76
Indian Territory:							3	10	151
North Central Division:									
Ohio	7	52	92	1,544	1,508	3,022	193	473	6,201
Indiana	12	39	60	905	986	1,892	92	263	5,181
Illinois	6	97	199	4,075	4,147	8,222	276	767	8,876
Michigan	18	79	113	2,489	2,546	5,035	125	263	3,925
Wisconsin	20	126	280	7,228	7,316	14,544	58	161	2,230
Minnesota	3	55	96	2,329	2,430	4,759	88	231	3,279
Iowa	9	46	75	1,408	1,456	2,864	54	125	1,688
Missouri	2	123	350	5,167	5,415	10,582	77	168	2,342
North Dakota							9	17	243
South Dakota							7	17	221
Nebraska	3	42	85	1,521	1,521	3,042	19	52	488
Kansas							42	90	1,272
Western Division:									
Montana							17	35	498
Wyoming							5	6	101
Colorado	3	28	57	1,423	1,402	2,825	30	58	798
New Mexico	1	1	1	40	45	85			
Arizona							3	7	88
Utah	1	2	3	35	40	75	30	68	965
Nevada	1	1	2	23	37	60	2	3	49
Idaho	1	1	1	10	15	25	4	6	80
Washington	2	10	15	541	486	1,027	53	91	1,263
Oregon							41	79	1,092
California	11	67	139	2,638	2,742	5,380	189	330	5,875

TABLE 2.—Public kindergartens in cities of over 4,000 population in 1899-1900.

State and city.	Kinder- gartens.	Instruct- ors.	Pupils.		
			Male.	Female.	Total.
ALABAMA.					
Anniston*	1	1	57	65	122
Florence	1	1	24	16	40
CALIFORNIA.					
Los Angeles	38	80	1,104	1,218	2,322
Oakland*	1	1	25	27	52
Pasadena	1	3	30	40	70
Pomona	2	5	675	700	1,375
Riverside	1	2	33	27	60
Sacramento	6	11	155	127	282
Santa Ana	2	4	37	36	73
Santa Barbara	4	6	119	123	242
Santa Cruz	1	2	35	37	72
San Diego	6	14	207	188	395
San Jose	5	11	218	219	437
DENVER: COLORADO.					
District No. 1	20	41	962	957	1,919
District No. 2	5	10	355	342	697
Pueblo District, No. 20	3	6	106	103	209
CONNECTICUT.					
Bristol	3	6	133	123	256
East Hartford	3	6	91	90	181
Greenwich	2	2	70	85	155
Hartford	14	50			
Manchester (South)	1	2	134	156	290
Naugatuck	2	3	90	72	162
New Britain	8	16	292	308	600
New Haven	13	23	563	569	1,072
New London	2	4	36	32	68
Norwalk*	5	10	136	140	276
Norwich	5	10	119	120	239
Stamford	2	3	38	37	75
Wallingford*	3	6	124	128	252
Winchester	2	5	69	78	147
Willimantic	4	8			
DISTRICT OF COLUMBIA.					
First to eighth divisions	10	10	194	207	401
Ninth to eleventh divisions	6	6	104	109	213
GEORGIA.					
Augusta	6	8	125	130	255
Albany	1	2	25	25	50
IDAHO.					
Boise	1	1	10	15	25
ILLINOIS.					
Chicago	91	184	3,962	4,005	7,967
Evanston	2	6	51	55	106
Jacksonville	1	3	20	25	45
Lincoln	1	2	22	32	54
Monmouth	1	1	10	15	25
Pontiac	1	3	10	15	25
INDIANA.					
Aurora*	1	2	10	28	38
Bluffton	1	4	49	40	89
Evansville	2	2	115	125	240
Fort Wayne	1	4	36	44	80
Hammond	4	8	196	198	394
Indianapolis	1	1	40	31	71
Laporte	2	4	65	56	121
New Albany	2	3	15	35	50
Richmond	3	3	71	75	146
Terre Haute	20	13	239	263	502
Valparaiso	1	14	40	56	96
Vincennes	1	2	30	35	65
IOWA.					
Burlington	5	6	100	100	200
Cedar Rapids	11	16	466	424	890
Council Bluffs	8	15	150	250	400
Creston	3	6	169	132	301
Dubuque	5	10	206	179	385
Junction City	1	1	10	15	25
Marshalltown	7	7	137	145	282
Oskaloosa	5	10	119	152	271
Waterloo	1	4	51	59	110

* Statistics of 1898-99.

TABLE 2.—Public kindergartens in cities of over 4,000 population in 1899-1900—Continued.

State and city.	Kinder- gartens.	Instruct- ors.	Pupils.		
			Male.	Female.	Total.
KENTUCKY.					
Covington	5	12	262	278	540
Frankfort*	1	2	493	537	1,030
Lexington*	5	10	200	213	413
Winchester*	1	1	10	14	24
LOUISIANA.					
Lake Charles	1	1	25	25	50
New Orleans	14	25	381	445	826
MAINE.					
Bangor	4	8	73	95	168
Belfast	1	1	4	6	10
Biddeford	1	1	24	11	35
Lewiston	3	5	91	44	135
Saco	1	1	13	12	25
MASSACHUSETTS.					
Andover	3	4	59	50	109
Attleboro	2	4	49	62	111
Boston	75	150	2,686	2,711	5,397
Braintree	5	8	81	89	170
Bridgewater	1	2	20	26	46
Brookline	11	18	242	235	477
Cambridge	12	24	383	420	803
Dedham	2	4	40	40	80
Easton	1	2	30	28	58
Fall River	3	6	200	117	317
Greenfield	2	2	38	35	73
Haverhill	1	2	27	20	47
Holyoke	5	10	154	153	307
Lowell	12	25	536	547	1,083
Malden	5	10	146	151	297
Medford	6	8	190	186	376
Milton	4	8	117	110	227
New Bedford	3	6	119	131	250
Newton	12	28	343	352	695
North Adams	4	8	158	179	337
Northampton	3	7	58	81	139
Peabody	2	4	38	33	71
Revere	3	3	67	69	136
Salem	8	15	211	194	405
Somerville	5	10	139	160	299
Springfield	3	5	79	83	162
Watertown	1	2	28	25	53
Webster	1	5	41	43	84
Westfield	3	6	25	32	57
Winchester	4	8	100	97	197
West Springfield	3	6	194	105	299
Worcester	12	20	272	272	544
MICHIGAN.					
Big Rapids	4	4	60	70	130
Cadillac	5	5	130	145	275
Coldwater	2	1	23	29	52
Detroit	17	39	621	607	1,228
Delray	1	2	29	32	61
Dowagiac	1	1	32	36	68
Grand Haven	1	3	41	48	89
Grand Rapids	11	11	396	364	760
Holland	3	3	105	110	215
Ironwood	4	11	216	192	408
Kalamazoo	4	4	105	115	220
Menominee	5	5	181	189	370
Mount Clemens*	4	4	123	117	240
Muskegon	8	10	291	314	605
Negaunee	1	2	67	77	144
St. Joseph	2	2	54	54	108
Traverse City	4	4	45	47	92
Wyandotte	2	2	45	47	92
MINNESOTA.					
Duluth	21	27	634	630	1,264
St. Paul	27	56	1,385	1,575	2,960
Winona	7	13	310	225	535
MISSISSIPPI.					
Natchez	1	1	—	—	—
Vicksburg	3	5	91	155	246

* Statistics of 1898-99.

TABLE 2.—Public kindergartens in cities of over 4,000 population in 1899-1900—Continued.

State and city.	Kinder- gartens.	Instruct- ors.	Pupils.		
			Male.	Female.	Total.
MISSOURI.					
Kansas City.....	8	8	220	263	483
St. Louis.....	115	322	4,947	5,152	10,099
NEBRASKA.					
Lincoln.....	14	28	395	429	824
Nebraska City.....	1	3	45	48	93
Omaha.....	27	54	1,081	1,044	2,125
NEVADA.					
Reno.....	1	2	23	37	60
NEW HAMPSHIRE.					
Concord.....	6	9	204	178	382
Exeter *.....	1	1	14	11	25
Nashua.....	3	4	68	89	157
Portsmouth.....	4	8	120	120	240
NEW JERSEY.					
Asbury Park.....	2	2	47	59	106
Bloomfield.....	5	6	95	90	185
Camden.....	3	4	42	46	88
Dover.....	2	2	29	32	61
East Orange.....	6	10	159	159	318
Englewood.....	4	5	63	65	128
Hoboken.....	7	15			
Long Branch.....	1	2	44	40	84
Montclair.....	5	13	164	183	347
Newark.....	39	80	2,409	2,309	4,718
Newton.....	1	1	25	32	57
North Plainfield.....	2	3	49	40	89
Orange.....	5	10	125	175	300
Passaic.....	7	12	490	493	983
Paterson.....	19	21	1,151	1,079	2,230
Perth Amboy.....	1	1	34	40	74
Plainfield.....	5	6	133	136	269
Salem.....	2	2	20	30	50
Union (Town of).....	2	2	120	100	220
West Hoboken.....	6	6	222	200	422
West Orange.....	5	6	112	88	200
NEW MEXICO.					
Santa Fe.....	1	1	40	45	85
NEW YORK.					
Albany.....	21	21	571	571	1,142
Auburn.....	1	3	23	34	57
Binghamton.....	13	13	320	386	706
Buffalo.....	12	17	371	434	805
Catskill.....	2	2	58	52	110
Cohoes.....	5	5	131	145	276
Cortland.....	1	1	26	22	48
Fredonia.....	1	2	29	42	71
Geneva.....	4	6	105	99	204
Glens Falls*.....	2	4	60	60	120
Gloversville.....	5	5	269	189	308
Haverstraw.....	1	1	30	35	65
Hempstead.....	1	2	33	31	64
Hornellsville.....	2	2	68	67	135
Ilion.....	2	5	45	57	102
Jamestown.....	9	19	269	312	581
Lansingburg.....	5	10	127	139	266
Mount Vernon.....	2	2	34	31	65
New Rochelle.....	5	9	236	240	476
New York.....	112	143	3,909	3,897	7,806
Niagara Falls.....	5	9	165	143	308
North Towanda.....	4	4	108	98	206
Norwich.....	1	2	15	20	35
Nyack.....	1	2	40	45	85
Olean *.....	6	6	136	144	280
Peekskill.....	1	1	18	22	40
Portchester.....	3	6	125	100	225
Plattsburg.....	1	2	45	56	101
Rensselaer.....	1	1	21	24	45
Rochester.....	21	109	1,469	1,595	3,064
Rome.....	4	6	41	53	94
Saratoga Springs.....	5	11	131	117	248

* Statistics of 1898-99.

TABLE 2.—*Public kindergartens in cities of over 4,000 population in 1899-1900—Continued.*

State and city.	Kinder- gartens.	Instruct- ors.	Pupils.		
			Male.	Female.	Total.
NEW YORK—continued.					
Sandy Hill	1	2	46	55	101
Schenectady	4	4	115	110	225
Sing Sing	4	2	64	65	129
Syracuse	18	21	402	417	819
Tarrytown	1	2	20	23	43
Troy	3	6	90	101	191
Utica	13	23	458	485	943
Watervliet	2	3	49	58	107
White Plains	3	3	50	67	117
Yonkers	9	13	312	317	629
OHIO.					
Akron	7	7	105	105	210
Canton	2	2	45	50	95
Cleveland	19	37	710	665	1,375
Dayton	15	25	431	480	911
Fostoria	1	3	65	57	122
Fremont	3	7			
Mansfield	5	10	158	151	309
PENNSYLVANIA.					
Allegheny*	10	30	145	155	300
Bradford	1	3	40	45	85
Erie	2	3	90	84	174
Johnstown	3	6	38	53	91
Philadelphia	142	194	3,537	3,785	7,322
Pittsburg	22	44	563	562	1,125
St. Marys	2	3	50	40	90
Titusville	1	2	22	34	56
RHODE ISLAND.					
Cranston	4	4	66	69	135
Newport	5	10	151	148	299
Pawtucket	6	12	221	213	434
Providence	20	33	747	729	1,476
Woonsocket	2	4	65	78	143
SOUTH CAROLINA.					
Orangeburg	1	1	15	12	27
TEXAS.					
El Paso	2	4	102	88	190
Texarkana	1	2	7	10	17
UTAH.					
Logan	2	2	35	40	75
VERMONT.					
St. Alban's	2	3	53	59	112
Rutland	2	2	28	35	63
WASHINGTON.					
Seattle	1	2	34	39	73
Spokane	9	13	507	447	954
WISCONSIN.					
Appleton	4	8	148	165	313
Baraboo	4	8	60	65	125
Beaverdam	2	2	487	497	984
Beloit	3	9	170	169	339
Berlin	2	3	52	52	104
Fond du Lac	5	10	125	175	300
Kaukauna	1	2	25	35	60
Madison	2	4	81	90	171
Marinette	5	5	246	239	485
Menasha	3	5	90	112	202
Menominee	3	13	146	171	317
Milwaukee	43	85	3,231	3,113	6,344
Monroe	3	5	100	114	214
Neenah	1	1	40	58	98
Oshkosh	9	25	592	610	1,202
Racine	9	16	403	402	805
Shelbygan	7	25	421	436	857
Stevens Point	4	6	61	61	122
Superior	9	22	540	526	1,066
Wausau	7	16	210	226	436

CHAPTER XLVI.

CURRENT TOPICS.

CONTENTS.—Teachers' pensions and annuities.—Foreign students in German universities.—Higher commercial schools in Europe.—Regulations relating to corporal punishment.—Regulations relating to vaccination.—Consolidation of schools and transportation of pupils.—Diseases in secondhand books.—Compulsory attendance law vetoed in Missouri.—Statistics showing length of service of teachers.—Cost of high schools.—Women in school administration.—Benefactions.—Compulsory education and child labor.—Free text-books.—Coeeducation.—Teachers' salaries.

TEACHERS' PENSIONS AND ANNUITIES.

In Part II of the Annual Report of this Bureau of 1894-95 a lengthy article on "Pensions for Teachers" was published. The subject was at that time discussed in nearly all the large cities of the United States, and several associations of teachers, for the payment of annuities or pensions after a stated time of service or in cases of disability, were formed. Of these the Report of that year gives a full account; it quotes the laws and constitutions of these associations, gives information concerning their relations to the State, whether they were incorporated, or whether the establishment of a pension fund was authorized by the legislature; what rate of premium was required from the members, the amount of annuity paid to disabled teachers, and other minutiae. The consensus of all concerned seemed to have been that 1 per cent of a member's salary was ample as an annual premium to insure him a pension in accordance with the amount of his salary.

But while there seemed to be few voices among teachers that denounced or rejected the scheme, some doubt was expressed by people engaged in the life insurance business as to the associations' ability to pay the stipulated pensions with a premium of 1 per cent of the members' salary during service. It was urged that the premium be raised to, at least, 3 per cent, for sudden calls upon the fund might at any time deplete it so completely that the whole scheme would collapse if the premium remained so small as 1 per cent.

How prudent this note of warning was is seen from subsequent events. Within three years for nearly all pension funds accumulated during the time of enthusiastic advocacy of the scheme, formed of 1 per cent of the members' salaries and sums realized from bazaars, concerts, and occasional bequests, the premium had to be raised. The funds of some cities were nearly wrecked by drafts upon them from pensioners, the number of which exceeded previous calculations. It is even to-day interesting and instructive to read the timely warning as published in the Report mentioned at the beginning of this article (see p. 1108 of Annual Report of 1894-95). It was uttered by an insurance expert and was accompanied by mortality and income tables, both comprehensive and convincing. To see how the old plan of 1 per cent premium worked, a few cases of the Chicago pension-fund

administration may be cited. The first two pensioners of four consecutive years may be picked out as examples:

	Date of pension.	Amount drawn from fund.	Amount paid into fund.
Jane A. B.	1896	\$1,332	\$32
Mary P. N.	1896	1,374	33
Lucy G.	1897	1,543	42
Minnie P. K.	1897	1,176	32
Hester A. B.	1898	1,133	43
Fanny J. K.	1898	1,168	64
Frances E. D.	1899	441	36
Kate McC.	1899	282	33

The whole amount paid to pensioners since the establishment of the fund in Chicago, up to January 1, 1900, was \$100,249, offset by only \$5,216 paid in by the beneficiaries of the fund. The disproportion between premium and benefit is glaring, especially if compared with the conditions of pension funds of teachers in Europe, a full account of which is found in Annual Report of 1898-99 (pp. 164-179). Hence it is not astonishing to hear that in Cincinnati (see Annual Report of 1898-99, p. 1481) and in several other cities the administration of the teachers' pension funds soon needed reorganization. In some places it is now proposed to leave the premium as low as it is, but to reduce the maximum sum paid to a beneficiary to \$500 per annum; in others an increased premium is advocated; again in others the number of years of service before annuities are paid is increased. While all these changes are going on, new pension funds are formed. Thus, for instance, in Minneapolis (see charter below). Nowhere is a doubt expressed in the ultimate proper adjustment of the funds, their in and out flow, and all difficulties that have arisen in the administration of the funds can be met with legal enactments, statutory amendments, and local adjustments, and are being met promptly. If in any instance they showed too rapid depletion or decrease, the officers applied to their constituents, the teachers, and immediate steps were taken to save the institution, hitherto always with success.

In *Minneapolis* the scheme proposed is a municipal one, being part of the new city charter submitted to the State legislature in January, 1900. The principal features of the proposed law for Minneapolis are those providing for retention of 1 per cent from the salaries of the teachers and requiring the city council to appropriate each year a sum equal in amount to the contribution of the teachers. The term of service is fixed at twenty years for both male and female teachers, the maximum pension is \$500, and payment terminates on death of beneficiary. The fund is not to be drawn upon until there is in it the sum of \$10,000. If the fund should prove inadequate, pensions are to be prorated.

Following is the proposed law in detail:

SECTION 1. There is hereby created a retirement fund under the name of the Minneapolis Teachers' Retirement Fund.

SEC. 2. It shall consist of: (a) One per cent deducted monthly from the salaries of the teachers, other than substitutes, regularly employed by the board of education of the city. (b) All moneys appropriated by the city council to said fund. (c) All deductions made from the salaries of said teachers from whatever cause, whether made under contracts in force at the time this charter goes into effect or thereafter. (d) All moneys turned into said fund from any other sources whatsoever.

SEC. 3. From and after the expiration of the time for which the salary of any teacher was fixed prior to the adoption of this charter there shall be deducted each month from the monthly salary of every such teacher an amount equal to 1 per cent thereof, and paid into the said retirement fund.

SEC. 4. The city treasurer shall deduct and pay into the said fund the said 1 per cent each month at the time he pays the salaries of the said teachers, and no teacher shall have the right at any time to recover the amount so deducted from said salary.

SEC. 5. In making the annual appropriation for the schools of the city of Minneapolis the city council shall include in such appropriation for the use and benefit of the Minneapolis Teachers' Retirement Fund a sum of money equal to 1 per cent of the salaries paid the teachers, other than substitutes, regularly employed by the board of education during the preceding fiscal year.

The sum so appropriated shall be annually paid to the city treasurer as custodian of said teachers' retirement fund, and together with the fines described in section 2 shall be by him disbursed only on the warrant of the board of education.

SEC. 6. The city treasurer of the city of Minneapolis shall be the custodian of said fund, and shall be liable on his official bond for the safe-keeping of same.

SEC. 7. The board of education shall have the charge and management of said fund, and shall invest and disburse in such manner and under such rules and regulations as it shall deem proper, subject, however, to the provisions of the following sections.

The board shall annually report the condition of said fund to the city council.

SEC. 8. Whenever said board of education decides that the general efficiency of the schools will be best served by the retirement of any teacher on account of age or physical or mental disability, said teacher may by a majority vote of all the members of said board be permanently retired from service, and shall thereafter receive from said fund, provided he or she shall have served twenty years as teacher in the schools of the city of Minneapolis, and not otherwise, a monthly allowance equal to one-half of the amount of the salary said teacher was receiving at the time he or she was retired.

And further provided, That the maximum allowance under this provision shall be \$500 to any teacher in any one year, and that said allowance shall terminate upon the death of said teacher.

SEC. 9. No appropriation shall be made from said fund, nor shall any teacher be entitled to its benefits, until said fund shall have reached the sum of \$10,000, and no appropriation shall ever be made from said fund for any other purpose than the permanent retirement of those teachers entitled to its benefits as provided in the preceding section.

SEC. 10. If the amount in said fund shall at any time be insufficient to pay in full the allowances due under the provisions of section 8 of this chapter, then said board shall, as often as the exigency arises, scale down all allowances pro rata, so that no teacher justly entitled to its benefits shall ever be wholly denied same by reason of the insufficiency of the fund to pay all allowances in full.

SEC. 11. The word "teacher" as used in this chapter shall be construed as including all superintendents of instruction, including the superintendent of schools, and all special teachers, supervisors, principals, and instructors regularly employed by said board.

Interesting, also, are some of the particulars of the workings of the pension laws of *Greater New York*, which are herewith given as quoted from the *School Weekly* of Chicago. They are taken from the annual report of the superintendent of schools and relate to the school year 1898-99.

Some items are as follows:

Total number of retired teachers.....	164
Number retired during year.....	26
Deaths of retired teachers during year.....	7
Total amount of annuities paid.....	\$95, 698. 89
Balance of retirement fund July 31, 1899, exclusive of excise moneys in—	
Manhattan and Bronx.....	45, 246. 74
Queens.....	3, 269. 50
Richmond.....	1, 027. 03
Amount of excise moneys, 1898, not apportioned.....	269, 094. 83
Amount of interest moneys not apportioned.....	3, 113. 52
Amount of interest moneys not funded.....	2, 631. 01

These figures apply only to the boroughs of Manhattan and the Bronx, Queens, and Richmond. The city of Brooklyn has a pension law specially applicable to itself. The borough fund is maintained from the following sources:

1. All money, pay, compensation, or salary, or any part thereof, forfeited, deducted, or withheld from any teacher or teachers for and on account of absence from duty from any cause.

2. All moneys received from donations, legacies, gifts, bequests, or otherwise, for and on account of said fund.

3. Apportionment of excise moneys amounting to 5 per cent.

4. All such other methods of investment as may be duly and legally devised for the increase of said fund.

Although the law has been in existence but two years, it will be seen that there are more pensioners than in Chicago. The amount paid out is thus far less than that paid to pensioners from Chicago schools. There is a balance in the treasury of nearly \$50,000, exclusive of the \$270,000 of excise money which has not yet been apportioned owing to an uncertainty in the construction of the law, but which is an asset of the fund.

The annuity is one-half the amount of annual salary drawn by the teacher immediately preceding retirement, but in no case exceeding \$1,000.

The board of education has power by a two-thirds vote of all its members, after a recommendation to that effect shall have been made by the city superintendent of schools, stating that the teacher is mentally or physically incapacitated for the performance of duty, to retire any female teacher of the public schools, including special teachers in the same, who shall have taught therein during a period aggregating thirty years, and to retire any male teacher of said schools who shall have taught therein during a period aggregating thirty-five years. The board may also, in its discretion, retire such teachers upon their own application, after the like period of service.

The fund is administered by the board of education and the money is kept in trust by the controller. No teachers have yet been retired in the boroughs of Queens and Richmond.

The pension law applicable to the city of *Brooklyn*, passed in 1896, is radically different to the borough law, and in many respects is similar to the Illinois law. The fund is secured by the board of education turning into the fund 1 per cent of the salaries paid each month to the teachers who should, prior to that date, elect to come under the provisions of the act, and a similar deduction and disposition of the 1 per cent from the salaries of all teachers appointed after January 1, 1896. It will be noticed that the privilege of election is granted to such teachers as were in the employ of the board prior to the passage of the law. There is a provision for receiving money from bequest. The board of education is given the right to retire teachers under the following conditions:

Male teachers not under 60 years of age; female teachers not under 55 years of age who have taught not less than thirty years, of which twenty immediately preceding the proposed retirement shall have been in the public schools of Brooklyn. Each teacher retired receives one-half of the amount of salary received by the teacher at retirement, provided, however, that no pension exceeds the sum of \$1,200 per annum; and it is further required that no teacher shall be retired unless he or she shall have paid into the retirement fund an amount equal to 20 per cent of his or her annual salary at the proposed date of retirement.

A few statistics from the report of last year follow:

Number of teachers retired during year	4
Number of annuitants died during year	1
Number on retired list July 31	38
Annuities paid year ending July 31	\$20,384.77
Balance of retirement fund July 31, exclusive of excise moneys	\$36,853.95

The Brooklyn law has not had the severe test given the Illinois statute.

In *Chicago* the necessity of amending the provisions of the pension law has been felt very acutely. A committee of revision was appointed in 1900. The report of this committee, which was laid before the convention of teachers interested in the fund on February 15, 1901, recommends a series of amendments to the present law. The Chicago School Weekly says:

As far as possible the good features of the present law are retained. The principal changes relate to the financial features and the membership of the board. In drafting the amendments the committee has had to keep in mind the differences between the teaching and employees forces, the necessity of making the provisions sufficiently elastic that the board of trustees may make rules to meet emergencies. It is proposed to make the whole board elective, except the superintendent, who is to be a member ex officio. The number of trustees is reduced to fourteen, including four school trustees and nine teachers and employees. The term of twenty-five years' service for full annuity, as now required, is recommended. A disability clause after fifteen years service is added, and a partial retirement clause after twenty years' service is favored. The disability annuity is subject to review, allowing the beneficiary after two years to return to her work. The twenty-year feature entitles the beneficiary to four-fifths of the annuity.

The maximum pension to be paid is \$400, as against \$600 at present paid. The contribution on the part of all teachers is the same, and no sum may be deducted from an amount exceeding \$1,000, and no one earning less than \$49 a month may participate in the fund.

Teachers will have deducted not less than 1 per cent nor more than 5 per cent of their salaries. Employees will contribute not less than \$20 nor more than \$60 a year. In response to the demand of the employees they will receive payments on a dependent and disability basis, and not annuity and disability basis, as in the case of teachers. As a result there will be two funds kept, one for employees and one for teachers. The money will be kept in three funds. A permanent fund, made up of gifts, legacies, and a certain amount set apart each year by the trustees, will be founded. Only the interest of this fund may be used. A reserve fund will be kept, made up of the annual surplus of receipts of the fund. This may only be drawn upon by order of a two-thirds vote. The general fund will be made up of the deductions from salaries.

The present annuitants will be provided for by regulation of the trustees. Every teacher who has been in the employ of the board since prior to 1895 will be given the privilege of electing to come into the pension plan. On all others the pension plan will be obligatory.

FULL TEXT OF AMENDMENTS.

The text of the pension law, amended according to the report of the committee of fifteen, reads as follows:

Be it enacted by the people of the State of Illinois in the general assembly represented: That the board of education in cities having a population exceeding 100,000 inhabitants shall have the power, and it shall be the duty of said board of education, to create (and maintain as hereinafter specified) a public-school teachers' and a public-school employees' retirement fund, which shall consist of—

(a) A permanent fund made up of gifts, legacies, bequests, etc., and a sum set apart by the board of trustees annually.

(b) A reserve fund which shall consist of the annual surplus of the general fund over the amount required to meet the current year's expenditures. Upon two-thirds vote of the contributors voting, any or all moneys in this fund may be transferred to the general fund.

(c) A general fund made up of the interest derived from said permanent and reserve funds and of amounts retained from the salaries or wages of teachers and employees, which amount shall be deducted in equal installments from said salaries or wages at the regular time for the payments of such salaries or wages and all moneys which may be derived from any and all sources not mentioned in (a). Said general fund shall be the only fund out of which benefits can be directly paid.

It shall be the duty of the board of education in cities where this act applies to provide such clerical help, printing, and legal assistance as the board of trustees of this fund shall deem necessary to carry out the provisions of this act.

The board of education shall, in the month of September immediately following the passage of this act, arrange for the election of a board of trustees of this fund, said election to be held not later than October 30 of the same year. This board shall have power, and it shall be its duty, to administer the fund and to interpret and carry out the provisions of this act.

NUMBER AND DUTIES OF TRUSTEES.

The board of trustees shall consist of four members of the board of education, the superintendent of schools, and nine teachers and employees, contributors to this fund.

The superintendent shall be ex officio a member of this board. The other members of the board shall be elected by the teachers and employees contributing to this fund, in the following manner:

At the first election there shall be elected by ballot from among the members of the board of education two members of the said board of education to serve for one year and two members of said board to serve for two years; and thereafter, in the manner and at the time prescribed in the rules of the board of trustees, two members shall be elected to hold office for two years, and at said first election the contributors shall elect three of their number to serve one year, three for two years, and three for three years, and annually thereafter the contributors shall elect three of their members to hold office for a period of three years.

No trustee shall hold office for more than three consecutive years, and shall hold office only while a member of or employed by the board of education. This board of trustees shall have power:

1. To determine the amounts to be deducted from salaries or wages paid to teachers or employees, provided that in the case of those designated in this act as "teachers" it shall not be less than 1 per cent nor more than 5 per cent annually of salaries received; provided that no deduction shall be made on any sum greater than \$1,000, and that in the case of those designated in this act as "employees" the amount deducted shall be not less than \$20 nor more than \$90 per year. They shall have power to establish a sliding scale of deductions.

2. To make payment from said general fund in pursuance of this act, and to administer and invest the fund or funds subject to such limitations as are provided in the act of which this act is amendatory.

3. To pay all expenses not otherwise provided for; first, out of the general fund; second, out of the reserve fund.

4. To fix, increase, or reduce benefits at any time, provided that no annuity shall exceed \$400 per annum, and that all annuities for equal service shall be uniform in amount.

To take by gift, grant, bequest, or otherwise any money, real estate, personal property, right of property, or other valuable thing.

To have, hold, purchase, sell, assign, and transfer any of the securities in which any part of the said fund may be invested.

5. To fill any vacancy in the said board until the next annual election.

6. To make, in addition to rules for their own government, such general rules as may be necessary to carry out the spirit and intent of this act.

They shall keep full and complete records of their meetings, and of the receipts and disbursements on account of this fund; also complete list of and records of the annuitants and contributors.

They shall hear and decide all applications for benefits under this act. They shall have power to suspend any annuity granted for disability, provided such annuity is for a less number of years than four-fifths of the full term of service, whenever in their judgment the beneficiary is able to work, or for other good cause.

They shall have power to frame a rule granting to dependents of employee-contributors a partial annuity or benefit.

They shall have power to liquidate any claim against the fund, provided there shall be no rule allowing restitution of deductions after said contributor shall have been eligible to benefits.

Members of the board of trustees may receive a salary or compensation not to exceed \$50 per year.

RETIREMENT OF CONTRIBUTORS.

Any contributor upon retiring, after a period of not less than twenty-five years of service and a like number of years of contributing to the fund of this act, or to the fund of the act of which this act is amendatory, shall be entitled to the full annuity then paid.

Any contributor upon retiring, after a period of not less than twenty-five years' service, and who has contributed to the aforesaid fund less than twenty-five years, shall be entitled to receive the full annuity then being paid, provided said teacher or employee shall contribute to the aforesaid fund a sum equal to the total contribution, with accrued interest for a full annuity; which sum shall be fixed by the board of trustees. If the aforesaid sum be not paid, then he or she shall be entitled to receive one-half of such portion of the full annuity then paid as his or her years of contributing to the aforesaid funds bear to twenty-five years, plus the ratio which the total amount deducted from said contributor's salary bears to the total amount of the full contribution.

PENSIONERS UNDER PRESENT ACT.

Any annuitant receiving a pension under the law of 1898, of which this act is amendatory, shall, upon the passage of this act, cease to receive benefits under the said law, but in lieu thereof shall be entitled to receive such portion of the full annuity fixed by the board of trustees under this act as his years of contributing to the fund of this act and of the act of which this act is amendatory bear to twenty-five years or the board of trustees may provide. That annuitants under the act of 1895 may receive full annuities under this act, provided they shall pay into this fund a sum which, together with that already contributed by them, shall equal the total contribution of twenty-five years, with accrued interest; said amount to be fixed by the board of trustees.

All moneys contributed to the fund of the law of 1895 and now on hand shall be transferred to the reserve fund of this act.

The term "employee" under this act shall include engineers, janitors, janitresses, and office employees, and the term "teacher" shall include superintendent, district superintendent, supervisor, special teacher, principals, teachers.

Any teacher or employee who has been contributing to this fund less than fifteen years, or fund of act of which this is amendatory, and who shall be dismissed from service of said board of education, may upon application within three months after date of such retirement receive one-half of the total amount paid by such teacher into such fund.

This act shall not be binding upon teachers or employees in the service prior to January 1, 1896, but such of those as choose may come under its provisions by notifying the secretary of the board of trustees to that effect on or before July 1, 1902.

This act shall not apply to teachers or employees earning less than \$49 per month.

No teacher or school employee who is a contributor to the fund created under this act shall be removed or discharged except for cause, upon written charges which shall be investigated and determined by the board of education, whose action and decision in the matter shall be final.

Benefits can not be assigned, mortgaged, or attached.

The city treasurer shall be custodian of aforesaid permanent reserve and general funds and shall secure and safely keep the same, subject to the control and direction of said board of trustees, and shall keep books and accounts concerning said fund in such manner as may be prescribed by the said board, and said books and accounts shall always be subject to the inspection of the said board or any member thereof.

The treasurer shall, within ten days after his election or appointment, execute a bond to the city with good and sufficient securities in such penal sum as the said board of trustees shall direct, to be approved by the said board, conditioned for the faithful performance of the duties of his office, that he will safely keep and well and truly account for all moneys and profits which may come into his hands as such treasurer and that on the expiration of his term of office he will surrender and deliver over to his successors all unexpended moneys and all property which may come into his hands as treasurer of such fund. Such bond shall be filed in the office of the clerk of such city, and in case of a breach of the same or the conditions thereof, suit may be brought on the same in the name of said city for the use of said board of trustees or by any person or persons injured by such breach.

The president and secretary of such board of education shall certify monthly to the city treasurer all amounts deducted from the salaries of the board of education in accordance with the provisions of this act, as well as all other moneys contributed to the said fund.

One feature of the Chicago pension law was particularly objectionable to some teachers, to wit, the compulsory nature of the measure; hence many advocated having an optional clause inserted, so that teachers who do not desire to enter the membership shall not be obliged to do so. This idea was agitated throughout the city and found many friends. The board of trustees of the fund themselves favor

this. A committee has arranged with Chicago representatives to introduce the bill to the legislature at Springfield. Following is an address to the legislature:

To the members of the forty-second general assembly of the State of Illinois:

The present teachers' pension law went into effect July 1, 1895. Under it each teacher in the Chicago public schools receives but 99 per cent of his salary and the remaining 1 per cent goes into the pension fund. It has been evident for some time that the income was utterly inadequate, and the teachers in both the grammar and high schools are practically unanimous in opposition to the present law.

The following petition has been signed by 2,463 teachers in the Chicago public schools, and 90 schools have not yet (March 21, 1901) been heard from:

"We, public-school teachers and employees in the city of Chicago, are opposed to the present pension law, or the enactment of any so-called pension law or retiring fund containing a compulsory clause."

We simply ask that the present or any proposed pension law be so amended that teachers may participate in its obligations and benefits or not, as they choose. We urge this for the following reasons:

1. If the pension law is desirable it does not need to be compulsory, a simple enabling act is enough. A voluntary pension system could live if any considerable part of our teaching force really wanted to contribute to a fund so that they might draw an annuity in their old age. Why is it necessary to force other teachers into it against their wishes and judgment?

2. Wise provision for one is not necessarily wise provision for another. Some may want an annuity for their old age, others, life insurance, while still others may want neither. Each should be free to choose for himself. Most of the men teachers are married and have families depending upon them. If they die in the service their wives and children get nothing; their contribution to the pension fund is a dead loss. This money was earned by them, and they should have the right to determine the manner of its expenditure.

Practically the same is true of a great number of our women teachers. Many of them are the main breadwinners in families; and probably the majority of them contribute to the support of mothers or brothers or sisters, for our teachers are not drawn from the wealthy. Suppose one of them dies, what becomes of her contributions to the pension fund? While her relatives are raising the money to meet her funeral expenses, if we may judge from the course of many of our present annuitants, her money may be spent by some pensioner on afternoon teas. Is it right to compel her by law to contribute to this pension fund against her own judgment?

3. According to an estimate made by Mr. W. E. Watt, only one out of every twenty-five contributors will ever receive a pension. The rest resign or get married or accept positions elsewhere, or die in the service. This is doubtless a fine thing for the one, but how about the other twenty-four? It has a little the appearance of a lottery in which there is one prize for every twenty-five tickets. We do not ask that the lottery be abolished, but we ask that the law shall cease compelling us to purchase tickets.

4. We hold that everyone (including public-school teachers) should be free to spend the dollar earned in accordance with individual judgment.

According to a table prepared for the *School Weekly*, showing the amount of money paid into the pension fund by each individual pensioner and the amount each had drawn out up to January 1, 1900, the total amount paid by those who were then drawing pensions was \$5,216 and the total amount they had received was \$100,249. On the average each annuitant had received \$739 and paid in \$41.

(Signed by committee) W. J. Harrower, Mary Wibirt, Hiram B. Loomis, Charles H. Perrine.

THE MOVEMENT IN OTHER STATES.

The following account of the movement in other States is also taken from the *Chicago School Weekly*:

A report of the working of the *New Jersey* teachers' retirement fund shows that twenty-nine teachers are now receiving annuities of \$316 and a total of \$8,000 has been paid out. The fund was established in 1896. It is maintained by contributions of 1 per cent from teachers' salaries.

In the *New York State* assembly a bill has been introduced under the provisions of which the board of education may retire, by a two-thirds vote of all its members, incapacitated women superintendents, tutors, and critic teachers in the normal college or its training department who have taught thirty years in that institution or in the public schools.

FOREIGN STUDENTS IN GERMAN UNIVERSITIES.

While during the summer semester of 1899 there were 2,284 foreigners matriculated in German Universities, the number reached nearly 2,700 in the winter of 1900-1901. This number does not include about 2,000 foreign "hearers" who can not be matriculated as regular students owing to their want of the preparation prescribed by law; nor does the number include the foreign students of polytechnica, art academies, music conservatories, and agricultural, forestry, and mining academies. The Annual Report of this Bureau for 1893 gives a summary of foreign students in polytechnica and agricultural, forestry, and mining academies for that year, which shows a total of 1,276. If the art and music students were added, the total number of foreign students in higher institutions in Germany would rise to 4,000. The following figures have reference to foreign university students only.

Of the 2,284 students mentioned 563 studied philosophy, philology, and history; 480 studied mathematics and natural science; 477 studied medicine; 299, law; 284, agriculture, forestry, and political economy; 150, theology, and 31, dentistry; making a total of 2,414, which indicates that some—130—studied in two faculties.

The "hearers" (nonmatriculated students) have all the privileges of regular students, such as attendance at lectures and exercises, use of library, laboratories, and other agencies if they pay the prescribed fees; but not being matriculated, their names are not kept on the rolls, nor can they acquire degrees or compete in State examinations, the successful passing of which opens up a career in the service of the State, which is coveted by native Germans and is granted almost exclusively to them.

Foreign students came from nearly all the civilized countries. From Russia 594, Austria-Hungary 467, Switzerland 289, England 159, Bulgaria 69, the Netherlands 50, France 41, Servia 39, Italy 37, Turkey 33, Roumania 32, Sweden and Norway 31, Luxemburg 24, Greece 23, Belgium 19, Denmark 3, Montenegro 3, Spain 3; total from Europe, 1,857. From Asia, chiefly from Japan, came 101; from Africa 21, from Australia 5, and from America 300. The report fails to specify from what part of America the last mentioned came.

The total number of matriculated students in German universities has increased 20 per cent in five years. The number of foreigners among them has increased at a slightly larger ratio, to judge from partial returns, but most of these foreigners are found in the medical and philosophical faculties. Few foreign students study theology, and also comparatively few study law in Germany.

The following numbers will show which universities are preferred by foreigners: Berlin had in 1899 655 foreign students, Leipzig 322, Heidelberg 205, Munich 196, Halle 138, Freiburg 96, Göttingen 93, Strassburg 75, Jena 71, Marburg 66, Würzburg 59, Bonn 50, Königsburg 49, Tübingen 48, Breslau 40, Giessen 35, Erlangen 33, Greifswald 22, Kiel 22, Rostock 7, and Münster 2. In 1900 Berlin had 714 foreign students.

For detailed statistics concerning the attendance of women in the universities of the Kingdom of Prussia, see the Annual Report of this Bureau for 1898-99, Vol. 2, pages 1486-1489. The number of women studying in Berlin in 1900 was 439. In 1900 at the University of Berlin there were 366 students matriculated in the faculty of theology, 2,359 in the faculty of jurisprudence, 1,312 in the faculty of medicine, and 2,636 in the faculty of philosophy. With respect to nationality 4,679 students came from Prussia, 994 from the other States of the Empire, and 714 from foreign countries. Of foreigners of European origin the majority (318) come from Russia, 112 from Austria, 88 from Switzerland, 62 from Hungary, 32 from Great Britain and Ireland, 22 from Italy, 20 from France, 20 from Roumania, 17 from Turkey, 17 from Servia, 16 from Bulgaria, 15 from Sweden, 15 from Greece, 12 from the Netherlands, 11 from Luxemburg, 5 from Belgium, 4 from Spain, 3 from Denmark, and 1 from Portugal. Of foreign students from distant parts of the world 114

come from America, 62 from Asia, 3 from Africa, and 1 from Australia. Berlin University is therefore in reality cosmopolitan.

In addition to the duly registered students there are 5,466 persons who attend the lectures there as hearers not entitled to admission to State examinations, but allowed to acquire academic degrees.

In Switzerland during the winter of 1898-99 there were in the ten higher institutions 1,163 students who were residents of the canton in which the institutions are located, 1,465 were from other cantons, and 1,946 were foreigners, an increase of 346 in five years. Foreign students therefore form 42.5 per cent of the whole number of university students in Switzerland.

HIGHER COMMERCIAL SCHOOLS IN EUROPE.

The subject of higher commercial education of the same grade as that afforded by the universities and technological institutions is still uppermost in the discussions on educational movements in Europe. Since a commercial university has been founded in Leipzig, other institutions of like or similar kind have been opened (1) in Aachen (Aix-la-Chapelle), Rhenish Prussia, in connection with the polytechnic institute at that place; (2) in Hamburg, where the wealthy leaders of transoceanic commerce have combined to establish a higher school, separate and distinct from any other educational institution; this new school is a commercial university, in which particularly the international commercial relations and modern languages are taught; (3) in Cologne, Rhenish Prussia, where the particular commercial interests of industrial Germany are represented. Hence, Germany has at present 22 universities, 10 technological institutes, 4 commercial institutions of university rank, and a number of higher agricultural, mining, and forestry schools, all of which are either independent institutions or affiliated with old-established universities.

Course of study of the Leipzig Commercial University.—In order to fully understand the high grade of this course, which is one of two years, it is necessary to know that admission is granted only to the graduates of gymnasia, i. e., classical or semiclassical high schools, which are virtually colleges. The nature of a German university precludes the prescription of any course of study. This can not be more clearly illustrated than by an analogy: A German university is like a restaurant in which one eats “à la carte,” while the American university is like a “table d’hôte,” where a set and prepared menu is served. This means that the German student, coming as he does to the university at 20 years of age, chooses his own mental fare, but certain advice is given him with an outlook toward the final examination.

The studies which are offered (“à la carte”) in this commercial university are political economy and all branches related thereto, such as commercial history, economic or applied geography, and general technology, as well as commercial and marine law, law of exchange, and principles of the civil code, together with modern legislation affecting political economy and finance.

These studies are calculated to keep students busy during the four semesters. Only the most competent can master statistics, finance, jurisprudence, anthropological geography, ethnography, and similar studies within the same length of time. Still these studies are offered also, necessarily in condensed form. The curriculum of the university includes also correspondence and counting-house practice, commercial arithmetic, bookkeeping, mechanical technology of textile industry, and chemical technology. These latter branches are a continuation of studies found in commercial secondary schools, but more difficult problems are considered theoretically in the university. The practical exercises in commercial usages are held

in the practice school, the former commercial high school, and since much importance is attached during the final examination to skill in commercial practice, these exercises are well attended. The university grants a "diploma of completion of commercial studies" after two years regular attendance and the passing of a final examination. In Hamburg and Aix-la-Chapelle the course is slightly different, owing to local needs.

Prof. H. Raydt, the director of studies in the Commercial University of Leipzig, publishes the course offered there in this way (the numbers in brackets signify the number of students pursuing the study during the first year after the opening of the institution):

General political economy [73]; commercial, exchange, and marine law [70]; legislation for commerce and transportation [56]; bookkeeping [58]; office work and correspondence [58]; commercial and political arithmetic [51]; technology of textile industry [27]; geography and colonization [24]; general technology [21]; chemical technology [21]; universal history of modern times [16]; geography of central Europe [13]; insurance mathematics [14]; introduction into the study of statistics [13]; history of the era of discoveries [7]; French and English commercial correspondence; French, English, Italian, Spanish, and Russian languages for beginners; German language for foreigners, and stenography with typewriting.

The number of students has very greatly increased since the first semester, when the foregoing items were noted.

From a recent educational bibliography published in the *Educational Review* (April, 1901) a few articles and books on the subject may be mentioned as having bearing upon the movement for higher commercial education in this country.

Adams, C. K.—The establishment of a school or college of commerce in the University of Wisconsin; appeared in *Bulletin of University of Wisconsin*. It is a report to the regents of the university advocating such a school.

Herrick, C. A.—Commercial education. This is a supplement to the fifth year-book of the National Herbart Society.

James, E. J.—Commercial education in secondary schools. Appeared in *Educational Monographs*, N. M. Butler, editor.

Monaghan, J. C.—Industrial education in Germany. Appeared in *Proceedings of University Convocation of the State of New York* (thirty-eighth convocation).

Thurber, C. H.—Commercial education. Appeared in *School Review* (April, 1900).

What secondary studies are most valuable for a business life? Discussion appeared in *Proceedings of the Thirty-eighth University Convocation of the State of New York*.

The Annual Reports of the Bureau of Education contain a number of articles on the subject. See—

Annual Report of 1896-97, page 207. Commercial education in Europe.

Annual Report of 1896-97, page 1498. Consular report on commercial education in Leipzig.

Annual Report of 1897-98, page 1644. Consular report on commercial education.

Annual Report of 1898-99, page 269. Textile schools in Europe.

Annual Report of 1898-99, page 1433. Consular report on higher commercial education in Antwerp.

Annual Report of 1899-1900, page 835. The German commercial clerk.

REGULATIONS RELATING TO CORPORAL PUNISHMENT IN CITIES OF OVER 100,000 INHABITANTS.

Corporal punishment is forbidden in the schools of—

The entire State of New Jersey. (New Jersey School Laws, 1899, p. 28, secs. 71 and 72.)

Boroughs of Manhattan and the Bronx, New York City. (Rules and Regulations, 1900, p. 62, sec. 64-1.)

Borough of Richmond, New York City. (Manual and Course of Study, 1899, p. 9.)

Chicago, Ill. (Rules and Regulations, 1898, p. 28, sec. 62.)

Baltimore, Md. (Rules, 1900, p. 17, art. 11.)

Cleveland, Ohio. (Handbook, 1899-1900, p. 77, sec. 23.)

St. Paul, Minn., except to repel violence, etc. (Forty-first Annual Report, p. 153, sec. 134.)

Syracuse, N. Y. (Rules and Regulations, 1898, p. 30, sec. 20.)

Providence, R. I., in grades above primary; permitted only with parent's consent in primary grades. (By-laws, 1897, p. 23, art. 15.)

Toledo, Ohio. (Rules, 1885, p. 53, sec. 3.)

REGULATIONS IN OTHER CITIES OF OVER 100,000 INHABITANTS.

Philadelphia, Pa.: There is no rule, but corporal punishment is said to have been abandoned by common consent.

For the borough of Brooklyn and the borough of Queens, New York City, there is no information at hand.

St. Louis, Mo.: May be administered only by a principal, or in his presence and by his consent. It must be avoided as far as possible. (Rules, 1897, p. 73, rule 47, sec. 4.)

Boston, Mass.: Forbidden in high schools and kindergartens and as to girls in grammar schools. In any case it is restricted to blows upon the hand with a rattan. Each case must be reported through the principal to the superintendent. (Rules and Regulations, 1898, secs. 218 and 241.)

Buffalo, N. Y.: The schools must be governed as far as possible without corporal punishment. Except when the superintendent gives special permission to other teachers, only a principal or acting principal may inflict it. (Charter and ordinances, 1896, Chap. XIV, p. 218, sec. 39.)

San Francisco, Cal.: May not be inflicted in the high schools or upon girls in any schools. It is permitted only in extreme cases and may be inflicted only by principals or by vice-principals, with the consent of principals. Excessive punishment is prohibited, only a strap or a rattan being allowed. (Rules, 1900, p. 25, sec. 64.)

Cincinnati, Ohio: May not be inflicted for failures in lessons or recitations. Blows on head or violent shaking of pupils prohibited. (Sixty-sixth Report Board of Education, 1895-96, p. 199, sec. 84.)

Pittsburg, Pa.: No recent information is at hand.

New Orleans, La.: May be inflicted only in extreme cases as a last alternative, and only by the principal or by his express authority. Must not be inflicted in the presence of the class or during lesson in which offense was committed. Blows upon the head and lonely confinement forbidden. (Rules and Regulations, 1896, p. 9, sec. 13.)

Detroit, Mich.: Must be avoided if possible. Must not be inflicted without full knowledge and consent of principal. (Rules Board of Education, 1888, p. 27, rule 89.)

Milwaukee, Wis.: Permitted, as last alternative, by principal only. Excessive punishment and lonely confinement prohibited. Must not be inflicted in presence of class. All cases must be reported monthly to superintendent. (Rules and Regulations Board of School Directors, 1893, art. 13, sec. 7.)

Washington, D. C.: Must be avoided if possible. All cases must be reported monthly to principal and through him and supervising principal to superintendent. (Rules, 1900, p. 10, sec. 50.)

Louisville, Ky.: Must be avoided as far as possible. Cruel punishment or confinement in closets prohibited. May be inflicted only after nature of offense has been fully explained to pupils. (Manual of School Board, 1898, p. 31, sec. 3, rule 3.)

Minneapolis, Minn.: Permitted only when all other means fail. Principals only may inflict corporal punishment; then only when parents give written consent. (Twenty-second Report Board of Education, 1899, p. 139, sec. 58.)

Indianapolis, Ind.: Must be avoided as far as possible. May be inflicted only in presence of principal, and must be immediately reported by him to superintendent. (Manual of Public School, 1900-1901, rule 51, sec. 11.)

Kansas City, Mo.: May be inflicted in cases of flagrant offenses, and then only after duly notifying parents (or guardians) of intended punishment; and if parent or guardian will administer punishment, so as to preserve discipline of the school, teacher must inflict no additional punishment. Must not be inflicted in presence of school, but at the close of session and in presence of two other teachers or the superintendent. (Rules and Regulations Board of Education, 1888, p. 25, sec. 81.)

Rochester, N. Y.: May be inflicted in extreme cases by the principal or with his consent by an assistant. (By-laws and rules, Board of Education, 1898, p. 38, sec. 5.)

Denver, Colo., district No. 1: May be inflicted only after consultation with and with consent of principal. When practicable, superintendent should be consulted. All cases must be immediately reported to superintendent. (Twenty-fifth Annual Report Board of Education, district No 1, 1899, p. 112.)

Allegheny, Pa.: Must be avoided when obedience and good order can be preserved by milder measures. (Rules, Twenty-sixth Annual Report Superintendent Public Schools, 1899, p. 109, sec. 3.)

Columbus, Ohio: Allowed when all other means have failed. To be inflicted in schoolroom by pupil's teacher, the principal being the judge of special cases. Punishment in the nature of personal indignity forbidden. (Report, 1890, p. 334, secs. 27, 28.)

Worcester, Mass.: Permitted only in extreme cases, then only when approved by principal or superintendent. Must not be inflicted in presence of school. Teachers are required to make and keep complete record of all cases. (Rules of School Committee, 1900, p. 22, sec. 12.)

New Haven, Conn.: May be administered, with consent of principal, in extreme cases only, but never at same session of school at which the offense was committed. Cases to be reported monthly to superintendent. (Manual, 1891, p. 56, sec. 176.)

Fall River, Mass.: May be inflicted where milder measures fail. Must not ordinarily be administered in presence of school. Record of each punishment and offense must be sent to superintendent for inspection of the board. (Rules and Regulations, 1894, p. 13, sec. 46.)

St. Joseph, Mo.: Must be avoided as far as possible. Each case to be reported to principal and by him monthly to superintendent. (Report, 1889-90, p. 170, sec. 12.)

Omaha, Nebr.: No information is at hand.

Los Angeles, Cal.: Must be avoided if possible; switch or strap to be used; blows upon face or head forbidden. (Report, 1898-99, p. 172, sec. 55.)

Memphis, Tenn.: Must be avoided when good order can be preserved by milder measures. (Manual, 1897-98, p. 53, sec. 48.)

Scranton, Pa.: No information is at hand.

Cambridge, Mass.: Prohibited except by written permission of the superintendent. When pupil persistently violates rules superintendent may give authority to inflict it for remainder of term, having sent due notice to parent or guardian. (Rules, School Committee, 1899, p. 15, sec. 76.)

REQUIREMENTS AS TO VACCINATION IN THE PUBLIC SCHOOLS OF 19 CITIES.

- A physician's certificate of vaccination is required in—
 New York. (Rules and Regulations, Manhattan and the Bronx, 1900, p. 64.)
 Chicago, unless applicant has had smallpox. (Rules and Regulations, 1898, p. 30.)
 Philadelphia, unless applicant has had smallpox. (Rules, 1897, p. 292.)
 Boston, except where physician certifies that child is unfit for vaccination. (Rules and Regulations, 1900, p. 44.)
 Cleveland, vaccination or other protection. (Handbook, 1899-1900, p. 62.)
 Buffalo. (Charter and Ordinances, 1896, p. 231.)
 Detroit. (Rules, 1895, p. 24.)
 Milwaukee. (Rules and Regulations, 1891, p. 44.)
 Newark, unless child has had smallpox. (Report of 1899, p. 365.)
 Providence. (By-laws, 1897, p. 20.)

OTHER PROVISIONS.

- St. Louis, children admitted, provided they have been vaccinated. (Rules, 1897, p. 78.)
 Baltimore, vaccination or other protection from smallpox required. (Rules, 1900, p. 15.)
 San Francisco, satisfactory evidence of vaccination required. (Rules 1900, p. 38.)
 Cincinnati, satisfactory evidence of vaccination required. (Manual, 1895, p. 198.)
 New Orleans, satisfactory evidence of vaccination required. (Rules, 1896, p. 5.)
 Washington, vaccination or other protection from smallpox required. (Rules, 1900, p. 1.)
 Jersey City, vaccination or other protection from smallpox required. (Report 1896, p. 148.)
 Louisville, evidence of vaccination or other protection required. (Manual, 1893, p. 23.)
 Minneapolis, evidence of vaccination or physician's certificate that child should not be vaccinated is required. (Annual Report, 1900, p. 134.)

TRANSPORTATION OF PUPILS TO SCHOOL.

The practice of consolidating small schools and transporting the more distant pupils to a central school at the public expense is now being carried out to a greater or less extent in eighteen States, to wit: Connecticut, Florida, Indiana, Iowa, Kansas, Maine, Massachusetts, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, South Dakota, Vermont, and Wisconsin.

The amount expended for transportation in Massachusetts increased from \$30,649 in 1890-91 to \$141,754 in 1899-1900; in Vermont from \$11,122 in 1893-94 to \$26,492 in 1899-1900. These figures tend to show that the practice continues to spread where it has once gained a foothold. The case of Ohio might also be cited, where transportation was first tried in the township of Kingsville in 1892; the next legislature extended it to three specified counties; as a result of the object lesson afforded, a general law covering the whole State was passed in 1898.

It is the general experience that a saving of funds is effected through consolidation of schools. Of the towns in Massachusetts that have tried the plan, 68 per cent report a less cost after consolidation, and only 8 per cent an increased cost.¹

¹ 62 Mass. Rep. (1897-98), p. 456.

Of 124 New Hampshire towns, 118 report less cost with conveyance as compared with maintaining local schools, 5 report the cost the same, and 1 the cost greater; 26 give the cost with conveyance as one-half of that with local schools, 8 give one-third, 7 give one-fourth, 3 give one-fifth, and 1 each one-sixth, three-eighths, two-fifths, and three-fifths.¹

Connecticut transported 849 pupils in 1898-99 at a cost of \$12,000, or \$14.14 per pupil; Vermont 2,032 pupils for one year at a cost of \$26,492, or \$12.85 per pupil. These are averages. In individual cases the cost varies greatly according to the particular circumstances in each case.

The testimony is very general that consolidation results in improved schools, and is well nigh unanimous that attendance is more regular.²

In cases where centralizing the schools would be beneficial it would seem that the manifest and fundamental advantages to be gained must in the end prevail over the inertia of conservatism, unreasoning prejudice, or petty self-interest, and such appears to be the actual trend of events; the just apprehensions of parents may be allayed by procuring fit and trustworthy drivers and making suitable regulations.

State Commissioner T. B. Stockwell, of Rhode Island, says: "I know of no other possible way whereby the rural sections of the State can ever again be provided with anything like suitable schools."³

PRESENT STATUS.

Connecticut.—A law of 1889 provided for the discontinuance of small schools and their union with schools of adjoining districts. In 1893 free transportation of pupils was authorized. In 1899 the number of schools closed was 84; pupils transported, 849; cost, about \$12,000.

Florida.—"Several counties have inaugurated the system of consolidating the smaller schools and transporting the pupils by wagons." (Florida School Report, 1900, p. 19.)

Indiana.—"Forty counties have already begun the work of collecting pupils into larger groups by transporting them." (Indiana School Report, 1900, p. 529.)

Iowa.—The law provides that where there will be a saving of expense, and children will also thereby receive increased advantages, school boards may arrange for the transportation of any child to and from school.

Several places have taken advantage of this law.

Kansas.—"Our present law allowing districts to discontinue schools and send the pupils to other schools is inadequate." (Kansas School Report, 1900, p. 23.)

Maine.—By an act of 1893 and subsequent amendments schools having too few scholars may be suspended for one year; schools having less than eight pupils are discontinued. The superintendent of schools must provide transportation for all pupils who reside so far from school as to render it necessary, or may board scholars near schools.

Massachusetts.—A law of 1869 provides that the school committee of any town may expend money in their discretion in transporting pupils to and from school. "The smaller towns are consolidating generally their feeble schools and conveying their children to stronger central ones." (Massachusetts School Report, 1900, p. 132.)

There was expended for conveyance in 1890-91, \$30,649; in 1899-1900, \$141,754.

Nebraska.—A law of 1897 authorizes the transportation of pupils who live so far from school as to render attendance impracticable without transportation. A district board may contract for the instruction of all pupils in a neighboring district and transport them thither.

Twenty-one counties contain schools in which one or both features of the law have been tried. Fifty-seven pupils were transported, at a cost of \$560; 158 pupils

¹ 51 N. H. Rep. (1900), pp. 276-281.

² 62 Mass. Rep. (1897-98), pp. 454, 455.

³ R. I. Rep. (1899), p. 86.

attended school in adjoining districts for an average of seven months at a total cost of \$1,471. "Those making the report are unanimous in the opinion that the law is beneficial." "The difficulty in inaugurating any new system, where prejudice and long-established usages prevail, is met here as well as in other matters." (Nebraska School Report, 1900, pp. 40-43.)

New Hampshire.—Towns are authorized to expend a portion of the school money, not exceeding 25 per cent, in conveying children to and from school. (New Hampshire School Laws, 1898, chap. 92, sec. 1.)

New Jersey.—Children living so far from school that they are unable to attend may be transported at the public expense. (New Jersey School Law, 1899, p. 43.)

New York.—School districts are authorized to contract with adjoining districts for the tuition of their children, and to convey them at the public expense; 150 such contracts were made in 1898-99. There are still in the State 3,552 districts (nearly one-third of the whole number) with an average attendance of 10 or less. (New York School Report, 1900, p. 55.)

North Dakota.—Schools with an average attendance of less than four on ten consecutive days may be discontinued. Two or more schools may be consolidated and pupils transported. (North Dakota General School Laws, 1899, sec. 704.)

Ohio.—In 1894 a special law was passed authorizing centralization and transportation in Kingsville, Ashtabula County. The experience of Kingsville is detailed at some length in the Report of this Office of 1898-99, pages 526-529. The succeeding legislature passed a measure applicable to the counties of Stark, Ashtabula, and Portage. In 1898 the law was made general. As it now stands boards of education may submit to a vote the question of township centralization, and must submit it upon petition of one-fourth the electors. (Ohio School Report, 1900, pp. 12-15.)

Pennsylvania has a law (dating from 1897) authorizing directors to provide transportation, but only for pupils of schools that have been closed by reason of small attendance, and who will have a greater distance to travel than before, and with the proviso that the cost per pupil shall not exceed the cost of maintaining the schools so closed.

Rhode Island.—A law of 1898 authorizes school committees to consolidate any schools that have an average number belonging of less than twelve, and provide transportation for pupils. Any town may consolidate three or more ungraded schools. Any district with ungraded school may consolidate with district having graded school. The State pays \$100 to each district so consolidated. A few ungraded schools have been consolidated; the conveyance of the children still remains as the great obstacle. Two schools of Burrillville formerly cost the town \$600 per year. Consolidated with others the cost for transportation was \$427.50.

South Dakota.—"We understand the school laws of this State are sufficient to allow a school township to try this plan, or even two or more subdistricts may unite their schools into one, so that centralization may be tried in this State at once." (B. D. Kribs, in South Dakota School Report, 1900, p. 13.)

The reports of the county superintendents show that the question is much discussed and that a beginning has been made in three or four counties; elsewhere considerable opposition has been developed, principally on the part of parents.

Vermont.—On a written application from ten resident taxpayers of a town a portion of the school money, not exceeding 25 per cent, may be used to transport scholars who live $1\frac{1}{2}$ miles or more from school. That transportation is growing in favor is attested by the fact that the expenditure for this purpose increased from \$11,122 in 1893-94 to \$26,492 in 1899-1900. In 1899-1900 there were 726 schools closed all or part of the year and 2,909 pupils furnished transportation. There were still, however, in the last term 201 schools of 8 pupils or less each, a decrease of 84 from the preceding year.

Wisconsin.—The law now provides that any school district may make provision for closing its schools and sending its pupils to adjoining schools, and provide for the payment of tuition and transportation of pupils by taxation. (Wisconsin School Report, 1900, p. 17.)

There are 955 schools in the State having an average daily attendance of not more than 10. Professor Upham reports that there is no organized transportation of pupils, though three counties are contemplating it. (*Ib.*, p. 22.)

DISEASE IN SECONDHAND BOOKS.¹

Secondhand schoolbooks have found their way into nearly every neighborhood and school in Kentucky; so have smallpox and other contagious diseases. Scarcely a county in the State has escaped the ravages of this contagion, and in most instances the manner of its approach is mysterious and unknown.

It is a well-known fact that contagious diseases may be communicated through secondhand clothing or other articles of cotton or woolen goods used by patients afflicted with these diseases, unless such articles are thoroughly disinfected; nor does the disinfecting always destroy the germs of disease. This is true of secondhand books. While modern disinfecting is a great benefit, it does not always disinfect. Especially is this true of books. The outside may be thoroughly disinfected, and yet germs within—between the leaves—remain unharmed, unless the leaves, one by one, be subjected to the most careful fumigation. This process in itself would necessarily be so slow, and therefore expensive, that it would be cheaper to buy a new book than to sterilize an old one.

It is remarkable how long an old, soiled garment or an infected book will retain the germs of disease. The writer is well acquainted with a family that had smallpox twenty years ago; it was before vaccination was so extensively employed, and before the disease was so well understood by physicians as it is to-day. Every member of the family had the disease. When they had recovered, the house was disinfected well, it was thought, and the intense alarm in the village and surrounding country subsided. Twelve years passed; two other children were born into the family. The story of the smallpox and the terrible fright which it occasioned was almost forgotten, when the younger child, in his play, found some old yarn stockings which had been used by one of the family while he had smallpox, and which had been rolled up by nurse and put into an obscure corner of a closet. The child, not realizing danger, unrolled the garments. In a few days he had a well-developed case of smallpox. During the twelve years since the first attack in the family there had not been a case of the disease in the neighborhood, and the boy who contracted the disease in the manner just described had never been exposed to the disease in any way whatever prior to the time of finding the soiled garments. It is easy for disease germs, once in an old book, to be retained indefinitely, and finally communicated as readily as by an old garment.

Dr. A. J. Andrews, of Lexington, Ky., a graduate of the college of Physicians and Surgeons, New York City, director of the gymnasium of Kentucky University, and a practitioner of wide experience, says: "The use of secondhand books certainly might become a fruitful source of contagion. Pupils in our public schools should not be allowed to use secondhand books at all, especially when they do not know who used the books first, unless the books have been thoroughly disinfected; even then it is possible that some books will be overlooked. Better discard the use of them altogether. One case of smallpox, scarlet fever, or diphtheria may do more damage in a family or community than it is possible to repay by the savings on secondhand books in a lifetime."

¹ From the American Journal of Education, May, 1901.

Dr. J. B. Marvin, president of Kentucky University medical department in Louisville, and one of the most noted specialists in the South, says: "Experience of the medical world is in favor of contagiousness of smallpox, measles, itch, scarlet fever, and diphtheria, and the transmission of them through clothing, books, toys, etc. It is possible for these diseases to be communicated through the use of secondhand books. Pupils in our public schools should not buy and use a secondhand book used by a pupil while he had any of these diseases."

The boards of health in many of our cities are now investigating this question. County boards are looking into it also.

The Chicago Library board has a special committee at work on the subject of infected books now. The following is taken from partial report made by that committee as reported by the Chicago Tribune February 19, 1901: "All the books in the Chicago Public Library should be sterilized to prevent the spread of disease, according to the report of Dr. W. A. Kuflewski, submitted yesterday. Dr. Kuflewski was chairman of the special committee appointed by the library board two weeks ago to investigate the subject. He displayed several glass tubes containing countless germs taken from books in the library. He had examined 50 volumes, he said, and found them all more or less infected. He was convinced the books spread contagion." The committee was continued, and is now pushing its work.

Cincinnati is agitating the question, and at work on lines very similar to those of Chicago. The following clipping is taken from the Commercial-Tribune of January 22 last: "At the January meeting of the city hospital trustees, a letter was read from Dr. White, of the public library board, offering to deliver and return free of charge such books and periodicals as may be desired by the patients in the hospital."

The offer was promptly accepted at the time, and Messrs. Smith and Holmes were appointed a committee to confer with the library board to complete the arrangements.

Since then several meetings have been held, but nothing has been done toward putting the project into effect, because of the discussion which has arisen over consolidating the two libraries.

Many of the local practitioners believe the hospital library should be transferred to the building on Vine street, but they heartily oppose the free-delivery scheme. They say it would be a constant menace to the public health, and, as evidence, they cite innumerable instances where contagion has resulted from books exposed to infectious diseases, sometimes after a period of fifty years.

Books are considered one of the best natural cultures for disease germs known, and no mode of sterilization will cleanse them. This fact has been recognized by the health department for a long time. Where books have been exposed even to the atmosphere of rooms in which contagion has been present they have been promptly ordered destroyed.

Mr. Green, the president of the library board, said last night that such a thing as sending books from a circulating library to a hospital could not be thought of. "The health department would not permit such a thing to be done. Every day the library is furnished with a statement from the health department of the houses where are contagious diseases, and no books are issued on cards to the people living at the addresses given until the department gives consent."

Dr. Healy, the health officer of Lexington, in speaking to the writer regarding the danger of using secondhand books, said: "There can be no doubt that dirty secondhand books can convey contagious diseases. Some Chicago houses are buying them in States which have made recent adoptions. They rebind them and brush them up a little and sell them all over the country. I find that there is really no economy in buying them, as the difference in price of the secondhand and the new books is only about 10 cents per book, on an average. The saving is

too small, and the smallpox, measles, diphtheria, or scarlet fever taken from these books might do more damage than the savings of many years of their use would benefit us. I think our board of health will restrict the handling of such books by our dealers and regulate the secondhand schoolbook trade more carefully. We can't take the risk of leaving it altogether in the hands of the dealers."

It is also a fact that secondhand books are now sold in large quantities in nearly all our county seats and school towns, and there is hardly a country store that does not have them. These books have been gathered from every conceivable source; they have been used in the public schools of every race and color; they have been used by children of every degree of culture—from the best to the worst and most filthy—and when we permit a child to use such a book we have no way of knowing whose child used it first.

Kentucky has never had so much smallpox as within the last two or three years. Dr. McCormick, secretary of the State board of health, says that nearly every county in the State has had it. In some counties it has amounted to a fearful epidemic. A singular feature is that in so many places the disease seems to appear almost spontaneously; at least, the patient and physicians do not know where it came from. Even in counties having only a few cases it seems to be widely distributed.

No county has suffered a worse epidemic than Greenup. At one time nearly every neighborhood in the county had it. No county seems to have used more secondhand books in the country schools. A prominent educator of that county says: "Quite a number of secondhand books have been sold within the last few years. These books were bought of a firm in Chicago, whose agent told the dealers that the books came principally from Tennessee, when a change in books was made in that State."

It is a well-known fact that smallpox has been widely distributed over the State of Tennessee in recent years. This may be the source of the smallpox in Greenup County, and as for that matter, in many other localities throughout the State. What is true of smallpox is equally true of many other diseases. Besides the diseases mentioned above, it is well known that tuberculosis (consumption) is communicable by contact with the bacilli thrown off by the victims of this dread disease, and the secondhand book, better than almost any other medium, can harbor and communicate such germs to unsuspecting users of them.

Under the circumstances, is it wise, safe, or economical to allow the indiscriminate use of secondhand books in our public schools and homes? Should we take any such risks? The cost of books is one of the least of all the expenses of the student. Why take such hazard when so little is to be gained? Besides, the filth of the thing is repulsive to children and teachers of good breeding. If we could always know what child or children have used the books before us, the case would be different. But as it is, is it not almost as cleanly to wear the soiled garments of an unknown (probably diseased) person? What aesthetic, self-respecting child should be forced to use such books?

It is high time this state of affairs should come to an end.

COMPULSORY ATTENDANCE LAW VETOED IN MISSOURI.

The Missouri legislature passed in 1901 a compulsory attendance law, which was vetoed by the governor. Following is the text of the law:

AN ACT to enforce the constitutional right of every child in the State to an education, to provide for truant or parental schools and attendance officers in cities of ten thousand population or more, and to prohibit the employment of children during school hours.

Be it enacted by the general assembly of the State of Missouri, as follows:

SECTION 1. Every parent, guardian, or other person in the State of Missouri having charge and control of a child between the ages of eight and fourteen years

shall cause such child to attend regularly some day school, public, private, parochial, or parish, not less than three-fourths of the entire time the school which said child attends is in session, or shall provide such child at home or elsewhere with such regular daily instruction during the usual hours as shall be, in the judgment of a court of record having criminal jurisdiction, substantially equivalent at least to the instruction given the children of like age at said day school in the locality in which said child resides: *Provided*, That every parent, guardian, or person in the State of Missouri having charge and control of a child between the ages of fourteen and sixteen years who is not actually and regularly and lawfully engaged in some useful employment or service shall cause said child to attend regularly some day school as aforesaid.

SEC. 2. A child between the ages aforesaid may be excused temporarily from complying with the provisions of this act in whole or in part if it be shown to the satisfaction of a court of record that said parent or guardian or person having charge and control of said child is not able through extreme destitution to provide or obtain in any way proper clothing for said child, or that said child is mentally or physically incapacitated to attend school for the whole period required or any part thereof, or that there is no public school taught within two and one-half miles of the residence of said child by the nearest traveled road, or that the labor of said child is absolutely necessary for the support of the family, or that said child has completed the common school course as prescribed by constituted authority or its equivalent and has received a certificate of graduation therefrom.

SEC. 3. The board having charge of a public school in a city or district of three thousand or more population by the last census may appoint and remove at pleasure one or more attendance officers to enforce the provisions of this act and shall fix the compensation and manner of performance of the duties of said attendance officers and shall pay them from the public school funds: and the attendance officers as aforesaid shall serve written or printed notices upon the parents, or guardians, or persons who, having charge and control of children as aforesaid, violate the provisions of this act; shall, when reasonable doubt exists as to the age of any such child, require a properly attested birth certificate or an affidavit stating such child's age and date of birth and physical characteristics; shall have the right to visit and enter any office or factory or business house employing children as aforesaid; shall have the right to require a properly attested certificate of the attendance of any child or children at such day school; shall have power to arrest without warrant all truants and nonattendants as aforesaid and place them in some public school unless the parents or guardians or persons in charge and control of said children respectively shall at once place them in some other day school as aforesaid; and shall serve the legal notices and subpoenas of the court and make such required arrests in the cases which they prosecute without further fee or compensation than that paid by the board as aforesaid; and shall carry into effect such other regulations as may lawfully be required by the board appointing them.

SEC. 4. The board having charge of the public schools of any city or district having ten thousand or more population by last census may establish and maintain from the public school funds one or more ungraded truant or parental schools in such city or district, or any such board may at its discretion purchase land and maintain such schools, either within or without their own school districts, for children who are between the ages of eight and sixteen years, and who are either habitual truants from any day school in which they are enrolled as pupils, or who while in attendance at any school are incorrigible, vicious, or immoral in conduct, or who habitually wander or loiter about the streets or roads, or other public places without lawful employment; and all such children shall be deemed juvenile disorderly persons, and may by said school board, through its officer, or by a court having criminal jurisdiction in the city or district, be assigned to and required and compelled to attend such truant or parental school or any department of the graded school as such board or court may direct.

SEC. 5. Any parent or guardian or person who having charge and control of a child between the ages of eight and sixteen years, violates any provisions of this act shall be warned as aforesaid as soon as possible after the beginning of the public school term of the city or town or district in which such child resides, and also at any time thereafter by the attendance officer herein provided for, or by clerk of district when no attendance officer is provided for, to place and keep said child in regular attendance at some day school within ten days from the service of said written or printed notice of warning, and upon failing to comply with this act after a lapse of ten days from the date of service of said notice of warning, said parent or guardian or person having charge and control of said child shall be deemed guilty of a misdemeanor, and upon conviction thereof shall pay a fine of not less than ten dollars and not more than twenty-five dollars, or be imprisoned

for not less than two days and not more than ten days, or both such fine and imprisonment: *Provided*, That said sentence of fine or imprisonment, or both, may be suspended and finally remitted by the court with or without the payment of costs at the discretion of the court if the said child be immediately placed and kept in regular attendance in some day school as aforesaid, and if such fact of regular attendance is proven subsequently to the satisfaction of said court by a properly attested certificate of attendance by the superintendent or teacher of said day school.

SEC. 6. Every board having charge of the public schools of any city or town or district in the State of Missouri shall, during the month of August of each year, publish this act in full for ten days in a newspaper published in the city or town or district or county in which the members thereof reside, or shall post copies thereof in ten or more public places as will in their judgment best give knowledge thereof to their constituents.

SEC. 7. No child between eight and fourteen years of age shall be employed in any mine, factory, workshop, mercantile establishment, or in any other manner during the usual school hours unless the person employing him shall first procure a certificate from the superintendent or teacher of the school he attended, stating that such child attended school for the period required by law, or has been excused from attendance as provided in section two; and it shall be the duty of such superintendent or teacher to furnish such certificate upon application of the parent, guardian, or other persons having control of such child entitled to the same.

SEC. 8. Every owner, superintendent, or officer of any mine, factory, workshop, or mercantile establishment, and any other person who shall employ any child between eight and fourteen years of age contrary to the provisions of this act shall be deemed guilty of a misdemeanor, and upon conviction shall be fined for each offense in a sum not less than twenty nor more than fifty dollars and costs.

SEC. 9. Prosecutions under this act shall be brought in the name of the State of Missouri, before any court of record having criminal jurisdiction, and the fines collected shall be paid over to the county treasurer and be credited to the permanent school fund of the county or city.

SEC. 10.¹ The provisions of this act are hereby suspended in the several counties in this State until a majority of the legal voters of any county voting at any general election shall decide to enforce same in such county, provided that only a majority of the legal voters voting on said question shall be necessary to decide its adoption or rejection, the question having been submitted by the county court on a petition of one hundred qualified voters.

EXPERIENCE OF TEACHERS IN CERTAIN CITIES.

Cities.	Year.	5 years or less.	6 to 10 years, inclusive.	11 to 15 years, inclusive.	16 to 20 years, inclusive.	21 to 25 years, inclusive.	Over 25 years.	Whole number of teachers.	Average experience of each teacher in years.
Boston, Mass. <i>a</i>	1900	307	355	265	252	152	429	61,760	16.86
Newark, N. J. <i>c</i>	1899	221	189	102	94	56	85	747	11.33
Jersey City, N. J. <i>d</i>	1895	141	119	78	57	43	49	487	11.08
Albany, N. Y. <i>e</i>	1899	80	48	56	34	31	53	302	14.33
St. Louis, Mo. <i>f</i>	1870	310	135	55	17	9	5	531	6.20
Do. <i>f</i>	1877	340	219	97	38	21	12	727	7.33
Grand Rapids, Mich. <i>g</i>	1900	137	123	55	35	10	16	376	8.78
Portland, Oreg. <i>h</i>	1900	93	58	76	49	21	8	305	10.93

a Report School Commissioner, 1900, p. 57. Figures are for term of service in city of Boston.

b Number whose records are known.

c Report Board of Education, 1899, p. 113.

d Report Board of Education, 1895, p. 93.

e Report Board of Public Instruction, 1899, p. 110 et seq. Figures are for term of service in city of Albany.

f Report of Board of Directors Public Schools, 1876, p. 27.

g Report of Board of Education, 1900, p. 35 et seq.

h Report of Public Schools, 1900, p. 29 et seq.

¹ This section was added in the House. The State superintendent says that it would not have passed without it.

COST OF HIGH SCHOOLS.

Cost.	Year.	Enroll- ment.	Expenditure, including incidentals.	Expendi- ture per pupil on basis of enroll- ment.
Albany, N. Y.	1898-1899	741	\$41,621.27	\$56.16
Baltimore, Md.	1899	2,650	132,708.52	50.07
Boston, Mass. <i>a</i>	1899-1900	6,524	<i>b</i> 515,184.49	78.96
Chicago, Ill.	1898-1899	10,123	536,285.07	52.97
Cincinnati, Ohio.	1897-1898	2,228	86,447.02	37.15
Cleveland, Ohio.	1898-1899	3,378	134,610.78	39.84
Louisville, Ky.	1897-1898	1,465	73,057.35	51.99
Minneapolis, Minn.	1897-1898	2,480	108,421.69	42.91
Philadelphia, Pa.	1896	4,490	263,448.58	58.69
St. Louis, Mo.	1898-1899	1,855	103,311.70	55.69

a Statistics of high and normal schools. Average enrollment in the normal school, 226 pupils.

b Includes \$39,853.31, proportion of general expenses.

WOMEN IN SCHOOL ADMINISTRATION.

There are at present 2 women holding the position of State superintendent of schools, 12 that of city superintendent, 234 that of county superintendent. The status of women in respect to directive influence in school affairs is tersely summarized as follows:

Women may hold any school office in Connecticut, Idaho, Illinois, Indiana, Louisiana, Minnesota, North Dakota, Oregon, Pennsylvania, South Dakota, and Wyoming. Women may be county superintendents in Kentucky (if holding a State teacher's diploma), Montana (district offices also), Tennessee, and Wisconsin (city, town, and district offices also). Women may be commissioners and school district officers in New York.

Women may be local town or district officers in Arizona, California, Colorado, Iowa (where a woman must be a member of the State educational board of examiners), Maine, Massachusetts, Michigan, Nebraska, New Jersey, Ohio, and Vermont.

Women have like suffrage with men in Colorado, Idaho, Utah, and Wyoming. They may vote (1) on general school questions in Minnesota (at any election or at any district meeting), in North Dakota, and South Dakota; (2) on local school questions in Arizona, Iowa (on issue of bonds or increase of tax levy), Kansas, Kentucky (if widowed parents or guardians or spinster guardians of school children), Michigan, Nebraska, New York (if parents and taxpayers), Montana (at district elections), New Hampshire, New Jersey (restricted from voting for members of boards of education), Ohio (for members of boards), Oregon (widows with children to educate and taxpayers), Vermont (on all questions pertaining to schools), Washington (for directors), and Wisconsin.

Women State superintendents of public instruction.

State.	Name.	Post-office.
Colorado	Mrs. Helen L. Grenfell	Denver.
Idaho	Miss Perneal French	Boise.

Women city superintendents, 1899-1900.

City.	Name.
Southington, Conn	Mrs. Anna D. Pollard.
Evanston, Ill	Mary H. O'Brien (District No.3).
Leavenworth, Iowa	Miss Mamie E. Dolphin.
Bangor, Me	Miss Mary S. Snow.
Brewer, Me	Mrs. Mertie M. Curtis.
Old Town, Me	Miss Ardelle M. Tozier.
Orange, Mass	Miss Lizzie A. Mason.
Rockport, Mass	Mary L. Lincoln.
Malone, N. Y	Sarah L. Perry.
Bristol, Pa	Louise D. Baggs.
Everett, Wash	Emma S. Yule.
Appleton, Wis	Carrie M. Morgan.

Women county superintendents, 1899-1900.

CALIFORNIA.

County.	Name.	Post-office.
Alpine	Mary Neddenreip	Fredericksburg.
Colusa	Lillie Laugenour	Colusa.
Madera	Estella Eagnelle	Madera.
Mariposa	Julia L. Jones	Mariposa.
Modoc	Anna L. Williams	Alturas.
Mono	Cornelia Richards	Bodie.
Monterey	Mrs. J. E. Chope	Salinas City.
San Bernardino	Lula C. Bahr	San Bernardino.
San Luis Obispo	Mrs. A. S. Woods	San Luis Obispo.
San Mateo	Etta M. Tilton	Redwood City.
Shasta	Margaret I. Poore	Redding.
Sierra	Josie Finane	Forest City.
Siskiyou	Effie Persons	Yreka.
Sonoma	Minnie Coulter	Santa Rosa.
Tehama	Lena K. Nangle	Red Bluff.
Trinity	Lizzie H. Fox	Weaverville.
Yolo	Mrs. S. E. Peart	Woodland.

COLORADO.

Arapahoe	Miss Emma M. Herey	Denver.
Baca	Miss Anna Watson	Springfield.
Bent	Miss Florence Sargent	Las Animas.
Cheyenne	Mrs. Julia Tinsley	Cheyenne Wells.
Clear Creek	Mrs. M. A. Bowman	Idaho Springs.
Delta	Mrs. M. J. Browne	Delta.
Elbert	Mrs. Anna C. Willard	Kiowa.
Garfield	Mrs. Lucy E. De Witt	Glenwood Springs.
Gilpin	Miss Minnie Frey	Central City.
Grand	Miss Lizzie A. Sullivan	Sulphur Springs.
Gunnison	Miss Mary E. Williams	Gunnison.
Hinsdale	Miss Alice Harrington	Lake City.
Lake	Mrs. Nettie Renfro	Leadville.
Larimer	Miss Mary Gill	Fort Collins.
Logan	Miss L. M. Dyer	Sterling.
Mineral	Mrs. L. D. Pollock	Amethyst.
Montrose	Miss Emma Willis	Montrose.
Morgan	Mrs. M. A. Clifford	Fort Morgan.
Otero	Mrs. Mary J. Anderson	La Junta.
Ouray	Miss Minnie M. Holaday	Ouray.
Park	Miss L. K. Remington	Fairplay.
Prowers	Miss M. H. Exline	Lamar.
Pueblo	Mrs. Lois J. Shepherd	Pueblo.
Route	Miss Laura Monson	Steamboat Springs.
San Juan	Mrs. Ellen Carbis	Silverton.
San Miguel	Mrs. A. F. Dare	Telluride.
Summit	Miss Lula Buffington	Breckenridge.
Teller	Mrs. Thera Satterlee	Cripple Creek.
Washington	Mrs. Ella E. Garfield	Akron.
Yuma	Miss Minnie Cunningham	Yuma.

Women county superintendents, 1890-1900—Continued.

IDAHO.

County.	Name.	Post-office.
Ada	Hester M. Spackman	Boise.
Bannock	Mrs. Anna Harmer	Pocatello.
Bingham	Mae Scott	Blackfoot.
Blaine	May Ringgold	Hailey.
Boise	Maggie McGuinness	Idaho City.
Canyon	Mrs. Ella M. Walling	Caldwell.
Custer	Martha Keenan	Challis.
Elmore	Anna L. Lodge	Mountainhome.
Fremont	Frances H. Roskelley	St. Anthony.
Latah	Mrs. Mattie Headington	Moscow.
Lincoln	Mrs. Leah Burnside	Shoshone.
Nez Percés	Jennie M. Harrington	Lewiston.
Shoshone	Mrs. Helen L. Young	Wallace.
Washington	Mary Harper	Weiser.

ILLINOIS.

Alexander	Mrs. P. A. Taylor	Cairo.
DeWitt	Mrs. Hattie P. Wilson	Clinton.
Grundy	Miss Mary B. Holderman	Morris.
Jackson	Mrs. Emma M. Bryan	Murphysboro.
Johnson	Miss Sarah J. Whittenberg	Vienna.
Pike	Miss Caroline Grote	Pittsfield.
Pulaski	Mrs. Hester M. Smith	Mound City.
Warren	Mrs. Mary E. Sykes	Monmouth.

IOWA.

Cherokee	Agnes J. Robertson	Cherokee.
Clarke	Bertha Howard	Osceola.
Clay	Mrs. Ellen Reed Buck	Spencer.
Henry	Annie E. Packer	Mount Pleasant.
Howard	Elsie E. Perry	Cresco.
Jasper	Libbie Dean	Newton.
Jefferson	Anna White	Fairfield.
Monroe	Mrs. Angie Reitzel	Albia.
O'Brien	Ella Eckerson	Erimghar.
Palo Alto	Anna Donovan	Emmetsburg.
Poweshiek	Viola H. Schell	Montezuma.
Washington	Mary M. Hughes	Washington.
Wayne	Inez F. Kelso	Corydon.

KANSAS.

Allen	Miss Hattie Olmstead	Iola.
Chautauqua	Miss Minnie V. White	Sedan.
Clark	Miss Ella Michael	Ashland.
Cloud	Miss Bertha Marlatt	Concordia.
Comanche	Miss Ella McCune	Coldwater.
Cowley	Miss Julia B. King	Winfield.
Graham	Miss Floy M. Hardman	Hill City.
Grant	Miss Nellie Brollier	Ulysses.
Gray	Mrs. E. V. Miller	Cimarron.
Greoley	Miss Minnie Lipper	Tribune.
Hodgeman	Miss Margaret McDermot	Jetmore.
Johnson	Miss Maude Clavin	Olathe.
Kearney	Miss Etta Tedford	Lakin.
Labette	Mrs. Kate Southwick	Oswego.
Lyon	Miss Mary McCreary	Emporia.
Meade	Miss Maggie Martin	Meade.
Ness	Miss Agnes J. Blair	Ness City.
Osage	Mrs. Mary H. Kirby	Lyndon.
Ottawa	Miss Helen N. Eacker	Minneapolis.
Pawnee	Miss Grace Norton	Larned.
Saline	Miss Mabel Marlin	Salina.
Seward	Miss Etta Henline	Liberal.
Stanton	Miss Emma Wilson	Johnson.
Trego	Miss Hattie J. Kirby	Wakeeney.
Wallace	Miss Maggie Towne	Sharon Springs.
Wichita	Miss Daisy Dirnfield	Leoti.

Women county superintendents, 1899-1900—Continued.

KENTUCKY.

County.	Name.	Post-office.
Bourbon	Kate Edgar	Paris.
Caldwell	Nannie R. Catlett	Princeton.
Carroll	Lucia Smith	Carrollton.
Christian	Katie McDaniel	Hopkinsville.
Clark	Nora Scott	Winchester.
Crittenden	Mina Wheeler	Marion.
Franklin	Lucy Pattie	Frankfort.
Garrard	Eliza J. Lusk	Lancaster.
Graves	Lizzie C. McGoodwin	Mayfield.
Hopkins	Sallie R. Brown	Madisonville.
Jefferson	Rosa A. Stonestreet	Louisville.
Montgomery	Mary G. Anderson	Mount Sterling
Muhlenberg	Nannie Jones	Greenville.
Oldham	Lucy M. Blakemore	Lagrange.
Pendleton	Hattie Orr	Falmouth.
Robertson	Kate Zollar	Mount Olivet.

MICHIGAN.

Alger	Flora McLauchlin	Grand Marais.
Arenac	Julia Inglis	Au Gres.
Crawford	Flora M. Marvin	Grayling.
Gladwin	Kate Borden	Gladwin.
Grand Traverse	Nettie C. Gray	Traverse City.
Gratiot	Retta Peet	Ithaca.
Manistee	Mrs. L. E. W. Hall	Manistee.
Oceana	Vesta B. Smith	Shelby.

MINNESOTA.

Aitkin	Mrs. D. W. Harper	Aitkin.
Becker	Mary A. Hanson	Detroit.
Benton	Mary Brett	Sauk Rapids.
Carver	Matilda A. Ochs	Chaska.
Cass	Mrs. E. N. Cadey	Pillager.
Itasca	Hattie F. Booth	Grand Rapids.
Jackson	Mrs. Laura T. Olson	Jackson.
Lake	Carrie H. Woodward	Two Harbors.
Lyon	Mrs. Dell W. Forbes	Marshall.
Mower	Fannie G. Gies	Austin.
Ottertail	Christine Goetzinger	Fergus Falls.
Rock	Ellen M. Wright	Luverne.
Sherburne	Bird Craig	Orrock.
Yellow Medicine	Mary F. Hall	Wood Lake.

MISSOURI.

Atchison	Miss Hattie D. Sutton	Rockport.
Clark	Mrs. Rowena Carter	Chambersburg.
Howell	Mrs. Carrie Phelps	West Plains.
Linn	Miss Josephine Baker	Marceline.
Mercer	Miss Millicent Griffith	Modena.
Newton	Miss Louise Hendrex	Neosho.
Pike	Miss Willa N. Mitchell	Louisiana.
Ripley	Miss Mary J. Pratt	Doniphan.
Schuyler	Mrs. Belle Bunch	Lancaster.
Scotland	Miss Arminta B. Nerry	Memphis.

NEBRASKA.

Banner	Mrs. W. E. Heard	Harrisburg.
Blaine	Mrs. F. T. Miner	Dunning.
Brown	Estella M. Daniels	Ainsworth.
Chase	Ida M. Kelly	Champion.
Cherry	Etta Brown	Valentine.
Dixon	Mary McKinley	Ponca.
Frontier	Mrs. Clara L. Dobson	Stockville.
Gosper	Maud M. Johnson	Elwood.
Grant	Mrs. R. M. Moran	Hyannis.
Hitchcock	Mrs. Stella Smith	Trenton.

Women county superintendents, 1899-1900—Continued.

NEVADA.

County.	Name.	Post-office.
Lincoln	Annie B. Clinton	Pioche.

MONTANA.

Beaverhead	Miss Isabella Rife	Dillon.
Broadwater	Eva Harrington	Townsend.
Carbon	Miss Martha Dilworth	Red Lodge.
Cascade	Mrs. M. A. Kearns	Great Falls.
Choteau	Miss May G. Flanagan	Fort Benton.
Custer	Mrs. Laura Zook	Miles City.
Dawson	Miss Grace E. Skinner	Glendive.
Deerlodge	Miss Mary McLaughlin	Anaconda.
Fergus	Miss Elizabeth Peeples	Lewistown.
Flathead	Miss Fannie L. Spurck	Kalispell.
Gallatin	Miss M. E. Chrisman	Bozeman.
Granite	Miss M. C. Ryan	Philipsburg.
Jefferson	Miss Jennie E. Filcher	Boulder.
Lewis and Clarke	Miss Ida Fullerton	Helena.
Madison	Miss Julia Donegan	Virginia.
Meagher	Miss Lottie Harris	White Sulphur Springs.
Missoula	Miss Kate Shelley	Missoula.
Park	Mrs. Nora Colvin	Livingston.
Ravalli	Miss K. Ostermeyer	Hamilton.
Silverbow	Miss Mary Mullins	Butte.
Sweet Grass	Miss Stella Walker	Bigtimber.
Teton	Mrs. Fannie Chenoweth	Choteau.
Valley	Mrs. Carrie Luther	Glasgow.
Yellowstone	Mrs. M. M. Strang	Billings.
Rosebud	Miss G. M. Higgins	Forsyth.
Powell	Miss Inez Elliott	

NEW YORK.

Cattaraugus	Christina McLennan	Franklinville.
Cortland	Katharine E. Cobb	Truxton.
Herkimer	Minnie A. Wooster	Newport.
Lewis	Otilia M. Beha	Constableville.
Madison	Marie Cooper	Canastota.
Niagara	Adelaide L. Harris	Ransomville.
Oneida	Cora A. Davis	Whitesboro.
Steuben	Lillian E. Ostrander	Kanona.
Suffolk	Millard H. Packer	Sayville.
Tompkins	Libbie J. Sweetland	Dryden.
Washington	Myra L. Ingalsbe	Hartford.
Westchester	Bertha E. H. Berbert	Hastings upon Hudson.

NORTH DAKOTA.

Billings	Mrs. Rachel Denniston	Medora.
Bottineau	Miss Mary M. Carey	Bottineau.
Burleigh	Fannie Dunn	Bismarck.
Cass	Mrs. Mattie M. Davis	Fargo.
Eddy	Mrs. Grace B. Putnam	New Rockford.
Griggs	Clara Peiring	Cooperstown.
Kidder	Miss Manie Portner	Steele.
Pierce	Matilda Peterson	Egby.
Stark	Miss Delia Spears	Dickinson.
Wells	Josephyne M. Paulsen	Fessenden.

SOUTH DAKOTA.

Butte	Elsie Malcolm	Bellefourche.
Charles Mix	Emily Meade	Bartoldi.
Clay	Carrie E. Dally	Vermilion.
Custer	Mary L. Reed	Pingree.
Day	Miss A. B. Halverson	Webster.
Deuel	Gusta C. Berke	Clearlake.

Women county superintendents, 1899-1900—Continued.

SOUTH DAKOTA—Continued.

County.	Name.	Post-office.
Fall River	Emily A. Black	Hot Springs.
Faulk	Isabel F. McCoy	Faulkton.
Gregory	Latta Bailey	Fairfax.
Hughes	Maudie R. Carter	Pierre.
Lawrence	Helen M. Bennett	Deadwood.
Meade	Susie Bird	Sturgis.
Miner	Nellie C. Lyons	Carthage.
Moody	May Farrell	Flandreau.
Pennington	Mrs. L. A. Fell	Rapid City.
Potter	Mary McLean	Gettysburg.
Stanley	Nellie A. Douglass	Fort Pierre.
Sully	Emma Nelson	Onida.

OHIO.

Greene	Mrs. E. H. Carruthers	Xenia.
Henry	Mrs. Sue Welsted	Napoleon.

OKLAHOMA.

Beaver	Miss Cortha Kagay	Beaver City.
Blaine	Nancy Carver Miller	Watonga.
Garfield	Nannie Lou Bates	Enid.
Greer	Laura Moore	Mangum.
Noble	Miss Bertha Ryan	Perry.
Oklahoma	Mary D. Couch	Oklahoma City.
Pottawatomie	Alice Shelton	Tecumseh.

PENNSYLVANIA.

Cameron	Mattie M. Collins	Driftwood.
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TENNESSEE.

Bledsoe	Miss Lilly M. Henry	Pikeville.
Cannon	Miss Ina B. Smithson	Woodbury.
Franklin	Miss Mattie Arledge	Winchester.
Hamblen	Miss Ida Johnson	Morristown.
Henry	Mrs. Annette Watters	Paris.
Rutherford	Miss J. M. King	Murfreesboro.
Shelby	Mrs. Lyde P. Thomas	Memphis.
Unicoi	Mrs. Lizzie Roberts	Erwin.
Union	Miss Nola Harless	Luttrell.

UTAH.

Garfield	Jane Le Fever	Panguitch.
Kane	Mrs. Marinda Halliday	Kanab.
San Juan	Miss Lillian Decker	Bluff City.

VERMONT.

Grand Isle	Mrs. Leonora E. Marvin	Alburg.
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WASHINGTON.

Douglas	Miss Sevilla Steiner	Waterville.
Garfield	Mrs. Emma Elsensohn	Pomeroy.
Island	Miss Laura G. Plummer	Coupeville.
Lincoln	Alice Neal	Davenport.
Mason	Mrs. H. Minnie Decker	Shelton.
Pacific	Mrs. Ada M. Harris	South Bend.
Skagit	Susan Lord Currier	Mount Vernon.
Skamania	Lillie Miller	Washougal.

Women county superintendents, 1899-1900—Continued.

WISCONSIN.

County.	Name.	Post-office.
Bayfield.....	Jessie N. Smith.....	Washburn.
Burnett.....	Mrs. Fay S. Williams.....	Grantsburg.
Chippewa.....	Anne E. Schaffer.....	Chippewa Falls.
Douglas.....	Mrs. Jennie Richardson.....	Lake Nebagewain.
Marquette.....	Ellen Hammond.....	Liberty Bluff.
Oneida.....	Myra Germond.....	Rhineland.
Pepin.....	Mary Olson.....	Porcupine.
Price.....	Mrs. Elizabeth Fordyce.....	Phillips.
Sawyer.....	Mrs. Effie Harrington.....	Hayward.

WYOMING.

Albany.....	Mrs. Caira M. Simpson.....	Laramie.
Carbon.....	Gertrude M. Huntington.....	Saratoga.
Crook.....	Bessie Moodie.....	Sundance.
Fremont.....	E. Lena Wadsworth.....	Lander.
Johnson.....	Clara L. Moeller.....	Buffalo.
Laramie.....	Mrs. Elizabeth Hawes.....	Cheyenne.
Natrona.....	May Hamilton.....	Casper.
Sheridan.....	Dora Kirby.....	Sheridan.
Sweetwater.....	Mrs. Mary A. Clark.....	Rock Springs.
Uinta.....	Nellie Pepper.....	Evanston.
Weston.....	Ella Henderson.....	Newcastle.

Women on school boards of cities of over 100,000 inhabitants.

City.	Year.	Number of members.	Number of women.
New York, N. Y.....	1900	19	None.
Chicago, Ill.....	1899	21	2
Philadelphia, Pa.....	1899	40	3
St. Louis, Mo.....	1899	12	None.
Boston, Mass.....	1900	24	4
Baltimore, Md.....	1899	22	None.
Cleveland, Ohio.....	1900	7	1
Buffalo, N. Y.....	1897	(a)	-----
San Francisco, Cal.....	1900	4	1
Cincinnati, Ohio.....	1898	31	None.
Pittsburg, Pa.....	1900	39	None.
New Orleans, La.....	-----	(b)	-----
Detroit, Mich.....	1899	17	None.
Milwaukee, Wis.....	1899	21	None.
Washington, D. C.....	1900	7	2
Newark, N. J.....	1899	30	None.
Jersey City, N. J.....	1897	13	None.
Louisville, Ky.....	1899	14	None.
Minneapolis, Minn.....	1900	7	None.
Providence, R. I.....	-----	(b)	-----
Indianapolis, Ind.....	1900	5	None.
Kansas City, Mo.....	1900	6	None.
St. Paul, Minn.....	1899	7	None.
Rochester, N. Y.....	1900	5	1
Denver, Colo.....	1900	6	2
Toledo, Ohio.....	-----	(b)	-----
Allegheny, Pa.....	1900	(c)	-----
Columbus, Ohio.....	1900	19	None.
Worcester, Mass.....	1900	24	3
Syracuse, N. Y.....	1900	7	1
New Haven, Conn.....	1899	7	None.
Paterson, N. J.....	1900	8	None.
Fall River, Mass.....	1899	9	3
St. Joseph, Mo.....	1899	6	None.
Omaha, Nebr.....	1900	15	None.
Los Angeles, Cal.....	1900	9	None.
Memphis, Tenn.....	1898	5	None.
Scranton, Pa.....	-----	(b)	-----

a No school board. Schools controlled directly by city council.

b No information.

c Each of the 14 wards of the city has in the "board of controllers" for city at large 6 representatives, which constitute a board for that ward.

BENEFACTIONS FOR 1899-1900.

Classes of institutions.	Number of institutions receiving benefactions.	Amounts.
Universities and colleges.....	255	\$10,840,084
Colleges for women:		
Division A.....	11	324,352
Division B.....	32	294,214
Schools of technology.....	7	566,813
Schools of theology.....	53	1,123,802
Schools of law.....	3	105,500
Schools of medicine ^a	12	55,439
Public normal schools.....	8	345,735
Private normal schools.....	16	487,789
Public high schools.....	69	99,003
Private high schools.....	178	913,832
Total.....	644	15,066,561

^aIncluding 1 school of dentistry, 2 of pharmacy, and 1 of veterinary surgery.

Benefactions to educational institutions, 1871-1900.

1871.....	\$8,593,740	1887-88.....	\$6,646,368
1872.....	10,072,540	1888-89.....	6,942,058
1873.....	11,225,977	1889-90.....	a 8,011,019
1874.....	6,053,804	1890-91.....	a 8,519,233
1875.....	4,126,562	1891-92.....	a 8,721,902
1876.....	4,691,845	1892-93.....	a 8,207,690
1877.....	3,015,256	1893-94.....	a 10,855,365
1878.....	3,103,289	1894-95.....	b 8,240,876
1879.....	5,249,810	1895-96.....	b 11,677,048
1880.....	5,518,501	1896-97.....	b 10,049,141
1881.....	7,440,224	1897-98.....	b 10,981,209
1882-83.....	7,141,363	1898-99.....	b c 25,332,792
1883-84.....	11,270,286	1899-1900.....	b 15,066,561
1884-85.....	9,314,081		
1885-86.....	5,976,168	Total for thirty years.....	249,552,068
1886-87.....	7,512,910		

^aDoes not include gifts to secondary schools.

^bIncludes gifts to normal and secondary schools.

^cLeland Stanford Junior University alone received \$11,000,000 in 1898-99.

SUMMARY OF LAWS RELATING TO COMPULSORY EDUCATION AND CHILD LABOR IN THE UNITED STATES.¹

[Issued by the Chicago Association of Collegiate Alumnae, February, 1901.]

The compulsory education law of Illinois requires children between the ages of 7 and 14 years to attend school for sixteen weeks during the year. The Illinois child-labor law forbids the employment for wages of children under the age of 14 years. The joint operation of these laws makes it possible for children who have complied with the school requirement of sixteen weeks' attendance, but who are without proper home restraint, to spend their time on the streets for the rest

¹ Report of the United States Commissioner of Education for 1897-98; Report of the United States Industrial Commission on Labor Legislation, 1900; Labor Laws of the United States, and Bulletins of the Department of Labor.

of the year. Since they may not work and need not go to school, they are necessarily left to the demoralizing influences of idleness, often under vicious surroundings. The effect of such a life on children in a great city is shown in the statistics of juvenile crime. Mr. Riis has said: "Three-fourths of all juvenile delinquency in New York is the result of truancy, the street life of children."

A similar assertion might be made of Chicago. The discrepancy between the compulsory education and child-labor laws, which is in part responsible for the present state of things in Illinois, has become the subject of serious consideration on the part of many persons interested in juvenile reform, among them some of the women's clubs of this city and State. A lengthening of the compulsory school term (at least in cities), so that the school period will correspond more nearly with the period during which employment is forbidden, seems to be the remedy needed. The citizens' educational commission of the civic federation has passed a recommendation for an increase of the compulsory school term from sixteen weeks to twenty-six weeks, and it is expected that this recommendation will be embodied in a bill which the commission is to present to the legislature this winter.

In view of the fact that conflicting opinions are held as to the details of the proposed legislation, it has been thought that a comparative study of such legislation in other States might prove helpful. The accompanying table has accordingly been prepared. By reason of the close connection between the two subjects, the main points of the child-labor laws in States having such laws have been included with the provisions on compulsory education.

MADELEINE WALLIN SIKES,
Chairman Committee on Educational Legislation,

COMPULSORY EDUCATION.				CHILD LABOR. ¹	
State.	Age.	Annual period.	Penalty on parents for neglect.	Age under which specified employments are forbidden.	Educational restrictions on child labor. ²
Illinois	7-14	16 weeks; 6 consecutive. Time to commence with beginning of first term of school year for pupils under 10 years of age, and not later than December 1 of said year for pupils over 10.	\$1 to \$5 and costs; stand committed till paid. Penalty for false statements as to age or attendance, \$3 to \$20.	14 years, in any mercantile institution, store, office, laundry, manufacturing establishment, factory, workshop, or mine. Girls may not work in mines at any age. Certificate of age required under 16. ³ 10 years, in mines 21 years, in barrooms 14 years, in mines	
Alabama					
Alaska					
Arkansas					
California	8-14	Two-thirds of full term; 12 weeks consecutive.	First, not exceeding \$20; subsequent, \$20 to \$50, with costs.	10 years, in any factory, workshop, or mercantile establishment. Certificate of age required under 16.	Children under 16 years, unable to read and write, may not be employed in mines.
Colorado	8-14	12 weeks; 8 consecutive.	\$5 to \$25	14 years, in any underground work, mine, smelter, mill, or factory; 12 years, in coal mines (boys). No girl may be employed in coal mines.	Children under 14 years, unable to read or write, may not be employed in any business during school hours unless they have attended school a prescribed period during the year; under 16, unable to read and write, may not be employed in mines.
Connecticut	4-16	Full term	Not exceeding \$5	14 years, in any mechanical, mercantile, or manufacturing establishment.	Children under 14 must have attended day school a prescribed period. Between 14 and 16, provisions similar to Maine and Massachusetts.
District of Columbia.	8-14	12 weeks; 6 consecutive.	Not exceeding \$20.	Children under 15 may not be employed more than 60 days without consent of legal guardian.	
Florida					
Idaho	8-14	12 weeks; 8 consecutive.	First, not less than \$3; subsequent, \$10 to \$50, with costs.	14 years, in mines (constitution of State).	
Indiana	8-14	12 consecutive weeks	\$10 to \$50, and, in discretion of court, imprisonment 2 to 90 days.	14 years, in any manufacturing or mercantile establishment, mine, quarry, laundry, renovating works, bakery, or printing office. Certificate of age required under 16.	Children under 16, unable to read and write English, may not be employed in foregoing employments except in vacation of public schools.
Iowa				12 years, in mines (boys)	

Kansas -----	8-14 12 weeks; 6 consecutive -----	First, \$5 to \$10; subsequent, \$10 to \$20.	12 years, in coal mines -----	Same as Arkansas; and must have attended school 3 months in this year.
Kentucky -----	7-14 8 consecutive weeks -----	First, \$5 to \$20; subsequent, \$10 to \$50.	Constitution requires laws fixing minimum age for child labor in "places dangerous to life or health, or injurious to morals." No such laws are found.	
Louisiana -----	-----	-----	12 years (boys), 14 (girls), in any factory, warehouse, or work-shop.	Children under 14 must not be employed in foregoing employments, or in clothing, dress-making, or millinery establishments, nor by itinerant musicians, unless they have attended school 4 months in preceding year.
Maine -----	8-15 16 weeks; 2 terms of 8 weeks, if practicable.	Not exceeding \$25.	12 years, in any manufacturing or mercantile establishment. Certificate of age required under 16. Under 13, this certificate must state school attendance.	Children under 15 shall not be employed in any manufacturing or mercantile establishment, except during vacation, unless they have attended school 16 weeks during preceding year. Such school attendance must continue during employment.
Maryland -----	-----	-----	12 years, in mills and factories (except canning establishments). 16 counties exempt from law. Law applies to shops and mercantile establishments in Baltimore.	
Massachusetts -----	7-14 Full term -----	Not exceeding \$20.	14 years, in factories, workshops, or mercantile establishments; 14, in any other employment for wages during school hours; 18 years, handling intoxicating liquors (except in drug stores). Certificate of age required under 16.	Children under 14 (see preceding column); over 14, who can not read and write English, shall not be employed where there is an evening school unless they attend the same.
Michigan -----	8-14 16 weeks; 6 consecutive -----	First, \$5 to \$10; subsequent, not less than \$10; incorrigible, \$10 to \$20, or penal bond of \$100.	14 years, in manufacturing establishments. Certificate of age required under 16. (Law does not apply to canning or evaporating works).	Children under 16, unable to read and write, may not be employed in manufacturing establishments.

¹ No attempt has been made in this table to note the States regulating the hours of labor of minors where labor is permitted. Such regulations are now very general, exceptions being some of the extreme Western States and the Northern States generally. Illinois prohibits more than sixty hours of labor in any one week, or more than ten hours in any one day, for persons over 16 years.

² Statistics on this subject in the report of the Industrial Commission, from which this table was compiled, are not complete for all the States. The provisions are varied and complicated, and can be exactly ascertained only by reference to the statutes of each State.

³ This certificate must contain: Name, place, and date of birth of child; in New York and Massachusetts and some other States, a statement of school attendance, personal description of the child, and other data.

⁴ Not applicable to children over 14 lawfully employed and not enrolled at school.

⁵ To 16, if wandering about public places without lawful occupation.

COMPULSORY EDUCATION.				CHILD LABOR.	
State.	Age.	Annual period.	Penalty on parents for neglect.	Age under which specified employments are forbidden.	Educational restrictions on child labor.
Minnesota	8-16	12 weeks: 6 consecutive	First, \$25; subsequent, \$25 to \$50.	14 years; in factories, workshops, or mines; 14 years, in mercantile establishments, telegraph, telephone, or public messenger companies, except during vacation of public schools; 16 years, in any occupation dangerous to life, limb, health, or morals.	Children under school age (16 years) may not be employed in any occupation unless they have attended school the prescribed period; under 16, unable to read and write English, may not be employed in any indoor occupation (except in vacation) unless attending day or evening school.
Mississippi				Children under 21 (boys), under 18 (girls), may not be employed away from home without consent of legal guardian.	
Missouri				14 years, in manufacturing or mechanical establishments, or where work would be dangerous to health of child.	
Montana	8-14	12 weeks: 6 consecutive	\$5 to \$25.	14 years, in mines.	Children under 14, in foregoing employments (provisions similar to Maine.)
Nebraska	8-14	12 weeks	\$10 to \$50.	10 years, in manufacturing, mechanical, industrial, or mercantile establishments; under 12 years, not more than 4 months in the year in railroad shops, factories, shops, or mines. Certificate of age under 16 years.	
Nevada	8-14	16 weeks: 8 consecutive	First, \$50 to \$100; subsequent, \$100 to \$200, with costs.	10 years in any manufacturing establishment.	Children under 16 (provisions similar to Maine and Massachusetts.)
New Hampshire ..	8-16	12 weeks: 6 consecutive	First, \$10; subsequent, \$20		
New Jersey	7-12	20 weeks: 8 consecutive	\$10 to \$25, or imprisonment 1 to 3 months.	14 years (girls), 12 years (boys), in factories, workshops, mines, or manufacturing establishments.	Children under 15 may not be employed in any business whatever unless they have attended school for 12 consecutive weeks in preceding year.
New Mexico	8-16	12 weeks	\$1 to \$25, or imprisonment not exceeding 10 days.		

New York.....	8-16	Full term (October 1 to June 1) between ages of 8 and 12; 80 days between ages of 12 and 14; when unemployed between 14 and 16.	First, not exceeding \$5; subsequent, not exceeding \$30, or imprisonment not exceeding 30 days, or both fines and imprisonment.	"14 years, in factories, and in mercantile establishments in villages and cities over 3,000 inhabitants. Certificate of age, school attendance, etc., required under 16.	Children under 16 (provisions similar to Massachusetts); but children over 14 and over 12 who can read and write English may be employed in factories and mercantile establishments, respectively, during vacation, without complying with the school requirements in other respects.
North Carolina.....				Under 21, may not be employed out of State without consent of legal guardian.	
North Dakota.....	8-14	12 weeks; 6 consecutive	First, \$5 to \$20; subsequent, \$10 to \$30, with costs.	12 years, in mines, factories, and workshops (constitution of State).	Children under 14 may not be employed in any manner during school hours unless they have attended school 12 weeks during the year.
Ohio.....	8-14	20 weeks; 10 consecutive, city; 16 weeks; 8 consecutive, other districts.	\$5 to \$20, or penal bond of \$100; on refusal, imprisonment from 10 to 30 days.	13 years, in factories, shops, mercantile, or other establishments; 15 years, in mines.	Boys under 15 and girls under 16 may not be employed during school hours (household work excepted).
Oregon.....	8-14	12 consecutive weeks	First, \$5 to \$25; subsequent, \$25 to \$50, with costs.	13 years, in factories, manufacturing or mercantile industries, laundries, workshops, renovating works, or printing offices; 14 years in mines (boys); girls may not work in mines; 12 years, in bituminous mines.	Children under 16 may not be employed in the foregoing "or other industrial establishments" unless they can read and write English, or have attended school 16 weeks in preceding year.
Pennsylvania.....	2 8-16	70 per cent of the term.....	First, not exceeding \$2; subsequent, not exceeding \$5.	Certificate of age required under 16.	Children under 15 (provisions similar to Maine and Massachusetts).
Rhode Island.....	7-15	80 days, and when unemployed.	Not exceeding \$30.....	12 years, in factories, manufacturing or mercantile establishments. Certificate of age required under 14.	Same as North Dakota.
South Dakota.....	8-14	12 weeks; 6 consecutive	\$10 to \$20 and costs; stand committed till paid.	14 years, in mines.	
Tennessee.....				12 years, in workshops, mills, factories, or mines.	
Utah.....	8-14	20 weeks; 10 consecutive	First, not exceeding \$10; subsequent, not exceeding \$30, with costs.	14 years, in mines (constitution of State); girls may not work in mines.	
Vermont.....	8-14	20 weeks	\$5 to \$25.....	16 years, in manufacturing or mechanical establishments.	Children under 14 (provisions similar to Maine and Massachusetts).

¹ Many States (among them Illinois) forbid occupations dangerous to the life or health of children, or permit them only under restrictions. (However, in Illinois, only "extra hazardous" occupations are forbidden.) A majority of the States forbid the employment of children under a certain age in begging, singing, theatrical exhibitions, etc.

² Not applicable to children over 13 regularly employed in useful service.

COMPULSORY EDUCATION.				CHILD LABOR.	
State.	Age.	Annual period.	Penalty on parents for neglect.	Age under which specified employments are forbidden.	Educational restrictions on child labor.
Washington.....	18-15	12 weeks	\$10 to \$25; defective children, \$50 to \$200.	14 years, in mines (boys); girls may not work in mines.	Children under 15 may not be employed in manufacturing, mechanical, or mercantile establishments, or by telegraph or telephone companies (except in vacation) unless they have attended school a prescribed period the previous year, or have attained reasonable proficiency in common branches. Such attendance to continue during employment).
West Virginia.....	8-14	16 weeks	First, \$2; subsequent, \$5	12 years, in mines, factories, workshops, manufactories, or establishments where goods or wares are manufactured.	
Wisconsin.....	7-13	12 weeks	\$3 to \$20	14 years, in mines, factories, or workshops; 14 years, in mercantile establishments, laundries, or in telegraph, telephone, or public messenger service, except in vacation of public schools. Certificate of age required under 16 (but county judge, commissioner of labor, factory or assistant factory inspector may exempt any child over 12 from this act, where labor is necessary to support).	
Wyoming	20-21	12 weeks	Not exceeding \$25.	14 years, in mines (constitution of State); girls may not work in mines.	
United States laws (for Territories).				12 years, in the underground workings of any mine.	

¹ 16 to 21, in case of defective children.

² Penalty only for child 7 to 16, or one living idly and loitering about public places.

FREE TEXT-BOOKS.

The following extracts from the laws of the various States regarding free text-books are taken from Chapter XIX of the Report of the Commissioner of Education for 1897-98:

In certain States the text-books are regularly furnished free to pupils. These, with the units bearing the expense, are Delaware (district), District of Columbia (below high schools), Idaho (district), Maine (town), Maryland (county), Massachusetts (town), Nebraska (district), New Hampshire (town), New Jersey (school corporation), Pennsylvania (school corporation), Rhode Island (town).

In New York (rural) district boards furnish indigent pupils; (union school district) boards of education are authorized to furnish books "to pupils out of any money provided for the purpose," but no mode of providing money is indicated.

In the following States, where books are usually individual property, local authorities have legal sanction for supplying the use of books free to indigent pupils, obligatory in all except Illinois and Missouri, where it is permissive: California (district); Illinois (district); Indiana (township); Kentucky (county); Missouri (district); Montana (district), Nevada (district); New Mexico (district); Virginia (district); Washington (district).

In certain States free text-books are furnished irregularly on local popular vote—local option, as it might be called. These are Colorado (district); Connecticut (town); Iowa (district); Kansas (district); Michigan (district); Minnesota (district); North Dakota (district); South Dakota (district); Vermont (town); Wisconsin (district).

Particulars for the individual States mentioned are as follows:

California, 1895.—By law of 1895 and authorization of later laws, the State board of education, consisting of the governor, State superintendent, and principals of State normal schools, has compiled, or caused to be compiled, for the common schools these text-books: Readers, spellers, arithmetics, grammars, United States histories, geographies, text-books on physiology and hygiene, including a system of gymnastic exercises, and special instructions as to the nature of alcoholic drinks and narcotics and their effect upon the human system.

Whenever any one or more of the State series of school text-books shall have been compiled and adopted, the State board of education shall issue an order requiring the uniform use of said book or books in the common schools of the State, * * * and no school board or other school authority in this State shall have the power to authorize the use of any * * * books as text-books other than those directed to be used by the order aforesaid of such State board, except books on such subjects as are not provided for by text-books published by the State.

The printing of these text-books is done under the superintendent of State printing at the State printing office.

All orders for text-books are to be made on the superintendent of public instruction, accompanied by cash in payment at the price fixed by the State board of education as the cost price at Sacramento, and the cost of postage if to be shipped by mail.

The following persons are entitled to order books:

(1) County superintendents of schools for the use of teachers, parents, and pupils in their counties only.

(2) Principals of State normal schools for their (use) and for the use of the pupils in their respective schools only.

(3) The secretary or clerk of any school district in the State for the use of the pupils in such district only; but no books ordered by the county superintendents or clerks of district boards of trustees or principals of normal schools shall be sold

at a price exceeding the cost price at Sacramento, with the actual cost of freight and cartage added.

(4) Any retail dealer who first transmits to the State superintendent of public instruction an affidavit pledging himself not to sell the books to be sold again, or to any person beyond the limits of the State, or at a price exceeding the price to the pupil fixed by the State board of education.

The boards of supervisors of the counties are required to provide a revolving fund to enable the county superintendent to purchase the State text-books; all moneys taken therefrom to be replaced by the moneys received from the sale of books by himself, teachers, or clerks of boards.

All schoolbooks compiled by the State must be furnished to the public school children of the State at the cost of printing, publishing, and distributing the same, the cost of distribution taken to be the cost of postage required for mailing each book. (Act of 1887.)

School boards must furnish books for the children unable to purchase them, the books remaining district property and kept in the district library when not in use.

Illinois, 1897.—The district directors determine what branches of study shall be taught and what text-books be used, and they are required to enforce uniformity and permit no change oftener than once in four years. They have power to purchase, at the expense of the district, text-books to supply indigent children by loan.

Indiana, 1897.—The State board of education, consisting of the governor, State superintendent, presidents of the State university, Purdue University, the State normal school, and superintendents of schools of the three largest cities, was authorized in 1889 to invite proposals: (1) From publishers for furnishing books to the school trustees of the State for a term of five years; (2) from authors who have unpublished manuscripts; (3) from parties ready to undertake the compilation of the required books.

The subjects prescribed were: Spelling, reading, arithmetic, geography, English grammar, physiology, history of the United States, and a graded series of writing books.

Books are supplied under contracts with publishers.

The State is expressly protected from any liability to the contractors, who receive their pay solely from the proceeds of sales upon a plan as follows: Every school corporation certifies to the county superintendent (appointed by township trustees of the several townships) the number of the respective books required in its schools. The county superintendent makes requisition upon the (elected) State superintendent, who makes requisition upon the contractor, who within ninety days ships the books to the county superintendent. The latter notifies the local trustees, who take the books certified by them as needed and furnish them to the school patrons or school children of the corporation at the contract price for cash only, except that the corporation furnishes necessary books to indigent children, who would otherwise be unable to attend school. Any child 6 to 21 years of age, and any parent, guardian, or teacher of such child, may buy at contract price from the county superintendent, who makes separate requisition on the contractor for these books.

Kentucky, 1896.—The county board of examiners, consisting of the county superintendent in each county, fixes a list, with publisher's guaranty, not to be changed for five years. Penalty for accepting anything of value for influencing choice, fine of \$500 and removal from office; for offering it, fine of \$500.

The (elected) county superintendent ascertains from trustees and teachers and otherwise the number and cost of text-books in each branch needed by indigent children in the county, and on his report to the county judge the latter is required to purchase them from an allowance, not to exceed \$100 per annum in any county, and turn them over to the county superintendent for distribution.

Missouri, 1897.—The State auditor, attorney-general, (elected) superintendent of public instruction, president of the State normal school at Kirksville, and one

practical public-school teacher appointed by the governor constitute a schoolbook commission.

This commission, upon bids submitted, made contracts for books to be supplied for five years from September 1, 1897, to be used exclusively after September 1, 1898.

The books are furnished through dealers or by mail at guaranteed prices: (1) contract; (2) retail; (3) mailing.

Any director or board of directors permitting any other text-book to be used in the same branches and the same grades as the contract list is deemed guilty of a misdemeanor and is subject to a fine of \$5 to \$25 for each offense; but supplementary reading may be used when furnished without expense to pupils and without displacing any contract book.

Districts furnish indigent children from the contingent fund.

The act does not apply to cities having a population of 50,000 or over.

Montana, 1895.—The State board of education, consisting of the governor (elected), State superintendent of public instruction, attorney-general, ex-officio members, and eight appointed by the governor, recommends to the legislature a uniform series of text-books to be used in the public schools below the high schools.

The State superintendent prepares lists of publications suitable for school libraries, with prices. He prescribes a course of study for all public schools.

Local school boards provide books for indigent children; require all pupils to be furnished with suitable books as a condition of membership in school; determine what branches shall be taught additional to those required by law, subject to approval by the (elected) county superintendent.

Nevada, 1897.—The State board of education, consisting of the governor (elected), superintendent of public instruction, and president of the university, prescribes a uniform series of text-books in the principal studies pursued in the public schools, including temperance lessons, not to be changed oftener than once in four years. Text-books in algebra, geometry, drawing, natural history and philosophy, astronomy, and elements of bookkeeping are prescribed, as well as those for common English branches.

Penalty for failure to use the books of the list is forfeiture of the district's share of public-school moneys.

The boards of school trustees furnish indigent children, holding the books as district property.

New Mexico, 1895.—The Territorial board of education, consisting of the governor and the presidents of the university at Albuquerque and the Agricultural College at Las Cruces, is empowered to adopt a system of schoolbooks for exclusive use in the public schools of the Territory. It has power to contract with publishers, through the superintendent of public instruction (appointed by the governor, by and with the advice and consent of the council), for purchase and delivery of books.

The books purchased in the name of the Territory shall be sold to the counties for cash only, at cost and freight, with 5 per cent added for necessary expenses. Accounts are settled by the superintendent of public instruction on the 10th of each month, and a full settlement is made between the Territory and contractors semiannually, March 1 and September 1. No change is to be made for four years from adoption. Penalty: Any teacher, school officer, or county superintendent violating the rules of the board is deemed guilty of a misdemeanor, and is subject to a fine of from \$10 to \$100. Indigents are furnished with books by district boards.

Ohio, 1897.—A commission, consisting of the governor, secretary of state, and (elected) State commissioner of common schools, fixes maximum prices on books offered through proposals filed in the office of the commissioner of common schools and confirmed by agreement for five years. It is unlawful for any board of education to adopt or cause to be used any book not filed as above.

Publishers failing to maintain the supply as provided are to have the book in question permanently rejected and to pay \$500 for each failure, which sum is to go to the common-school fund of the State.

The State commissioner of common schools in the first half of June, annually, notifies boards of education regarding the publishers whose guaranties are filed. On the third Monday of August, or at an adjourned meeting within two weeks, each board elects the studies to be pursued and the books to be used in the schools under its control. No text-book so adopted is to be changed, nor any part altered or revised, nor any other text-book substituted for five years from adoption without consent of three-fourths of the members elected given at a regular meeting.

Each board, at regular meetings in April and August, is to determine the kind and number of books required in its schools for next six months, and cause an order to be drawn for the amount in favor of the clerk of the board; the clerk then orders the books from the publisher, the board paying transportation charges from the contingent fund.

The board has authority to arrange for the care and sale of the books to pupils of school age at not exceeding 10 per cent advance on the cost. The board may contract with local dealers to furnish books at rates above indicated, the board being responsible to the publishers for all books purchased by the board. When pupils remove from any district to a district using other books, and wish to dispose of their books, the board of the district from which they remove is authorized to purchase their books at a fair valuation and resell them. The local board furnishes indigent pupils by loan.

Virginia, 1892.—Uniformity of text-books and the furnishing of schoolhouses with such apparatus and library as may be necessary shall be provided for on some gradual system by the (State) board of education. The two works of John Esten Cooke, entitled, respectively, *Virginia; A History of Her People, and Stories of the Old Dominion*, shall be included in the list of text-books.

The State board of education, consisting of the governor, superintendent of the public instruction (elected by the general assembly), and attorney-general, made contracts with publishers by which a series of books became established for four years from August 1, 1894. The board prescribed that counties and cities could change during the four years from other books in use, but must keep the newly adopted books four years from adoption, if continued so long on the list of the board. Every pupil is required to be supplied with proper books before admission to any school. City and county superintendents (appointed by the State board of education and confirmed by the senate) are charged with securing arrangements for having supplies of the adopted books within easy reach at stipulated prices.

School districts provide books for indigent pupils.

Washington, 1893.—The State board of education, consisting of four suitable persons, two being teachers in the common schools, appointed by the governor, by and with the advice and consent of the senate, together with the superintendent of public instruction, is authorized to adopt a uniform series of books for the common schools, not to be changed for five years except on failure of publishers to comply with their contract.

City boards of education may adopt books additional to those prescribed by the State board, but make no changes within five years of adoption, and they provide books for indigent children.

All children are required to be supplied with the prescribed books as a condition of membership in the schools.

Any district using text-books other than those prescribed, or failing to comply with the course of study prescribed by the board of education, forfeits 25 per cent of its school fund for that year.

STATES IN WHICH SCHOOLBOOKS ARE, OR MAY BE, PUBLIC PROPERTY.

In the following States provision is made, obligatory or permissive, for furnishing the use of text-books free to pupils, for sake of brevity called free text-books.

Colorado, 1893.—Each school board * * * shall have power, and it shall be their duty, * * * to fix the course of study, the exercises, and the kind of text-books to be used: *Provided*, That but one kind of text-book of the same grade or branch of study shall be used in the same department of a school, and that after the adoption of any book it shall not be changed in less than four years, unless the price thereof shall be unwarrantably advanced or the mechanical quality lowered or the supply stopped.

To provide books for indigent children, on the written statement of the teachers that the parents of such children are not able to purchase them, and to furnish free text-books for the use of all pupils when authorized to do so by a majority vote of the district as expressed at any regular or special meeting.

To require all pupils to be furnished with the proper and suitable books as a condition of membership in school.

Connecticut, 1895.—The State board of education, consisting of the governor, lieutenant-governor, and four persons appointed by the general assembly, may direct what books shall be used in all its (State) schools, but shall not direct any book to be changed oftener than once in five years. (Sec. 10.)

Any town, at its annual meeting, may direct its school visitors or board of education or town committee to purchase, at the expense of said town, the text-books and other school supplies used in the public schools of said town, and said text-books and supplies shall be loaned to the pupils of said public schools free of charge. (Sec. 53.)

Delaware, 1893.—By the law of 1885 the State board of education, now composed of the governor, secretary of state, and the three superintendents of the counties appointed by the governor, meets every five years to determine what changes shall be made in the text-books to be used in the said free schools, and no change shall be made in any text-books to be used in the said free schools except at the meetings to be held every five years as directed by this act.

By act of 1891, on and after the first Saturday in April, A. D. 1891, the school commissioners or trustees of each school district or districts in the State shall furnish the necessary text-books free to all the pupils enrolled in the free schools of the State in the manner hereinafter provided.

The school commissioners or trustees shall order from the publisher or publishers the books which have been adopted by the State board of education at the net contract prices at which the publishers have agreed to supply the same. (Sec. 2.)

It shall be the duty of the clerk of each school district to distribute the books received to the scholars or their parents, guardians, or other person, as they desire, upon receipt for the same. The clerk shall be responsible for the safe-keeping of the books furnished him and also for prices of books sold. (Sec. 3.)

It shall be the duty of the school commissioners to provide for the safe-keeping and care of the books returned by the pupils at the close of the annual term to the clerk. The school commissioners may furnish books at cost to pupils who wish to replace books lost or willfully destroyed or who may wish to own their books, and shall turn the proceeds into the school fund of the district. (Sec. 4.)

It shall be the duty of every teacher to hand to the commissioners of the district, at the end of each quarter, an inventory of the books in the school belonging to the district, stating by whom such books are held, their condition, and the number of and by whom books have been destroyed. Until such report shall have been made it shall not be lawful to pay such teacher his or her salary. (Sec. 5.)

The text-books for the colored schools of the State shall be ordered by the county superintendents of the respective counties through the county treasurer of each county. (Sec. 7.)

District of Columbia, 1898.—In recent years books have been supplied by loan, free, to pupils below the high schools through specific appropriations made by Congress, upon which the District depends for its legislation.

Idaho, 1897.—A State board of text-book commissioners, consisting of the president of the university, the State superintendent of public instruction, and three others engaged in educational work, appointed by the governor, after proposals for furnishing books, free on board cars, were received for a term of six years from September 1, 1893, selected a series of books for exclusive use in the State.

The chairman of each board of trustees in a county forwards to the (elected) county superintendent a list of the books needed. The county superintendent makes the necessary orders to the State superintendent, who orders from the contracting publishers and, on receipt, distributes to the county superintendents. All payments to county superintendents are forwarded to the State treasurer, who is charged with settlement of bills of contractors.

By amendatory act of 1897 the trustees purchase, at the expense of the district, all text-books used in the public schools, to be either loaned to the pupils free of charge or sold at cost to any pupils of the district for cash only. The clerk is custodian and must deposit a detailed monthly statement of accounts and of the condition of books.

Iowa, 1897.—The board of directors of each school corporation is empowered to adopt text-books for the teaching of all branches taught, and to contract for and buy said books and to sell the same to the pupils of their respective districts at cost. The board may select one or more persons within the county to keep said books for sale, under bond. All the books purchased under the provisions of this chapter shall be paid for out of the contingent fund.

The books are selected after advertisement for proposals. Contracts are made for five years. The publishing contractors give bonds.

The (elected) county superintendent, the county auditor, and the members of the board of supervisors constitute a county board of education. On petition of one-half the school directors of a county, outside the cities and towns, asking for a uniform series of text-books in the county, the board provides for submitting the question of county uniformity of text-books to the electors at the next annual meeting. If a majority of the electors voting vote affirmatively, the county board selects the text-books for the entire county and contracts for the same. The list adopted is obligatory upon all public schools of the county except in the cities and towns, which may adopt the same books if they so choose. The board of education may arrange for depositories and pay for the books out of county funds, to which proceeds of sales are returned. On petition of one-third or more of the legal voters in any school corporation the question of providing free text-books is submitted to the voters at the annual meeting, notice thereof being in the call for the meeting.

If a majority of the legal voters present and voting favor it, the board procures the books, by selection and contract as above, and loans them to pupils, who are held responsible for damage or loss, but are permitted to buy any text-books used in the school at cost. The electors, by like steps, can secure the discontinuance of loaning text-books to pupils.

District boards may furnish school books to indigent children when they are likely to be deprived of the proper benefits of school unless so aided.

Kansas, 1897.—A school text-book commission of eight members, appointed by the governor, by and with the consent of the senate (not more than three members being of the same political party), with the State superintendent ex officio chairman, for four years from the first Monday in April, 1897, was authorized to select and adopt a uniform series of school text-books for use in the public schools in the

following-named branches: Spelling, reading, arithmetic, geography, English grammar, physiology and hygiene, history of the United States, civil government, elements of algebra and physical geography, elements of natural philosophy, bookkeeping, and a graded series of writing books.

Bids were invited from publishers for furnishing books for five years from September 1, 1897; also from authors of unpublished manuscript; also from persons willing to compile books. The law defines the maximum prices and provides for exchanges to secure uniformity.

After the annual school meeting each clerk is required to transmit an estimate of books required to the county superintendent, who sends a requisition on the publishers for books needed for the county. By a two-thirds majority of the legal electors any board may buy the necessary books from the incidental funds, retain the ownership, and furnish the use free to pupils.

Maine, 1895.—Towns shall provide schoolbooks for the use of the pupils in the public schools at the expense of said town: Provided, however, that any parent or guardian of any pupil in the public schools may, at his own expense, procure for the separate and exclusive use of such pupil the text-books required to be used in such schools.

Maryland, 1896.—Schoolbooks shall contain nothing of a sectarian or partisan character.

The board of public school commissioners of Baltimore City and each board of county school commissioners shall adopt and purchase text-books for use in the public schools of said city and of the several counties in the State as such new text-books are required, and when so procured the necessary text-books shall be furnished free of cost for use in the public schools of the State, subject to the order of said boards, but said boards shall have the right at any time to change any series of text-books already in use or hereafter adopted; provided, that text-books shall be furnished under the provisions of this act to the several grades in the public schools successively, beginning with the first grade; and provided, that said boards shall not be required to expend during any school year for said text-books more than the several amounts of money received by said boards, respectively, under the provisions of this act; and provided, that indigent pupils of all grades shall receive text-books free of cost, as provided under the provisions of existing laws; and provided, the said respective boards shall adopt such means for the purchase of text-books by competitive bidding, as far as is practicable, and at the lowest possible price; and provided, that parents or pupils may purchase their own text-books when they think proper. The details of titles, publishers, and prices are reported to the State board of education and set forth in full in its annual report.

The said several boards shall provide for the issuing, safe-keeping, care, and return of the same.

Massachusetts, 1895.—Chapter 103 of the acts of 1884 provides that the school committee of every city and town shall purchase, at the expense of such city or town, text-books and supplies used in the public schools; and said text-books and supplies shall be loaned to the pupils of said public schools free of charge, subject to rules of the committee.

The school committee directs what books shall be used, and prescribes, as far as practicable, a course of studies and exercises.

The committee must require the daily reading of some portion of the Bible, without written note or oral comment. It is recognized as fulfilling the requirement of law that the teacher shall read the Bible as part of the morning devotional service without requiring every pupil to do so. (Pub. stat. rel. to pub. inst., 1892, with annot. and expl., p. 46.)

Michigan, 1893.—The district board specifies the studies to be pursued in its

schools and selects the text-books, including those with the temperance lessons, approved by the State board of education. Text-books adopted are not to be changed for five years except by consent of a majority of the qualified voters present at an annual meeting or a special meeting called for the purpose.

The district board is authorized to purchase, at district expense, books necessary to supply indigent pupils.

On a majority vote, at an annual meeting with specified previous notice of the vote, the district board shall purchase the necessary books, to be the property of the district and loaned to pupils, providing that individuals may buy their books from the board, and that the question of free text-books may be revived at later annual meetings. The books are bought after proposals through contracts.

Officers neglecting, to proceed after vote of the district for free text-books are deemed guilty of misdemeanor and liable to a fine not more than \$50, with or without imprisonment in the county jail not exceeding thirty days.

Minnesota, 1897.—The board of trustees or board of education of each and every school district is empowered to select, adopt, or contract for the text-books needful for the use of the school or schools under its charge, and the said board shall have power to purchase the text-books selected or contracted for, and provide for the loan, free of charge, or sale at cost of such text-books to the pupils.

No adoption or contract must be for less than three nor more than five years, within which the text-books shall not be changed.

Whenever five or more legal voters of any district petition the board of school trustees to submit to vote the question of free text-books it is the duty of the trustees to call a meeting with ten days' notice. The question may come up at an annual meeting with like notice. If favored by a majority vote, the trustees shall provide free text-books out of the school funds.

The temperance lessons are obligatory, and the superintendent of public instruction and the presidents of the normal schools are directed to recommend a suitable text-book and furnish it at cost to the several school districts.

Nebraska, 1897.—It is made the duty of school boards to purchase all text-books necessary for the schools, and they are authorized to make contracts with publishers for terms not exceeding five years at prices not exceeding those for any individual or corporation in the United States, and with guaranty of any reduction made anywhere during life of the contract.

Publishers are to file price lists and bonds of \$2,000 to \$30,000 with the State superintendent of public instruction, who prepares copies of the lists, and sends them, as well as forms of contracts, through the (elected) county superintendents, to all districts.

All text-books purchased by district boards are held as the property of the district, and loaned to pupils free of charge, the pupils being held responsible for any damage, loss, or failure to return the books in due time and to the person designated by the board.

Any parent or pupil may purchase from the board necessary books at cost price. The board may designate a local dealer to handle the books for the district, with such increase above contract price to pay cost of transportation and handling as may be agreed upon.

New Hampshire, 1893.—Each town constitutes a single district for school purposes. The school board prescribes the studies. The board is required to purchase text-books at the expense of the city or town and loan them to the pupils free of charge under such rules as it prescribes, making provision for sale at cost to such pupils as wish to purchase them for their own use.

New Jersey, 1895.—Each township constitutes a school district; each city, borough, and incorporated town constitutes a school district separate and distinct from the township school district.

It is the duty of the local board of education to provide text-books and loan the

same free to all the pupils, subject to orders and regulations of the board. The purchase is made from a free text-book fund raised by special school tax.

Any school officer accepting any consideration for promoting the sale of any books or violating the provisions of the act is deemed guilty of a misdemeanor, punishable by removal from office.

New York, 1898.—In common-school districts the inhabitants at an annual or special school-district meeting may appropriate money for the purchase of free text-books for indigent pupils. This is the extent of their power, and even this is rarely exercised. There are about 12,000 common-school districts.

The inhabitants of union free-school districts are authorized by statute to appropriate money for the purchase of free text-books for the pupils residing in their districts. The proposition to be submitted to the meeting must be given and served upon every inhabitant prior to the meeting. This power is rarely exercised. There are about 700 union free-school districts, and probably scarcely 100 of them provide free text-books for all pupils.

The cities of the State by their charters are authorized to provide free text-books for all resident pupils. The books are loaned to be returned at the end of the term. No reports on the subject are made to the state department by districts or cities, but the belief is that about one-half the cities avail themselves of their charters for free text-books.

North Dakota, 1896.—The school board of any city, town, or district is empowered to select, adopt, or contract for text-books, also to purchase them and provide for the loan, free of charge, or sale at cost to the pupils.

On petition of a majority of the qualified electors the board must submit the question of providing free text-books to the next annual meeting, and on a majority vote it is the duty of the board so to provide.

Pennsylvania, 1897.—Immediately after the annual election of teachers in each school district and before the opening of the next term, there must be a meeting of the directors and teachers of each district, at which the directors decide upon a series of schoolbooks for exclusive use for the year. The school directors or controllers purchase text-books as required out of the school fund and furnish them free of cost for use in the schools, subject to the orders and provisions of the directors or controllers. No change in text-books must be made more than once in three years.

The Scriptures come under the head of text-books, and they should not be omitted from the list.

It is unlawful for anyone officially connected with the school system to promote the sale of any book or have an interest in such sale, under penalty of fine or imprisonment.

Rhode Island, 1896.—The school committee of each town prescribes the studies and purchases the text-books to be loaned to the pupils free of charge, subject to rules of the committee. A change may be made in the schoolbooks in any town by a two-thirds vote, of the whole committee, and, in the city of Providence, by a majority vote, provided that no change shall be made oftener than once in three years, unless by consent of the State board of education.

South Dakota, 1897.—The county board of education—consisting of the (elected) county superintendent, the superintendents of cities or towns, the county State's attorney, the board of county commissioners, and one person from each commissioner's district, selected by the school board of such district—selects and adopts all text-books for a term of five years, after receiving proposals and guaranties from publishers. The board of county commissioners contracts with publishers, designating a depository in the county where books shall be sold at not more than 10 per cent advance on cost. A provision is inserted in the contract that it becomes void as to any book when the State has published a corresponding book.

Each depository is put under bond and must make returns to the county auditor

monthly. On a written petition of the electors of any school corporation the board shall arrange to furnish free use of books. A safe bookcase is required. The books are to be the property of the school corporation, used only on order of the board.

Utah, 1896.—The State superintendent of schools, county superintendents, and the principal of the State normal school, or a majority of them in convention, decide what text-books shall be used, except in cities of the first or second class, not to be changed for five years, except for sufficient cause, to be decided at a special convention called for that purpose.

In cities of the first and the second class the boards of education have power to furnish and loan to pupils all text-books used by them.

Wisconsin, 1897.—At the annual meeting of every school district the question of providing free text-books must be submitted to popular vote.

The boards are required to determine what books shall be used in their respective districts.

COEDUCATION IN THE UNITED STATES AND IN FOREIGN COUNTRIES.

Coeducation, or the education of boys and girls in the same classes, is the general practice in the elementary schools of the United States. Exceptions to this rule are found in a few cities—less, apparently, than 6 per cent of the total number. In the majority of these cities the separation of boys and girls has arisen from the position or original arrangement of buildings, and is likely to be discontinued under changed conditions. Of the fifty principal cities enumerated by the census of 1890, four, namely, Philadelphia, Pa.; Newark, N. J.; Providence, R. I., and Atlanta, Ga., report separation of the sexes in the high schools only; two cities of this class—San Francisco, Cal., and Wilmington, Del.—reported, in 1892, separation in all grades above the primary. In six cities—New York and Brooklyn, N. Y.; Boston, Mass.; Baltimore, Md.; Washington, D. C., and Louisville, Ky.—both separate and mixed classes are found in all grades. Five cities of the second class, having a population of 8,000 or more, report separation of the sexes in the high schools, and ten cities of the same group separate classes in other grades. Of cities whose population is less than 8,000, nine report separate classes for boys and girls in some grades.

Coeducation is the policy in about two-thirds of the total number of private schools reporting to this Bureau and in 65 per cent of the colleges and universities. On November 14, 1900, the following vote was passed by the board of trustees of Clark University, Worcester, Mass., viz, "that the university will admit candidates for the degree of doctor of philosophy and will confer that degree without regard to the distinction of sex."

Foreign countries.—In England 65 per cent of the departments into which the elementary schools are divided have boys and girls in the same classes; in Scotland, 97 per cent. Statistics for Ireland show that 51 per cent of the national schools have a mixed attendance of boys and girls.

Separate education is the general policy in English schools of secondary grade, and where both sexes are admitted to the same school it is generally to separate departments. The royal commission on secondary education advocate the extension of the coeducational policy, and since the publication of their report (1895) experiments in this direction have noticeably increased.

In the British colonies, with very few exceptions, both mixed and separate schools are found. In Ontario all the schools are mixed. In Quebec the schools for English children are, as a rule, mixed, but in those for the French the sexes are separated. In the Australasian colonies the tendency to separate departments for boys and girls is noticeable in cities. In Cape Colony, while nearly all schools are mixed, separate schools for girls are encouraged.

In France custom and sentiment favor the separate education of boys and girls,

and the law requires every commune having above 500 inhabitants to establish a separate school for girls unless specially authorized to substitute therefor a mixed school. The attendance upon mixed schools slightly increased during the last decade, but not enough to indicate any decided change of sentiment in this respect. The mixed schools are seldom found in cities.

The department of the Seine, which is occupied by Paris and its environs, reported in 1891-92 for public schools only 0.2 per cent of the pupils enrolled in mixed schools, and for private schools 9.2 per cent.

In secondary schools, public and private, separate education is the universal rule.

Germany.—Separate education is the preferred policy in the German States, but is not practicable in the rural primary schools. According to statistics of 1891, in Prussia two-thirds of the children in the common schools were in mixed classes, but in the cities the proportion was only three-tenths. In Saxony only the two lowest classes are mixed, so that separation occurs generally at the tenth year of age—always by the twelfth.

Other continental countries.—Similar conditions prevail in the remaining countries of Europe, the tendency toward separation being most strongly marked in the Catholic countries. In Italy the law calls for separate schools for boys and girls, and if they attend at the same building it must be in separate departments, each provided with its own entrance door. The lowest classes, however, may be, and often are, mixed.

In Norway, and to a less extent in Denmark, girls are securing admission to secondary schools formerly reserved for boys.

The South American republics follow the precedent of the Latin states of Europe. Brazil, like Italy, requires separate schools for the two sexes. In 1888 the experiment of admitting boys and girls to the same class room was made in a few schools, but they were seated in different rooms outside of recitation hours.

Coeducation in the universities of Europe.—The adverse vote of the senate of Cambridge University upon the proposition to admit women to the university degrees fixes for the present the status of women with respect to the great English universities. The vote, which was taken May 21, 1897, stood 1,707 against to 661 for the resolution.

The university colleges established in England since 1868 are open to men and women. By the "universities act" of 1889 the Scotch universities were authorized to open their doors to women. Edinburgh admits them to the classes with men. Glasgow has affiliated Queen Margaret College for Women, and more recently (1895) opened all lectures in the faculty of arts to women. The University College of Dundee, affiliated to St. Andrews, is coeducational.

In France women have never been legally deprived of university privileges, and since 1863, when the first woman was enrolled in the Paris faculties, the number of women matriculates has been gradually increasing.

The universities and secondary schools of Italy admit students of both sexes to the same class, a policy at variance with that pursued in the elementary schools.

Women have recently been admitted to courses in the universities of Germany, Austria, and Hungary, special authorization being required in each individual case.

The University of Athens was open to women in 1890.

TEACHERS' SALARIES.

The list of city school systems in cities of over 8,000 inhabitants, as published in the Report of 1898-99, numbered 632. The revision of this list according to the figures of the Twelfth Census caused a reduction of the number to 568, a loss of 64 which had claimed populations of over 8,000. It being generally the case that the average salaries paid teachers and supervising officers in the small cities that were dropped from the list of last year are far below the average in all cities of over 8,000 inhab-

itants, to this change in the list is due the large apparent increase in the average salary for the cities of the country at large. In the case of some of the States, however, as in New Jersey and Illinois, the changes in average salaries can not be assigned to this cause, for, though four small cities were added to the list of the former, the average salary shows a marked increase over those of the previous year, and while Illinois, by the revision above mentioned, loses six cities, the average salary for the State shows a falling off from \$784.58 in 1898-99 to \$745.13 in 1899-1900. A notable salary change resulting from an actual improvement in the salary schedule appears in the figures for New York, which show an increase of \$137.17 over the average salary in this State for the preceding year.

Average annual salaries of teachers and supervising officers in cities of over 8,000 inhabitants, summarized by States, etc.

Cities of—	1898-99.			1899-1900.		
	Number of teachers and supervising officers.	Expenditure for supervision and teaching.	Average annual salary.	Number of teachers and supervising officers.	Expenditure for supervision and teaching.	Average annual salary.
United States.....	87,240	\$55,680,787	\$628.35	88,227	\$59,183,536	\$670.81
North Atlantic Division.....	41,924	27,571,736	657.66	43,358	30,978,507	714.48
South Atlantic Division.....	5,896	3,278,909	556.12	5,857	3,319,268	566.72
South Central Division.....	4,356	2,341,240	537.47	4,280	2,269,323	529.56
North Central Division.....	30,141	18,837,096	624.96	29,877	18,642,461	623.97
Western Division.....	4,923	3,660,836	743.62	4,855	3,934,007	810.30
North Atlantic Division:						
Maine.....	711	314,655	442.55	683	306,022	448.05
New Hampshire.....	510	257,089	504.09	525	273,461	520.87
Vermont.....	152	70,950	466.77	161	73,350	455.59
Massachusetts.....	8,529	6,087,999	713.79	8,714	6,349,889	728.69
Rhode Island.....	1,335	790,974	592.49	1,288	796,765	618.60
Connecticut.....	2,249	1,287,924	572.71	2,211	1,279,606	578.74
New York.....	16,162	11,543,660	714.24	16,775	14,282,374	851.41
New Jersey.....	3,374	1,964,204	582.15	3,877	2,315,801	597.31
Pennsylvania.....	8,902	5,251,271	590.23	9,124	5,301,239	582.02
South Atlantic Division:						
Delaware.....	247	121,311	491.14	252	124,804	495.25
Maryland.....	1,136	798,798	703.42	1,123	788,577	693.99
District of Columbia.....	1,161	801,016	689.95	1,236	838,577	683.99
Virginia.....	687	320,664	466.76	696	330,341	474.63
West Virginia.....	297	138,073	464.89	326	141,195	433.11
South Carolina.....	265	85,893	418.85	201	87,402	434.83
Georgia.....	819	497,084	533.68	795	419,760	528.90
Florida.....	199	101,816	526.71	205	84,636	412.85
South Central Division:						
Kentucky.....	1,119	696,583	622.50	1,112	649,063	583.69
Tennessee.....	503	322,484	543.82	679	340,996	502.20
Alabama.....	395	145,805	369.12	292	133,455	457.04
Mississippi.....	753	349,010	463.49	752	375,779	499.70
Louisiana.....	1,064	637,358	589.62	1,027	601,462	588.96
Texas.....	208	139,282	691.54	209	120,513	576.61
Arkansas.....	31	6,632	213.93	70	24,632	351.89
Oklahoma.....						
North Central Division:						
Ohio.....	5,745	3,562,192	620.05	5,842	3,622,847	620.14
Indiana.....	2,633	1,449,010	546.90	2,350	1,407,768	599.05
Illinois.....	8,021	6,263,133	784.58	8,100	6,035,583	745.13
Michigan.....	2,945	1,500,540	529.89	3,016	1,630,395	540.55
Wisconsin.....	2,383	1,208,379	514.93	2,433	1,334,581	548.53
Minnesota.....	1,948	1,108,650	569.82	1,876	1,178,746	628.33
Iowa.....	1,794	891,473	496.32	1,840	866,428	470.88
Missouri.....	2,871	1,669,869	581.65	2,621	1,715,654	587.39
North Dakota.....	75	43,831	584.41	53	26,207	494.47
South Dakota.....	59	27,931	538.62	638	339,635	626.39
Nebraska.....	866	490,383	566.20	772	399,587	517.60
Kansas.....	810	330,475	482.06			
Western Division:						
Montana.....	241	150,428	665.68	263	222,900	844.10
Wyoming.....	28	21,545	769.46			
Colorado.....	833	652,398	795.18	907	704,421	776.65
Utah.....	404	213,093	527.45	383	206,931	540.29
Washington.....	536	274,582	512.33	609	375,366	616.23
Oregon.....	346	228,785	691.22	343	223,486	651.56
California.....	2,503	2,080,605	831.60	2,293	2,162,416	943.05

CHAPTER XLVII.

STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES.

Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
		Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Men.	Women.	Total.
1	2	3	4	5	6	7	8	9	10	11
EUROPE.										
Austria-Hungary	1897	3,169,715	2,991,088	6,157,803	15	---	87.5	90,579	27,500	118,079
Bavaria (kingdom)	1897	1,817,800	1,490,345	3,307,145	13.2	---	90	66,704	20,473	87,177
Bremen (free city)	1897	1,314,800	1,181,713	2,496,513	11.5	---	83	23,855	7,027	30,882
Hamburg (free city)	1896	400,563	374,420	774,983	11.01	---	---	---	---	15,880
Belgium	1898-99	233,023	112,804	345,827	10.43	---	---	6,322	1,676	8,008
Bulgaria	1897-98	2,777,730	2,757,386	5,535,116	14.37	---	---	---	---	153,595
Denmark	1897	173,578	184,182	357,760	20.6	---	90	6,030	800	6,830
Germany:	1895	541,532	546,010	1,087,542	20	---	90	17,953	6,399	24,252
Baden (grand duchy)	1897	12,636	12,891	25,527	13	---	90	454	135	589
Bavaria (kingdom)	1898	44,761	50,777	95,538	14	---	90	1,720	1,368	3,088
Bremen (free city)	1896	3,160,530	6,341,267	9,501,797	20	---	90	81,762	16,339	98,101
Prussia (kingdom)	1896	337,441	381,267	718,708	20	---	90	9,409	3,060	12,469
Saxony (kingdom)	1897	185,090	208,658	393,748	19	---	90	---	---	5,690
Württemberg (kingdom)	---	---	---	383,628	---	---	---	---	---	---
(From 19 States of the Empire no reports have been received since 1891.)	---	---	---	---	---	---	---	---	---	---
Great Britain and Ireland:	1890-1900	---	---	5,654,092	17.74	---	---	---	---	139,818
England and Wales:	---	---	---	5,654,092	17.74	---	---	---	---	139,818
Scotland	---	---	---	731,572	17.07	---	---	---	---	16,838
Ireland	---	---	---	279,163	17.55	---	---	---	---	13,074
Greece	1900	134,521	37,929	172,450	6.62	---	---	2,428	741	3,169
Italy	1897-98	1,273,829	1,086,140	2,359,969	7.36	---	---	18,587	31,818	50,405
Netherlands	1898-99	274,622	351,006	625,628	14.32	---	---	6,229	13,325	19,554
Norway	1897	---	---	329,017	16.44	---	---	4,496	2,280	6,776
Portugal	1890	235,458	63,025	298,483	4.71	---	---	4,069	1,621	5,690
Romania	1897-98	2,948,274	851,544	3,799,818	5.06	---	---	91,105	22,879	113,984
Russia	1896	50,536	44,224	94,760	2.99	---	---	1,093	1,407	2,500
Finland	1900	---	---	6,192,832	11.58	---	---	1,093	884	1,977
Serbia	1899	83,273	17,628	100,901	4.36	---	---	---	---	15,907
Spain	1895	---	---	1,356,136	7.44	---	---	---	---	14,435
Sweden	1898	---	---	740,007	14.52	---	---	---	---	---
Switzerland	1898	359,121	287,995	647,116	20.7	---	88.2	8,138	6,297	14,435

a Average enrollment.

b Ambulatory schools.

Statistics of elementary education in foreign countries—Continued.

Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.	
		Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Men.	Women. Total.
1	2	3	4	5	6	7	8	9	10 11
ASIA.									
British India:									
Assam.....	1896-97			84,287	1.57				
Bengal.....	1897-98			1,250,615	1.76				
Bihar.....	1897-98			501,085	1.72				
Bombay.....	1899-1900	483,814	77,894	561,708	2.97	435,715	77.57		
Burmah (upper and lower).....	1899-1900	113,120	28,660	141,780	1.90				
Central provinces.....	1896-97			122,616	1.13				
Coorg.....	1896			4,039	2.33				
Madras.....	1899-1900	581,921	57,644	639,565	1.74				
Mysore.....	1898-99	75,263	11,584	86,847	1.79				
Northwest provinces and Oudh.....	1897-98	258,614	13,449	272,063	.57				
Punjab.....	1897-98	167,544	13,850	181,394	.80				
Ceylon.....	1898	110,290	32,940	143,230	4.99	91,529	60.92		
Japan.....	1898	2,632,358	1,316,567	3,948,925	7.84	3,248,349	96.99		83,157
AFRICA.									
Cape of Good Hope.....	1899	75,137	72,287	147,424	9.65	109,598	74.38	1,844	3,600
Egypt.....	1900			211,378	2.17				5,534
Natal.....	1899-1900			24,523	4.50				13,999
NORTH AMERICA.									
British Columbia.....	1899-1900	11,073	10,455	21,528	21.93	13,438	62.44		494
Manitoba.....	1900			550,460	c35	27,870	50.52		1,596
New Brunswick.....	1899			61,444	19.12	36,586	59.54	1,004	1,856
Northwest Territories.....	1899			20,343		9,430	46.35		592
Nova Scotia.....	1897	10,713	9,630	20,343		54,922	54.46		2,485
Ontario.....	1900			140,847	22.39	239,092	57.12	2,713	6,620
Prince Edward Island.....	1898	12,145	9,963	22,108	22.27	13,412	60.58	324	509
Quebec.....	1899-1900	99,682	99,730	199,412	20.29	138,559	69.47	190	5,940
Newfoundland.....	1899			337,731	13.39				
Mexico.....	1897			584,171	16.08				
Bermuda.....	1898			1,990	4.68	391,637	67.04		10,327

WEST INDIES.

Jamaica.....	1888-89	97,091	14.43	54,041	55.65	-----	-----	1,545
Trinidad.....	1900	30,137	-----	18,530	71.62	1,456	2,127	3,583
Cuba &c.....	1900	172,273	10.95	123,362	-----	-----	-----	-----
CENTRAL AMERICA.								
Costa Rica.....	1897	21,913	7.07	17,153	78.28	357	447	784
Guatemala.....	1899	47,393	3	-----	-----	-----	-----	1,578
Honduras.....	-----	23,767	5.84	-----	-----	-----	-----	-----
Nicaragua.....	1900	17,803	4.68	-----	-----	-----	-----	793
Salvador.....	1893	29,427	3.63	-----	-----	453	340	-----
SOUTH AMERICA.								
Argentina.....	1889	308,792	6.75	259,245	83.95	2,216	5,779	7,995
Bolivia.....	1899	36,418	2.91	-----	-----	-----	-----	1,020
Brazil.....	1899	300,000	2.09	-----	-----	-----	-----	2,299
Chile.....	1899	115,535	3.71	70,607	61.11	748	1,551	-----
Colombia.....	1897	143,073	3.69	-----	-----	-----	-----	1,606
Ecuador.....	1894	76,878	6.04	-----	-----	-----	-----	700
Paraguay.....	1897	25,000	4.42	-----	-----	-----	-----	1,618
Peru.....	1897	85,592	1.80	60,771	71	-----	-----	-----
Uruguay.....	1900	52,276	5.84	34,958	66.87	-----	-----	e 407
Venezuela.....	1891	100,026	4.31	-----	-----	-----	-----	-----
Mauritius.....	1900	19,481	5.24	12,235	62.8	-----	-----	-----
AUSTRALASIA.								
New South Wales.....	1889	233,233	17.78	149,439	64.06	-----	-----	1,961
Queensland.....	1899	92,120	21.07	63,133	68.53	428	1,033	1,239
South Australia.....	1899-1900	52,446	14.69	42,874	81.74	419	840	4,618
Victoria.....	1898	297,719	20.18	134,845	56.72	-----	-----	351
West Australia.....	1900	18,557	11.75	14,063	79.01	-----	-----	-----
Tasmania.....	1899	131,315	18.70	108,405	82.55	1,451	2,104	3,615
Tasmania.....	1899	23,272	15.86	13,105	56.31	-----	-----	-----

a Includes high and middle schools; also 20,536 in private elementary.

b Also in private elementary schools, 40,230.

c Enrolment included 105 pupils over 21 years of age, 50,235 between 5 and 21 years of age, and 90 below 5 years.

d These figures for Cuba are the statistics for only four months, and are taken from a Report on the Public Schools of Cuba for September, October, November, and December, 1900, by Matthew E. Hanna, acting commissioner of public schools of Cuba, which was received after Chapter XXIX was printed.

e Includes 117 monitors and monitresses.

Countries.	Current expenditures.					Popula- tion.	Date of cen- sus.	Chief officer of education.
	Salaries.	Inciden- tals.	Total.	Per cap- ita of en- roll- ment.	Per cap- ita of popu- lation.			
	12	13	14	15	16	17	18	19
EUROPE.								
Austria-Hungary	\$18,871,019	\$6,834,841	\$25,705,860	\$4.60	\$0.60	41,353,886	1890	No imperial office. Dr. W. von Hartel, minister of public instruc- tion.
Austria	14,813,156	5,495,945	20,309,101	6.83	.85	23,895,413	1890	
Hungary	4,957,863	1,338,895	5,396,759	2.48	.45	17,463,473	1890	Dr. J. von Wassies, minister of public in- struction.
Belgium .....	.....	.....	7,152,211	9.22	1.07	6,639,732	1898	M. de Trooz, minister of the interior and public instruction.
Bulgaria .....	.....	.....	1,419,825	4.10	.43	3,310,713	1895 (Jan. 1)	Dr. Vatchov, minister of public instruction.
Denmark .....	.....	.....	.....	.....	.....	2,185,335	1890	Christiansen-Stradel, minister of ecclesiastical affairs and public instruction.
France .....	.....	.....	642,863,050	10.21	1.18	38,517,975	1896	M. Georges Leygues, minister of public in- struction and fine arts.
Germany .....	.....	.....	.....	.....	.....	.....	.....	No imperial office.
Baden (grand duchy) .....	.....	.....	3,270,000	9.00	1.75	1,866,584	1900	Dr. W. Nock, minister of justice, worship, and education.
Bavaria (kingdom) .....	.....	.....	65,869,883	5.25	.95	6,175,153	1900	Herr J. von Schraut, minister of worship and education.
Bremen (free city)	180,000	70,000	250,000	10.00	1.11	224,687	1900	Dr. D. Ehmeck, senator, president depart- ment of schools.
Hamburg (free city) .....	.....	.....	c1,740,100	17.00	2.26	768,349	1900	Dr. J. O. Stammann, senator, president de- partment of schools.
Prussia (kingdom)	31,871,325	12,377,049	44,248,374	7.00	1.29	34,453,377	1900	Dr. Conrad Studt, minister of public wor- ship, education, and medical affairs.
Saxony (kingdom)	4,604,053	1,496,733	6,070,786	8.30	1.45	4,199,758	1900	Dr. E. H. M. Wäntig, minister of worship and education.
Württemberg (kingdom) .....	.....	.....	b1,416,562	3.80	.70	2,165,765	1900	Dr. von Weissacker, chief of department of worship and education.
Great Britain and Ireland: England and Wales .....	.....	.....	58,075,848	10.30	1.19	31,742,588	1899	Committee of council on education; vice-presi- dent for England, Sir John Gorst; vice- president for Scotland, Lord Balfour of Burleigh.
Scotland .....	.....	.....	7,880,704	10.77	1.84	4,281,850	1899	
Ireland .....	.....	.....	5,998,870	7.42	1.30	4,535,516	1896	Commissioners of national education in Ire- land.
Greece .....	.....	.....	.....	.....	.....	2,453,896	1896	M. Sp. B. Stais, minister of ecclesiastical af- fairs and public instruction.
Italy .....	.....	.....	12,164,244	5.15	.38	22,045,404	1900 (Dec. 31)	Nunzio Nasi, minister of public instruction.
Netherlands	4,420,448	.....	6,158,336	8.43	1.20	3,103,624	1899 (Dec. 31)	H. G. Borgestus, minister of interior.

Norway	2,144,908	6.52	1.67	2,000,917	1891	B. A. Wexelsen, minister of ecclesiastical affairs and public instruction.
Portugal	1,915,113	6.40	.30	5,049,729	1890	E. E. H. Ribeiro, minister of the interior.
Roumania				5,912,550	1899 (Dec.)	Const. C. Arion, minister of public instruction and ecclesiastical affairs.
Russia	<i>d</i> 19,345,842	5.12	.15	126,448,924	1897	P. Vannovsky, minister of public instruction.
Finland	577,748	2.00	.23	2,483,249	1897	Dr. L. L. Lindelf, director-general in charge of schools.
Sweden				2,312,484	1895 (Dec. 31)	Peter Marinkovitch, minister of ecclesiastical affairs and public instruction.
Spain				18,226,040	1897	Count Romanones, minister of education.
Switzerland	6,105,488	9.80	2.63	5,097,402	1899 (Dec. 31)	N. L. A. Claesson, minister of education and ecclesiastical affairs.
British India:				3,119,635	1898	No federal office.
Assam						
Bengal	710,722	.56	.01	5,476,833	1891	Mr. C. A. Martin, director of public instruction.
Bihar				71,346,987	1891	
Bombay	715,681	1.27	.037	2,897,491	1891	Mr. E. Giles, director of public instruction.
Burmah (upper and lower)	54,621	.38	.007	18,901,123	1891	Mr. John Vansouveren Pope, director of public instruction.
Central provinces				7,605,507	1891	
Coorg				10,734,294	1891	
Madras	439,631	.74	.01	173,655	1891	Mr. G. H. Stuart, director of public instruction.
Mysore	108,197	1.93	.63	35,530,440	1891	Mr. H. J. Bhabha, inspector-general of education.
Northwest provinces and Oudh	418,762	1.53	.01	4,843,523	1891	Mr. T. C. Lewis, director of public instruction.
Punjab	612,363	3.37	.63	46,905,085	1891	Mr. W. A. Bell, officiating director of public instruction.
Ceylon	91,709	.61	.63	20,896,847	1891	Mr. J. Harward, acting director.
Japan	9,407,137	2.83	.22	3,000,461	1891	Matsuda Masahisa, minister of state for education.
				42,708,264	1896	
AFRICA.						
Cape of Good Hope	1,275,795	8.65	.83	1,537,222	1891	Mr. Thomas Muir, superintendent-general of education.
Egypt				9,734,405	1897 (June)	Hussain Pacha Fakhray, minister of public works and public instruction.
Natal	286,315	11.67	.52	543,913	1891	Mr. Robert Russell, superintendent inspector of schools.

a Public schools only, which enroll 4,190,320 pupils, or three-fourths the total, in elementary schools.

b From States only, or incomplete statements.

c Including tuition fees.

d Total contribution for elementary education from the various ministers in 1893.

Countries.	Current expenditures.						Date of census.	Chief officer of education.
	Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.	Population.		
	12	13	14	15	16	17	18	19
NORTH AMERICA.								
British Columbia.....			\$284,909	\$13.23	\$2.90	98,173	1891	Hon. J. D. Prentice, minister of education.
Manitoba.....			1,173,416	23.57	7.73	152,506	1891	Department of education, Hon. Colin H. Campbell.
New Brunswick.....			665,485	9.85	1.88	321,263	1891	Mr. J. R. Inch, chief superintendent of education.
Northwest Territories.....			453,855	22.41		450,396	1891	Mr. D. J. Goggin, superintendent of education.
Nova Scotia.....			810,696	8.03	1.79		1891	Hon. Richard Harcourt, minister of education.
Ontario.....			4,372,059	9.28	2.06	2,114,321	1891	Mr. D. J. McLeod, superintendent of education.
Prince Edward Island.....			153,316	6.92	1.40	109,078	1891	M. Boucher de la Bruère, superintendent of education.
Quebec.....			1,621,625	8.13	1.08	1,488,535	1891	
Newfoundland.....			176,345	5.51	.84	210,000	1899	J. Baranda, minister of justice and public instruction.
Mexico.....			2,083,267	3.57	.17	12,491,573	1895 (Oct. 20)	Mr. George Simpson, secretary of the board of education.
Bermuda.....			7,773	3.89	.49	15,794	1895	
WEST INDIES.								
Jamaica.....			250,586	2.58	.37	672,762	1894	Mr. Thomas Capper, superintending inspector of schools.
Trinidad.....			195,590			220,285	1891	Mr. J. H. Collens, acting inspector of schools.
Cuba &.....	\$791,826	\$113,562	905,388	5.25	.56	1,572,797	1899	Enrique José Varona, secretary of public instruction.
CENTRAL AMERICA.								
Costa Rica.....			164,946	7.53	.53	310,000	1899 (March)	J. A. Facio, minister of foreign affairs, ecclesiastical affairs, public instruction, charities, and justice.
Guatemala.....			317,970	6.72	.20	1,574,340	1900	J. A. Mandujano, minister of public instruction.
Honduras.....			62,689	2.64	.15	407,000	1896	Dr. J. A. Arias, minister of justice and public instruction.
Nicaragua.....						380,000	1895	Dr. Fernando Sanchez, minister of foreign affairs and public instruction.
Salvador.....						893,554	1894	Dr. J. Trigueros, minister of charities and public instruction.

SOUTH AMERICA.									
Argentina	-----	9,435,119	20.55	2.06	4,573,608	1899 (Jan.)	Dr. O. Magnasco, minister of justice and public instruction.		
Bolivia	-----	63,560	1.75	.05	1,250,000	1898	S. Oropeza, minister of justice and public instruction.		
Brazil	-----	761,051	6.59	.24	14,333,915	1890	Ep. Pessoa, minister of interior and justice.		
Chile	-----				3,110,085	1899 (Dec. 31)	Fr. Herboso, minister of justice and public instruction.		
Colombia	-----				3,573,600	1881	Dr. M. A. Mendez, minister of public instruction.		
Ecuador	-----				1,271,861	-----	A. Moncayo, minister of interior, police, public works, agriculture, and public charities.		
Paraguay	-----	6,281,964	15.28	.68	565,000	1898	Dr. J. T. Legal, minister of justice, ecclesiastical affairs, and public instruction.		
Peru	-----	232,245	2.71	.05	4,600,999	1896	R. Villanueva, minister of justice, ecclesiastical affairs, and public instruction.		
Uruguay	-----	684,227	13.09	.76	895,364	1900 (Mar. 1)	G. L. Rodriguez, minister of agriculture, industry, public instruction, and public works.		
Venezuela	-----	483,232	4.83	.21	2,323,527	1891	Dr. F. Quintero, minister of public instruction.		
Mauritius	-----				371,665	1897	Mr. A. Standley, acting superintendent of schools.		
AUSTRALASIA.									
New South Wales	-----	c 3,685,400	15.80	2.81	1,311,440	1897	Hon. John Perry, minister of public instruction.		
Queensland	-----	1,182,050	12.63	2.79	422,941	1897	Mr. J. G. Drake, secretary of public instruction.		
South Australia	-----	733,300	13.84	2.00	356,835	1897	Hon. T. H. Brooker, minister controlling education.		
Victoria	-----	3,028,387	12.73	2.57	1,174,444	1897	Hon. A. J. Peacock, minister of public instruction.		
West Australia	-----	402,465	21.68	2.55	157,819	1897	Hon. G. Randell, minister of education.		
New Zealand	-----	2,543,030	19.33	3.61	703,360	1896	Hon. W. C. Walker, minister of education.		
Tasmania	-----	194,638	8.36	1.32	146,667	1891	Hon. Stafford Bird, minister of education.		

^a See note to Cuba on preceding page.

^b Expenditures by the higher council "for educational purposes."

^c Includes \$454,630 for sites and buildings.



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